

**FACULTY MANUAL**

**THE UNIVERSITY OF FINDLAY**

Adopted 1 NOV 1988  
Amended to AUGUST 2011  
Office for Academic Affairs

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## **Article I – Purpose**

The purpose of this document is to establish the general principles and procedures that govern the operation of the faculty of The University of Findlay in its efforts to achieve the objectives of the institution.

### **A. CERTIFICATE OF INCORPORATION AND BYLAWS**

Findlay College was established as a corporation under the auspices of the Churches of God in North America by a certificate of incorporation issued by the Secretary of the State of Ohio on January 28, 1882. Copies of the certificate of incorporation and bylaws are in the custody of the Vice President for Business Affairs and are available for viewing by all faculty members.

### **B. MISSION AND GOALS STATEMENT**

**OUR HERITAGE:** The University of Findlay was founded as Findlay College in 1882 by the Churches of God, General Conference (formerly, Churches of God in North America) and the citizens of the city of Findlay. The institution is the only university affiliated with the Churches of God and it acknowledges, preserves and honors its Judeo-Christian heritage. The institution changed its name, becoming The University of Findlay, on July 1, 1989.

**OUR MISSION:** The mission of The University of Findlay is to equip our students for meaningful lives and productive careers.

**OUR VISION:** Our vision is to be recognized by our students, peer institutions and other publics as a unique institution, vitally concerned with the growth, development and success of each student, and highly responsive to emerging opportunities for innovation in our educational programs, the learning environment we create and the organizational processes of our institution necessary to accomplish these ends.

**OUR BELIEF:** Our success as an institution of higher learning is ultimately measured by the satisfaction of our students (past and present), the extent to which we facilitate their development and the utility of their degrees upon graduation. Our ability to fulfill this responsibility to the student is driven by a vigorous commitment to the following goals:

To attract and serve a student body diverse in its experience, age, race, gender, ethnicity, geography and academic abilities.

To create and deliver high-quality and innovative programs in the undergraduate, graduate and continuing education areas.

To foster an intercultural and global awareness through the presence of a socially and geographically diverse student body.

To seek bold, creative, yet practical approaches to evaluating, measuring and improving the processes of teaching and learning.

To craft a curriculum that blends liberal arts and career education into inter-dependent courses of study.

To enhance the value of our degrees by continually advancing the reputation and image of our institution.

To ensure exemplary instruction, personalized academic advising and student-centered support services and counseling.

To provide opportunities for students to identify, explore, clarify and strengthen moral, ethical and spiritual values.

To embrace an entrepreneurial approach to higher learning that fosters informed risk-taking.

To integrate information technology in areas of instructional support, program enhancement, distance learning and the ongoing management and administration of the University.

To execute and support a deliberate approach to financial planning to ensure fiscal stability and informed allocation of resources.

To build a team of faculty, staff, administration, trustees, students and alumni that is driven by a shared strategic vision of the future.

## **Article II - The Faculty Senate**

### **PREAMBLE**

The Faculty Senate shall have the power to consider any subject pertaining to the interests of the University and to act in the name of The University Faculty in making recommendations to the University Administration on these matters. The Faculty Senate shall, subject to the supervision and control of the Board of Trustees of the University, have control of the academic affairs of the University, of the academic regulations regarding students and of the granting of degrees, honors and awards.

### **A. MEMBERSHIP**

The Faculty Senate of The University of Findlay shall consist of voting members elected as representatives of the College of Business, College of Education, College of Liberal Arts, College of Sciences, College of Health Professions and College of Pharmacy with each college receiving three representatives plus one additional representative for every 12 faculty members. Census data to determine the number of faculty will be December 31 of each year and will be based on the previous three-year average. Additional personnel attending the meetings would be the Vice President for Academic Affairs (ex-officio and non-voting), the Registrar (ex-officio and non-voting) and the Parliamentarian (ex-officio and non-voting if not an elected Senator). In addition, each college will elect one Standing Alternate Senator. The Standing Alternate Senator will attend all Senate meetings as a non-voting member. In the absence of a voting Senator, the Standing

Alternate Senator will be recognized, seated and granted voting privileges (26 Jan. 2009). A Recording Secretary from the Office for Academic Affairs will attend the meetings, record the meeting minutes and distribute them to the faculty.

After two full years of service at The University of Findlay, any full-time faculty member shall be eligible to serve as an elected member of the Senate. The term of office for elected Senate members shall be for three years, approximately one-third of the members to be elected annually. If a Senator has served two consecutive terms, he or she shall for one year be ineligible for re-election.

A Senator, who, through assignment to administrative duties, which equal more than 50 percent of the normal teaching load, is ineligible for election to the Senate, may continue to serve only until the next election.

Nomination and election of Senators in each college shall be by the full-time faculty members of the college.

(Revised 26 Jan. 2009; Revised 10 March 2009)

## B. SENATE STRUCTURE

The Senate shall choose annually from among its elected members a Chair, a Vice Chair, and Senate Secretary to hold office for one year or until their successors is elected. Any Senator shall be eligible for election as Chair after one year of service on the Senate. The newly elected chair will be elected at the final Senate meeting of the spring semester and will assume office at the first Senate meeting of the next academic year. Candidates for Senate Chair must have at least one year eligibility remaining as Senator. The Chair shall be eligible for immediate re-election for a second year but is ineligible after two consecutive years in that position. There shall be no limitation on the possible re-election to the office of Vice Chair or office of Senate Secretary. At the conclusion of their terms in the Senate, all officers shall be eligible for re-election to the Senate. In the absence of the Chair, the Vice Chair shall call the meeting to order and preside. The Office of the Vice President for Academic Affairs will provide administrative support services to the Faculty Senate. (Revised 25 April 2011)

## C. SENATE MEETINGS

Regular meetings of the Faculty Senate shall be held monthly during the fall and spring semesters. If no agenda items are received for a regular monthly meeting, the Chair shall be empowered to cancel the meeting and the Senate will convene at its next regularly scheduled meeting.

During the fall and spring semesters, the Chair shall have the authority to call special meetings. The Senate may also provide for additional meetings. In summer session, the Chair shall have authority to call special meetings for the purpose of disposing of business, which in his/her opinion cannot be delayed until the regular meetings of the fall semester.

Non-members of the University faculty shall have the right to attend meetings of the Senate and shall be privileged to speak in regard to matters before the Senate at such times and under such rules as the Chair may impose. Members of the University faculty who are not members of the Senate shall have the right to attend meetings of the Senate and to speak in regard to matters before the Senate at such time and under such rules as the Chair may impose, but only senate members have the right to vote. The Vice President for Academic Affairs, college deans and other administrators are invited to attend Senate meetings but are not eligible to vote.

The Senate may meet in Executive Session by majority vote. The Executive Session shall include Faculty Senators and the parliamentarian. The Senate Secretary shall become the recording secretary during this part of the meeting.

A majority of the voting membership of the Senate shall constitute a quorum for transacting business, except that in summer meetings, one-third of the members may constitute a quorum. In the case of a Standing Alternate Senator, if any Senator from that college is absent, then that Standing Alternate Senator becomes a voting member and can be counted as part of the quorum.

Except as otherwise provided herein, the basic rules of parliamentary procedure shall apply to the conduct of business. The current edition of *The Standard Code of Parliamentary Procedure of The American Institute of Parliamentarians* shall be used as a guide for Senate meetings. The Chair shall appoint a Parliamentarian (ex-officio and non-voting if not an elected Senator).

The Chair, in consultation with the Vice President for Academic Affairs, shall prepare the agenda for Senate meetings, which shall be distributed electronically at least four weekday class days prior to the meeting to all full-time faculty members. (Revised 5 April 2010)

Faculty Senators will receive the agenda along with proposals via mail at least four weekday class days prior to the meeting. Faculty Senators will have electronic access to any course syllabi required as part of a Faculty Senate proposal. (Revised 25 Jan. 2010)

The minutes of the meeting of the Senate shall be distributed electronically within five weekday class days following the meeting. (Revised 5 April 2010)

An elected member of the Senate who is absent from four regular or special meetings of the Senate in one academic year shall be deemed to have vacated his or her office therein. The Senate Chair shall report at the beginning of each semester the attendance of Senators at Senate meetings from the previous semester. This rule shall not apply to Senators while on official University leave of absence. The college may send a substitute (voting) for a Senator on official University leave of absence.

In the event that a Senate member is unable to attend Senate meetings for a semester, the College in which that Senator teaches will be permitted to select a Substitute Senator with full privileges. The maximum period of time during which the Substitute Senator may serve is one semester.

Voting shall be by show of hands unless a member of the senate shall request a secret ballot.

A motion to discuss a designated topic without requiring specific action by the Senate shall be in order.

All changes brought before the Faculty Senate in a curricula, course, program or description of a course must have an accompanying proposal and be subjected to discussion prior to a vote.

An item can only be brought to the Faculty Senate as “Information Only” if the information is non-curricular or is a change of copy that does not affect the content of the course or direction of a program or area. Any item presented to the Faculty Senate “For Information Only” may be lifted out and become an action item if a request is made and seconded by two senators. This action alone is sufficient for an item to be considered as an action item. All Senate procedural policies must be followed if they apply to the item being considered (for example: if an item that has been lifted out of the “For Information Only” category requires the Senate to wait one meeting before voting then the actual vote on the item must wait until the next meeting.) (Approved 25 April 2011)

All proposals brought before the Faculty Senate must follow the format stated below and include with appropriate detail each of the format items: Sponsors, Background/Summary, Proposal, Rationale and Impact. If any proposal shall come to the chair of the Senate without the required details of each of the format items, the proposal CANNOT be placed on the Faculty Senate agenda until such information is provided.

**Sponsor** - Name of the person bringing forth the proposal or the name of the person to contact for further information about the proposal. (It is recommended that the sponsor or a representative of the sponsor be present when the Senate addresses the proposal.)

**Background/Summary** - Brief background and summary to inform the reader about the proposal.

**Proposal** - Concise statement of the proposal. If the proposal involves changes from current material or policy, the changes should be clearly highlighted. If the proposal is for a new course, it should include: the course title, course description, any prerequisite, course objectives, as well as optional information such as possible textbooks, tentative schedule, facility/technology requirements and the like.

**Rationale** - Persuasive statement to support the proposal. This could include an explanation why the proposal is needed and what will be the benefits. Where appropriate, the statement could address possible anticipated concerns regarding the proposal. The rationale should be as detailed and comprehensive as deemed necessary.

**Impact** - Projected effects the proposal will have on the institution (including financial ramifications, staffing requirements, needed resources and so on).

(Revised 26 Jan. 2009)

## D. POLICIES AND STANDARDS FRAMING AUTHORITY OF THE SENATE

1. It is essential to the character and mission of a mature university that the faculty have the primary authority and responsibility to develop, sustain and enhance the intellectual quality and reputation of the institution and maintain its academic integrity. In accordance with this principle, the Senate, as the representative body of the faculty and subject to the faculty's right to review, advise and consent as set forth below is obligated through its policy and standards framing authority and by other means to promote to the fullest extent possible:

- a. A climate of academic freedom for all faculty;
- b. Equity with regard to all substantive and procedural policies and standards pertaining to tenure, promotion in academic rank, work load and salary distribution;
- c. An optimal learning environment throughout the University;
- d. The definition and establishment of standards and procedures of accountability concerning professional faculty ethics and responsibilities.

2. The stature of a university is directly related to the quality of its faculty. The ability of a university to attract, develop and retain a high quality faculty is dependent upon its economic policies and the quality of the working environment, as well as its academic policies. In accordance with this second principle, the Senate, as the representative body of the faculty, has the authority to frame policies that promote:

- a. The general economic well being of the faculty as part of the optimum utilization of University resources;
- b. Optimal benefits for faculty and retirees from insurance programs and similar group programs, or subsidized benefit programs;
- c. Faculty-leave programs, professional travel or similar activities that promote professional growth;
- d. The effective and efficient utilization of University resources including faculty involvement in academic unit and University budgeting processes and
- e. A quality library, as well as quality instructional and research equipment, services and facilities.

## E. SENATE RESPONSIBILITIES

The University Faculty in accordance with the review procedure set forth below may reconsider any action taken by the Faculty Senate in the name of the University Faculty. The Faculty Senate shall have the responsibility for developing the organization and procedures necessary to carry out its functions of study, debate and recommendation.

The following committees report to the Senate: Academic Advising Committee; Academic Policy and Advisory Committee; Assessment and Accreditation Committee; Athletic Committee; Board of Trustees Representation; Committee on Committees; Convocations Committee; Curriculum Committee; Faculty Affairs Committee; Faculty Development Committee; Faculty Services Committee; General Education Committee; Honors Program Advisory Board; International Travel and Education Committee; Judicial Committee; Library Committee; Institutional Review Board;

Student Academic Development Committee; Student Academic Standards Committee; TLTC Faculty Roundtable.

The Senate shall be responsible for collecting information that deals with issues important to faculty. The Vice President for Academic Affairs is requested to give an oral and written report regarding faculty overloads to the Faculty Senate at the fourth meeting of each semester. The names of individual faculty members teaching these overloads shall be omitted from the report.

The Faculty Marshal shall be the most senior member of the faculty as determined by years of full-time teaching at The University of Findlay who is willing to hold the office. The Faculty Marshal shall serve as long as the person desires provided the person retains full-time teaching status.

#### F. FACULTY RIGHT TO REVIEW SENATE ACTION

No action of the Senate shall be effective until fifteen class days after it has been distributed to the entire faculty. Any action of the Senate may be called into review within two calendar weeks (excluding holidays and semester breaks) of publication of the action, either by the President of the institution or by a petition for review signed by at least fifteen percent of the full-time faculty. When any action of the Senate has thus been called for review, such action shall be subject to possible repeal or amendment by the full-time faculty.

The Process shall be as follows:

1. The President's notice or the petition is filed with the Secretary. The Senate Chair will call a meeting of the Faculty Senators and all full-time faculty. The date of this meeting must be at least ten weekday class days but no more than twenty weekday class days from the date of the President's notice or filing of the petition. The Chair of the Senate will preside.
2. By a majority of those voting, the full-time faculty may repeal Senate action or pass motions that the Senate has defeated provided that this majority constitutes more than thirty-five percent of the full-time faculty.
3. The Senate shall be bound by any faculty review of its actions. Once a review vote by the faculty has failed to endorse an action of the Senate, the Senate shall consider no issue with the same intent, spirit or effect as the defeated issue for one year following the faculty vote. However, the issue may be resubmitted to the Faculty during this period at the request of two-thirds of the Faculty Senate.

#### G. OTHER MEETINGS OF THE FULL FACULTY

The chair of the Faculty Senate shall call and conduct a meeting of the full-time teaching faculty within two weeks of the start of the fall semester classes (but in no case more than four days before the start of classes) and again within three to five weeks before the start of final exams for the spring semester. Faculty shall receive the notice of meeting and items of business at least two weeks before the date of the meeting. Full-time faculty are those who are teaching at least 50 percent of the normal teaching load. A quorum will be 50 percent of the full-time faculty. The current edition of *The Standard Code of Parliamentary Procedure of the American Institute of*

*Parliamentarians* will apply and the Faculty Senate Parliamentarian will assist the chair and assembly. A required item of business at the fall meeting shall be the election of the members of the Judicial Committee. Required items of business at the spring meeting shall be the election of the members of the Faculty Affairs Committee and the Faculty Development Committee, approval of the awarding of all earned degrees and the recommendation to the Board of Trustees of the awarding of the title “emeritus” to the tenured faculty at their formal retirement. (Article II-The Faculty Senate: revised 14 April 2008, revised 17 Aug. 2009)

### **Article III - Faculty Responsibilities and Academic Freedom**

**Principles:** “The University of Findlay subscribes to the standards of the American Association of University Professors as stated in its 1940 Statement of Principles on Academic Freedom and Tenure and its subsequent interpretations.”

AAUP standards are “broad brush” or “broad stroke” statements. The Introduction to the AAUP Policy Documents and Reports (1990) states that institutions can be flexible in their support of standards: “Adoption of or reference to the 1940 Statement does not necessarily entail a commitment to the many AAUP policy statements that the Association has derived from the 1940 Statement and from its own evolving ideas of good practice.” The faculty, collectively and individually, shall have the duty to cooperate in the total university program to achieve the objectives of the University.

The faculty shall have the right and duty to participate in the establishment of the educational policies and programs of the University relating to academic matters and student affairs and to recommend to the President or the Board of Trustees for approval all matters in these areas before any policy or program is established, altered or abandoned.

Academic matters shall be interpreted to include the curriculum, co-curricular activities, requirements for graduation, earned degrees to be conferred, regulations for admission, freshman orientation, class attendance, the dean’s list, honors awards, graduate honors, academic advising, systems of testing and grading, academic probation and exclusion and related matters.

Student affairs shall be interpreted to include: student conduct, student organizations, functions and programs sponsored by students or student organizations; programs of the University, other than academic, promoted for the welfare of the students and related matters.

The faculty shall approve the awarding of all earned degrees.

It shall be the duty of the faculty to observe the rules and regulations governing the internal operations of the University included in the university catalogs, the faculty manual and such other documents as may be issued by proper authority from time to time.

The faculty members shall be entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return may be undertaken only upon permission of the Vice President for Academic Affairs and Dean of the Faculty and the appropriate college dean.

The faculty member shall be entitled to freedom in the classroom in discussing his/her subject, but should be careful to support his/her teachings with valid evidence and actual information rather than personal advocacy or mere opinions. Limitations of academic freedom because of religious or other aims of the University shall be clearly stated in writing at the time of the appointment.

The faculty member is a citizen, a member of the learned profession and an officer of an educational institution. When he/she speaks or writes as a citizen, he/she shall be free from institutional censorship or discipline, but his/her special position in the community imposes special obligations.

As a person of learning and an educational officer, the faculty member shall remember that the public may judge his/her profession, the institution and utterances; hence the faculty member shall endeavor to be accurate at all times, shall exercise appropriate restraint, shall show respect for the opinions of others and shall make every effort to indicate that he/she is not an institutional representative.

#### A. RESPONSIBILITIES

Full-time faculty members are expected to teach a normal course load, to serve on faculty committees, to attend college meetings, to supervise various student events, to participate in the University advising program and to execute such other duties necessary for the success of The University of Findlay as assigned by his/her college dean or supervisor.

Part-time faculty members are not required to attend college meetings, to serve on faculty committees or to participate in academic advising, unless they so desire. They are expected to attend meetings upon special notice from the President or their college dean. They will observe all University regulations and maintain the standards of teaching outlined by the administration. Each college shall determine if part-time faculty have voting rights in that college.

#### B. TEACHING LOAD

The normal teaching load is 24 undergraduate semester hours /18 graduate semester hours per academic year (fall and spring semesters). Faculty are also expected to supervise internships, independent studies and honors projects. For faculty on nine-month contracts, summer school teaching assignments are voluntary and the faculty member will receive additional salary for summer school teaching. Faculty are not guaranteed summer school assignments.

#### C. TEACHING SCHEDULES

The Vice President for Academic Affairs and Dean of the Faculty, assisted by the deans of graduate and undergraduate education and the college deans, determines the courses to be offered each year, the time the courses are offered and the teacher for each course. It is customary for each teacher to be consulted in this planning. Obviously, in such a large cooperative enterprise, the desire of each teacher cannot always be granted. However, faculty hired prior to 1 May 84 may decline teaching assignments at the Allen Correctional Institution.

#### D. CLASSROOM SPACE

Classrooms are assigned by the facilities coordinator with due regard to equipment, facilities or size of class. Problems of any kind in connection with space assignments for classes should be reported without delay to your college dean. All classes are to meet in assigned spaces, unless prior arrangements have been made with the facilities coordinator.

#### E. SYLLABI

An electronic copy of the syllabus for each course is to be on file in the Office of the Vice President for Academic Affairs prior to the beginning of the term in which the course is to be taught. Each college is responsible for collecting the syllabi and forwarding them to the Office of the Vice President for Academic Affairs.

All syllabi must contain the following statements: 1) "If you are a student with a disability, it is your responsibility to inform your instructor and register with the Office of Disability Services (ods@findlay.edu) at least one week prior to a needed service so reasonable accommodations can be made." 2) "The mission of The University of Findlay is to equip our students for meaningful lives and productive careers."

Each member of the faculty is expected to keep syllabi up to date for the courses he/she is teaching by making changes as necessary in the syllabi on file.

#### F. GRADING SCALE

The academic standards of the University are expressed in terms of grades that are worth points. Each semester hour of credit for each letter grade carries the number of quality points indicated: The plus-minus grading system for grades will be used for all undergraduate and graduate courses starting in the fall 2006 semester. The point system below is programmed into the University's main database system and will be used to calculate grade point averages.

The grading scale below represents an example scale. Faculty may use the example grading scale or create your own. However, the grading scale used must be clearly outlined in your syllabus regardless if it is the example provided or your own version.

According to the Faculty Senate edict, all instructors are required to implement the plus-minus grading system. Please note that "A+" is not a valid grade option.

<u>Grade</u>	<u>Points</u>	<u>Grading Scale</u>	<u>Achievement Standards (UNDG)/(GRAD)</u>
A	4.00	93-100	excellent
A-	3.67	90-92	slightly less than excellent
B+	3.33	87-89	slightly more than good
B	3.00	83-86	good
B-	2.67	80-82	slightly less than good
C+	2.33	77-79	slightly more than adequate/slightly more than marginal
C	2.00	73-76	adequate/marginal

C-	1.67	70-72	slightly less than adequate/slightly less than marginal
D+	1.33	67-69	slightly above poor
D	1.00	63-66	poor
D-	0.67	60-62	slightly above failing
F	0.00	below 60	failing
U	0.00		equivalent of a "C-" or poorer

A grade of "X", initiated by the student, will be approved only when documented circumstances beyond a student's control (such as serious illness or family emergency) have prevented that student from completing the course work. Mere inability to submit work on time will not constitute a reason for the grade of "X". To remove the "X", a student must complete the course work within ten weeks (or a shorter time period based on the discretion of the instructor) immediately following the end of the course session in which the "X" was given. The time limit may be extended up to one year at the discretion of the instructor and the Vice President for Academic Affairs and Dean of the Faculty. If a student does not complete the required course work within the prescribed time period, the "X" grade will automatically revert to an "F". (Revised 20 Sept. 2004)

The grade of "EC" is used for courses, such as clinicals, internships, capstone courses and band that extend more than one semester. The grade "EC" will be replaced by the grade finally reported for the completed course work. A student must complete the course work within the semester (or a shorter period based on the discretion of the instructor) immediately following the end of the course in which the "EC" was given. If a student does not complete the required course work within the prescribed time period, the "EC" grade will automatically convert to an "F." (Revised 20 Sept. 2004)

#### G. MID-SEMESTER GRADES

Each teacher is responsible for reporting to the Office of the Registrar by the deadline set by the Registrar all students receiving grades less than "C" at mid-semester. Mid-term reporting is mandatory for all 100- and 200-level courses, but should be voluntary or used on an as-needed basis only by instructors for upper-level courses, weekend college courses and online courses. (Revised 24 April 2006)

#### H. FINAL EXAMINATIONS

The policy of the University is that a final examination should be given in each course. Copies of the final examination are to be filed with the appropriate college dean after exams have been given and before the end of the term. If no final exam was given, a report must be filed indicating what was required in lieu of a final exam. Exams or reports should be kept by the dean's office for three years.

## I. FINAL GRADES

Each teacher is responsible for determining the final grade of each student in his/her class and for reporting grades as directed at the end of each term by the registrar. A final grade may be changed only if there has been a) an error of computation, b) an error of transcription or c) a successful grade challenge.

## J. ACADEMIC DISHONESTY

*Disciplinary procedures in instances of student misconduct of an academic nature.*

When, in the opinion of a faculty member, a student is responsible for violating University rules, regulations or policies of an academic nature, the faculty member **MUST** notify in writing the Dean of Undergraduate Education/Dean of Graduate and Professional Studies and the student upon confirmation of the incident. For reporting purposes, an Academic Dishonesty Form is available in the Office of the Registrar or online at [www.findlay.edu](http://www.findlay.edu) (KEYWORD: advising forms). A copy of the form will be forwarded to the college dean, area director/department chair, registrar and the student. Cases will be handled in a timely manner.

Violations of an academic nature may include, but are not limited to, cheating, fabrication and/or plagiarism. Each of these are defined as follows:

### *Cheating*

Cheating is generally defined as obtaining or creating an unfair advantage in any assignment or examination through the use of unauthorized aid whether given or received. Cheating includes, but is not limited to, the following examples:

1. Use of external assistance on any, in-class or take-home, examinations without the faculty member's specific authorization. This prohibition includes, but is not limited to, the unauthorized use of tutors, books, notes, calculators, data bases, software or computers.
2. Use of another person as a substitute or surrogate in the taking of an examination or quiz.
3. Theft of examinations or other course materials.
4. Use or allowance of others to conduct research or to prepare any work for a student without advanced authorization from the faculty member to whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or files of papers prepared by other persons.
5. Submission of a written report or project which is represented explicitly or implicitly as the student's individual work when such work was produced in collaboration with one or more other persons.
6. Use of any unauthorized assistance in a laboratory, at a computer terminal or on field work.
7. Work on an examination other than during the time or at a location authorized by the examiner.
8. Submission of work for credit, when the same work has been or will be used for credit in another course, without the consent of both instructors.
9. Alteration of a grade or score in any way.
10. Giving or receiving answers on an assignment, quiz or examination after the examination. This particularly applies to students that are in different sections of the same class.

### *Fabrication*

Fabrication is the intentional falsification or invention of research, data, citations or other information. Examples of fabrication include, but are not limited to,

1. Citing information not taken from the source indicated.
2. Including in a reference list sources which have not been consulted.
3. Inventing or altering data or source information for research or other academic exercise.
4. Falsifying any academic record or other University document.
5. Presenting data that were collected in an unorthodox or questionable manner.

### *Plagiarism*

Plagiarism is the intentional or unintentional presentation of someone else's words, ideas or data as one's own work, both written or oral. If the work of another is used, acknowledgement of the original source must be made through a recognized reference practice, and, if verbatim statements are included, through quotation marks as well. To assure proper crediting a student will acknowledge the work of others,

1. Whenever one quotes another person's actual words,
2. Whenever one uses another person's idea, opinion or theory, even if it is completely paraphrased in one's own words, or,
3. Whenever one borrows facts, statistics, or other illustrative materials, unless such information is of such common knowledge so as not to be questioned.

All instances of academic dishonesty **MUST** be reported by the faculty member to the Dean of Undergraduate Education/Dean of Graduate and Professional Studies and the student. Based on the severity of the violation of University rules, regulations, or policies of an academic nature, the faculty member must choose a course of action. The course of action may include a zero for the assignment, a reduction in possible points for the course, a grade of "F" for the course, or other action outlined by the faculty member. The faculty member must include his or her course of action when notifying the Dean of Undergraduate Education/Dean of Graduate and Professional Studies and the student. When a student has violated University rules, regulations, or policies of an academic nature the student will not be permitted to withdraw from the course.

Upon notification from the faculty member, the Dean of Undergraduate Education/Dean of Graduate and Professional Studies will notify the student in writing that he or she is charged with violating University rules, regulations, or policies of an academic nature. This written notification will include the course of action the faculty member has chosen. The student then may appeal in writing the charge of violating University rules, regulations, or policies of an academic nature by beginning the Application for Formal Inquiry within five working days. Note, the deadline for starting the Application for Formal Inquiry must be adhered to or the appeals process is nullified. The beginning of the process is defined by one of the approved University representative's signature on the Application for Formal Inquiry. If a student is given an "F" for the course, he or she may not continue to attend the course. However, if the student is issued a grade of "F" for the course and appeals within the five working days, the student may resume attending class pending the final disposition of the matter.

A student accused and found responsible for violating University rules, regulations, or policies of an academic nature a second time during his or her career at The University of Findlay may be dismissed or suspended for a period of time as determined by the Graduate/Undergraduate Student

Academic Standards Committee. (Revised by Faculty Senate 17 March 2008. Revised by Faculty Senate 22 Feb. 2010.)

**Student Honor Code:** “I will not knowingly engage in any dishonorable behavior, cheat, steal, lie or commit any act of plagiarism during my academic work, course or endeavor. If I observe an act which I believe violates the University’s Honor Code, I may, in my discretion, report it to the appropriate personnel.” The following statement should be typed on the syllabus or examination.

“I acknowledge that I have fully complied or will comply with all aspects of the University’s Honor Code in submitting this work.”

## K. GRADE CHALLENGE

The following procedure is provided to students who believe they have been treated unfairly by a faculty member in the final grade given for the course:

The student may initiate consideration of the challenged grade with the faculty member who gave the grade. The grade challenge must occur within four weeks after grades were posted on the student's academic record.

If the issue isn't resolved during informal discussions with the faculty member, the student must start the Application for Formal Inquiry. The Application for Formal Inquiry is available in the Office of the Registrar or on the University's Web site (KEYWORD: grade challenge).

**Step One:** The student and the faculty member will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member will sign the Application for Formal Inquiry before the student continues the process by meeting with the faculty member's department chair/program director. Note, the faculty member must sign the Application for Formal Inquiry within four weeks of when grades were posted to the student's academic record. If a faculty member is unavailable at the time of the appeal a student may move to Step Two without obtaining the faculty member’s signature. The student must provide written documentation (e.g. e-mail) showing that he/she attempted to contact the faculty member.

**Step Two:** If the student's request is not resolved with the faculty member's department chair/program director, the student and the faculty member's department chair/program director will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The faculty member's department chair/program director will sign the Application for Formal Inquiry before the student continues the process by meeting with the Dean of Undergraduate Education/Dean of Graduate and Professional Studies.

**Step Three:** If the student's request is not resolved with the Dean of Undergraduate Education/Dean of Graduate and Professional Studies, the student and the Dean of Undergraduate Education/Dean of Graduate and Professional Studies will provide a brief summary of their discussion(s) regarding the student's request for a change of grade. The Dean of Undergraduate Education/Dean of Graduate and Professional Studies will sign the Application for Formal Inquiry before the student submits the Application for Formal Inquiry to the Office of the Registrar for review by the appropriate Student Academic Standards Committee. The appropriate college dean will be notified when the Application for Formal Inquiry reaches Step Three.

Step Four: The Application for Formal Inquiry will be reviewed by the Graduate/Undergraduate Student Academic Standards Committee. The final grade will be determined by the Committee which will then report the grade to the student, the faculty member, the student's adviser and the Vice President for Academic Affairs and Dean of the Faculty.

If at any time during steps 1-3 all parties are satisfied with the outcome, a change of grade form can be filed along with the Application for Formal Inquiry in the Office of the Registrar. The Office of the Registrar will process the change of grade form and will then report the grade to the student, the faculty member, the student's adviser and the Vice President for Academic Affairs and Dean of the Faculty.

If the University representative is associated with multiple roles within these steps, the lower of the two steps will be considered complete. Faculty response is expected unless the faculty member has left the institution.

(Approved by the faculty 4 June 1971. Revised May 2008. Revised 22 Feb. 2010.)

#### L. INABILITY TO MEET A CLASS

Whenever possible the faculty member shall notify his/her college dean of an inability to meet a class due to illness. The instructor should make arrangements for a colleague or others to take his/her classes if possible. The Health Center is available to help whenever appropriate.

If the absence should be due to other causes, the faculty member is expected to obtain permission from the appropriate college dean. The instructor must make arrangements for a colleague or others to take his/her classes.

#### M. FIELD TRIPS, TOURS, ATTENDANCE AT CONFERENCES AND OTHER RELATED EVENTS OR ACTIVITIES

The following policy applies to the management of an event or activity which conflicts with the regularly scheduled class meetings. This policy is intended to cover field trips, varsity athletic contests (on and off campus) and other meetings, conferences, seminars and other related events or activities.

Faculty members in charge of field trips must secure the approval of their college dean and the Vice President for Academic Affairs by submitting the names of all students and other persons involved, the purpose of the trip and the dates and times that the students will be away from campus.

After receiving the approval of the Vice President for Academic Affairs, the coach or teacher in charge of the event will give a copy of the approval to each participant at least one week in advance of the event. Each participant is responsible for notifying each of his/her instructors.

The approval notice does not excuse students from classes. The notice simply verifies the participation of the student in that particular event.

Students missing classes because of participation in these events are not excused or released from the obligation to be responsible for the course work done on the day of the student's absence. They are expected to do whatever is necessary to accommodate their absences with the teacher ahead of time and to arrange for a classmate to share notes, to collect materials and other handouts and to identify assignments.

## N. GUIDELINES TO BE USED WHEN CONSIDERING THE ADDITION OR DELETION OF A PROGRAM OR MAJOR

### **Introduction**

The following "guidelines" or "principles" were developed for the use of the Faculty Senate and/or Graduate Council when considering the addition of a new major, or program, or the use of an ad hoc committee that is considering the discontinuation of an academic major. In the event of a decision to add a major or program that causes a disagreement between the Graduate Council and Faculty Senate, the matter will be resolved by a committee consisting of the Dean of Undergraduate Education, Dean of Graduate and Professional Studies, the Chair of the Faculty Senate and the Chair of the Graduate Council. In the event a resolution cannot be reached, the matter will go to the Vice President for Academic Affairs. (Established by Graduate Council on 12 Feb. 2007 and by Faculty Senate on 23 April 2007)

For program deletions, an ad hoc committee, appointed by the Faculty Affairs Committee, would be charged with the responsibility of making a recommendation to the Faculty Senate and/or Graduate Council and the administration.

### **Guidelines**

1. What is the relationship between the educational goals of the program and the mission and goals of The University of Findlay?
  - a) Effect upon the general education program
  - b) Effect upon our community education program
2. Given the University's resources, is this an area where we can develop a high quality program?
3. How many students will be directly affected by the addition or deletion of this program?
  - a) Potential students
  - b) Current students
4. What effect will the addition or deletion of this program have upon other majors or minors?
5. What effect will the addition or deletion of this program have upon extracurricular activities and the campus climate?
6. What effect will the addition or deletion of this program have upon campus facilities?
  - a) Classroom space
  - b) Parking
  - c) Library
  - d) Other

7. What are the costs of this program?
  - a) Faculty salaries and fringe benefits
  - b) Budgets
  - c) Facilities
  - d) Library
  - e) Other
  
8. What income may be generated by the program?
  - a) Tuition
  - b) Room and board
  - c) Other
  
9. What is the effect of the proposed action upon The University of Findlay's relations with various publics?
 

a) Current students	g) Prospective students
b) Parents	h) Major donors
c) Faculty	i) Business community
d) Alumni	j) Accrediting agencies
e) Church	
f) High schools and community colleges	

#### O. PROCEDURES FOR THE TERMINATION OF MAJORS OR GRADUATE PROGRAMS

The Faculty Affairs Committee (FAC) endorses the following statement:

“The faculty shall have the right and duty to participate in the establishment of the educational policies and programs of the University relating to academic matters and student affairs and to recommend to the President or the Board of Trustees for approval all matters in these areas before any policy or program is established, altered or abandoned.” (Emphasis added)

The “faculty” is interpreted as meaning all persons who have voting privileges in faculty meetings of the colleges, Faculty Senate and/or Graduate Council.

The appropriate forum for discussion and voting upon the termination of majors and/or programs is ultimately a regular meeting of the Faculty Senate and/or Graduate Council.

An exception to this procedure will be those programs and majors that are clearly uneconomical and which have small impact upon faculty and students. The termination of these majors or programs may be recommended by the discipline involved without the otherwise necessary procedure outlined in this document. In such cases, formal action shall be carried as far as the Faculty Senate and/or Graduate Council.

Any recommendations for the termination of a major and/or program must first be presented to and discussed at the college affected. The college will assess if alternative solutions to the problem are appropriate.

If the college affected is unable to reach a solution, the FAC recommends that a special ad hoc committee then be formed to pursue the matter further. The ad hoc committee shall consist of two representatives from FAC, two college deans or their representatives and a fifth faculty member selected by the ad hoc committee itself. The ad hoc committee shall not include any person from the college affected. The ad hoc committee appointed by the Faculty Senate and/or Graduate Council shall forward information and/or recommendations for action to the President and to the Vice President for Academic Affairs and Dean of the Faculty.

FAC members of the ad hoc committee shall insure that the welfare of all tenured and non-tenured faculty have been taken into account.

The ad hoc committee will prepare a statement assessing the impact of the proposed termination upon the curriculum of the University.

The Faculty Senate and/or Graduate Council shall vote on the proposed termination.

In all cases where the termination of a major or program involves tenured faculty members:

All feasible alternatives to termination of appointments must be pursued.

The institution must make every effort to retrain faculty members or place them in other positions.

Tenured faculty members will be given a minimum of 24 months' notice and may be required to perform services for The University of Findlay as outlined by the President of the University and approved by the Faculty Affairs Committee.

FAC recognizes that the "timing" of the announcement of the termination of a major ought to be given careful consideration. This is true particularly when such announcements may affect fundraising, alumni relations, student recruitment, community relations and the like. The ad hoc committee and the Faculty Senate and/or Graduate Council shall consult the appropriate administrative offices for their suggestions in this regard.

FAC proposes that information about the possible termination of a major not be released prematurely, and particularly not before the college involved has had the opportunity to address issues. The efforts of the ad hoc committee and the Faculty Senate and/or Graduate Council shall be to determine the advisability of such termination. FAC recognizes that such discretion may be difficult to achieve but should be sought.

FAC proposes that, whenever possible, carefully prepared "phase-out" procedures are established before any major is terminated. The goal here is to allow current students to complete the major or program with a minimum of difficulty and disruption.

## P. GUIDELINES TO MINIMIZE COURSE PROLIFERATION

**RESOLVED:** The primary purpose for adding any course to the curriculum should be to improve the university's academic program. Course additions must fit within the scope and sequence of a particular major or other academic program. Unnecessary duplication of course content across different courses should be avoided. New elective courses designed for a limited and specialized audience and which have small projected enrollments will be approved only under exceptional circumstances and on the basis of convincing rationale.

Proposals for new courses must include a written rationale explaining the merit and wisdom of adding the course. Among other obvious considerations that should be included in the rationale, in line with the University's goal to minimize unnecessary course proliferation all proposals must also state:

Evidence of market demand relative to the knowledge/skills expected of graduates;

Anticipated enrollment figures and how these numbers were determined;

The extent to which the course content is covered in any other course(s), including courses in other disciplines;

The extent to which some overlapping content is required in order to facilitate student learning and

Whether offering the course will require additional teaching faculty (adjunct or full-time)

Whenever feasible, adding a new course should be matched by discontinuing an existing course (or combining two existing courses into one).

## Q. GUIDELINES TO IDENTIFY LOW ENROLLED UNDERGRADUATE COURSES

Colleges will be responsible for completing a formal review of those courses that are identified and recommending appropriate actions to be taken. A separate set of guidelines will be provided to assist colleges in the review process.

There may be good reasons for continuing to offer certain classes with small enrollments. Some courses might be combined or redesigned to eliminate content overlap and to more effectively provide what is needed within the discipline. In other cases, duplicate sections of the same course might be eliminated, or the course scheduled for alternate semesters (or years) to enhance cost-effectiveness. If continuing a course cannot be justified according to the stipulated guidelines, the course should be discontinued.

Although Weekend College follows a separate schedule from the regular day program and services a different clientele, identifying under-enrolled Weekend College classes can focus attention on which program offerings should be reviewed and can highlight areas where improved scheduling might enhance cost-effectiveness. Therefore, under-enrolled Weekend College classes should be

identified using similar criteria. Summer Session classes should be considered separately, in light of expected lower enrollments and lower fixed costs. And for a variety of reasons graduate courses should also be considered separately.

Any 100-level or 200-level course with an official enrollment of less than 12 shall be subject to college review and justification. Any 300-level or 400-level course with an official enrollment of less than 7, as well as any graduate course offering at the 500-level or above with an official enrollment of less than 7, shall be subject to college review and justification.

FORM: JUSTIFICATION FOR LOW ENROLLED COURSES

This form provides guidelines for colleges to evaluate low enrolled courses and to justify recommended actions.

Course Name and Number \_\_\_\_\_

A. University Mission and Goals. The more closely a specific course fits with goals stated in the Undergraduate/Graduate Catalog, the greater the justification in continuing to offer the course. "This course directly addresses one or more of the goals stated in the Undergraduate/Graduate Catalog."

Strongly Agree    Agree                      Disagree Strongly Disagree

Comments:

B. Academic Quality/Personalized Instruction. Providing high quality education in some courses might require a type of individualized instruction that is possible only in small classes. "High quality instruction in this course is possible only in classes with fewer than 7 students (if a 300- or 400- or graduate-level course) or 10 students (if a 100- or 2-- level course.)"

Strongly Agree    Agree                      Disagree Strongly Disagree

Comments:

C. Necessary for the Major. Core courses within a major should be scheduled appropriately to ensure students an opportunity to plan their program and complete all requirements within a 4-year period (or 2-year period for an associate's degree).

"This course is part of the core for a major."  
YES    NO

"This course is an elective within a major."  
YES    NO

Comments:

D. Counts Toward Academic Minor, General Education or Other Program Requirements. Some courses in a discipline satisfy requirements for students not necessarily majoring in the area.

"This course is a GE course."  
YES    NO

"This course counts toward the requirements of one or more majors outside the course discipline."  
YES    NO    -- If "YES" indicate which major(s).

"This course counts toward a competency in one or more disciplines."  
YES    NO    -- If "YES" indicate which discipline(s).

"This course counts toward a certification requirement."  
YES    NO    -- If "YES" indicate which certification requirement.

"This course counts toward a requirement for a minor."  
YES    NO    -- If "YES" indicate which minor(s).

Comments:

E. Cost-Effectiveness. Many variables are involved in determining whether any given course is cost-effective, including the instructional cost and fixed overhead. For example, the instructional cost for courses taught by adjunct faculty or taught as an overload ordinarily are lower than the cost for courses taught by full-time faculty as part of their regular load. Net income from courses may depend on how much UF financial aid those students receive. Please use the comments section to give information on the cost-effectiveness of this particular course.

Comments:

## R. RATING FORM FOR MAJORS

The purpose of this form is to identify any majors that should be formally reviewed by colleges because of possible concerns relating to quality of program, market demand and cost effectiveness.

(This evaluation is independent of assessment of the major under the institutional assessment plan. This is part of an internal review process to identify majors that may be candidates for more critical evaluation relative to continuation.)

Colleges will be responsible for completing a formal review of those majors that are identified and recommending appropriate actions to be taken. A separate set of guidelines will be provided to assist colleges in the review process.

Name of Major:

\*\* Circle the Most Accurate Answer for Each of the Following

1. Number of full-time UF faculty who for the year have more than 50% teaching responsibility in the major area.

0      1      2      3      Over 3

2. Number of full-time UF faculty who for the year have more than 50% teaching responsibility in the major area and who have an appropriate terminal degree as described in the Faculty Manual.

0      1      2      3      Over 3

3. Number of UF graduates over the past 4 years with a 2 or 4-year degree in the major.

Under 5   6-10   11-20   21-30   Over 30   Not applicable (Major not yet 4 years old)

4. Mean number of students enrolled per section for all 300- and 400-level courses in the major over the past 4 years (regular day and evening classes).

Under 7   7-10   11-15   16-20   Over 20

\*\* If the first or second category of answers is circled for two or more of the four questions, the college according to the separate guidelines that will be provided should review the major.

## COLLEGE EVALUATION/JUSTIFICATION OF IDENTIFIED MAJORS

This form provides guidelines for colleges to evaluate majors and to justify recommended actions.

Name and Major: \_\_\_\_\_

A. University Mission and Goals. Some majors more than others are integral to the university's heritage, mission and goals.

"This major is directly connected with one or more of the goals stated in the Undergraduate Catalog."

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

B. Academic Quality/Credibility. An important measure for whether or not to continue offering a major is how well it serves the needs and interests of students, and how well it prepares them for a career in the discipline.

"This major serves its students well, as determined by percentage of graduates who are accepted into graduate school, percentage of graduates employed in a related field, alumni satisfaction surveys and other data."

Strongly Agree                      Agree                      Disagree                      Strongly Disagree

Comments:

C. Supports Academic Minor, General Education and Other Programs. Some majors more than others serve students not necessarily majoring in the area.

"Some courses in this major are GE courses."

YES    NO    -- If "YES" indicate how many?

"Courses in this major count toward the requirements of one or more majors outside the major discipline."

YES    NO    - If "YES" indicate which major(s).

"Courses in this major count toward a competency in one or more disciplines."

YES    NO    -- If "YES" indicate which discipline(s).

“Courses in this major count toward certification requirements.”

YES NO -- If “YES” indicate what certification requirements.

“Courses in this major count toward requirements for a minor.”

YES NO -- If “YES” indicate what minor(s).

Comments:

D. Cost-Effectiveness. Many variables are involved in determining whether continuation of a major is cost-effective, including instructional costs as determined by number of full-time faculty in the discipline and total student credit/faculty credit ratios. Please use the comments section to give other information on the cost-effectiveness for the major.

“The number of full-time UF faculty whose primary teaching responsibility is in the major area is:”

0 1 2 3 Over 3

For majors offered primarily or totally during regular day and evening courses:

“During the past academic year the student credit/faculty credit ratio for all regular day and evening academic courses in this major was:”

Under 10 10-15 16-20 21-25 26-30 Over 30

For majors offered primarily or totally during Weekend College:

“During the past academic year the student credit/faculty credit ratio for all Weekend College courses in this major was:”

Under 10 10-15 16-20 21-25 26-30 Over 30

For majors offered both during day/evening and weekend College:

“During the past academic year the student credit/faculty credit ratio for all regular day and evening academic courses in this major was:”

Under 10 10-15 16-20 21-25 26-30 Over 30

“During the past academic year the student credit/faculty credit ratio for all Weekend College courses in this major was:”

Under 10 10-15 16-20 21-25 26-30 Over 30

Comments:

## S. EVALUATION OF TEACHING

The University of Findlay recognizes two purposes in having students evaluate classroom teaching. First, perceptions of teaching effectiveness by students can assist instructors and academic areas to improve teaching. The second purpose is to gather data and information to inform contract renewal, promotion and tenure considerations.

In order to make the most reliable and valid decisions, all faculty members will evaluate every course in every semester including the summer. All classes taught by part-time faculty members or adjunct faculty members also will be evaluated in every semester including summer. Additionally, evening classes, on-line classes, weekend college classes and off-campus classes are to be included in the evaluation process. Information regarding the required student course evaluations should be included in the syllabus and on Blackboard, if applicable.

All formal course evaluations will be collected on-line. The Office of the Registrar will compile and retain one copy of the evaluation data and information for the Office of the Vice President for Academic Affairs. College deans and program directors/chairperson (when applicable) will be provided the results of all course evaluations. Faculty members will be provided all data and information gathered for his/her course evaluations.

The Office of the Registrar is responsible for the preparation, distribution, collection, compilation and distribution of the results to the faculty member, dean and Office for the Vice President for Academic Affairs. The Office of the Registrar is also responsible for the security of the information and data. Faculty members in consultation with the Office of the Registrar will establish a mutually agreeable time and format for the evaluations to be posted for student use, generally within the last two weeks of an instructional term. Faculty members will be informed of non-completers. Faculty members may offer participation credit for completing the evaluation.

The University uses the standardized forms for student evaluations. Faculty may supplement these evaluation forms with the approval of their college dean. (Revised 18 Feb. 2008)

Students who have had excessive absences in a course as indicated by an official second notice from the Vice President for Academic Affairs and Dean of the Faculty will NOT be allowed to evaluate the instructor of that course. Students who have had action taken against them for cheating in a course will NOT be allowed to evaluate the instructor of that course. The instructor will deliver to the Vice President for Academic Affairs and Dean of the Faculty, before the time of evaluation, a list of such students not being allowed to evaluate a course. (Reinstated 7 April 2008)

## T. OFFICE SPACE

It is the policy of the University to make available to each full-time faculty member an appropriately furnished office.

## U. OFFICE HOURS

Each faculty member is expected to post and maintain a reasonable number of office hours.

## V. ACADEMIC PROCESSIONS

Faculty must appear in academic regalia several times during the academic year for processions. Commencement and the annual Arch Ceremony are such occasions. Each full-time faculty member is expected to march in the academic procession in academic regalia appropriate to his/her school and degree. Proper attire may be rented through the campus bookstore.

## W. ACADEMIC ADVISING

Academic advising is an integral part of a full-time faculty member's responsibilities. It is the responsibility of the faculty adviser a) to help students establish and clarify long range career goals and career paths; b) to provide information and referrals concerning academic policies and procedures; c) to provide information and referrals related to academic performance; d) to advise on course selection and e) to approve class schedules and changes in class schedules.

Initially, the registrar will assign each student to a faculty adviser in accordance with the student's declared interest. Students have the right to request a specific faculty member as his/her adviser.

## X. PERSONAL COUNSELING

The Vice President for Student Services is responsible for the personal counseling program for students. The director of counseling and the professional student personnel staff seek to assist students in all aspects of adjustment to university life.

However, personal counseling is also the responsibility of the faculty. No corps of professionals can replace the variety of personality, approaches and contacts possessed by the general faculty. If a faculty member feels uncomfortable in a particular counseling situation, he/she should refer the student to an appropriate service on or off campus.

## Y. ADVISING ORGANIZATIONS

Advisers of student organizations are needed; therefore, if a group of students requests a faculty member to serve as adviser to their organization, the faculty member should, if reasonably convenient, comply with the request. To prevent overloading some faculty with such duties, the faculty member, whom the organization chooses, must be approved by the Student Activities Office, unless the advising assignment is part of the faculty member's workload.

The goal of organizational advisers is to develop mature leadership in the students, to assist them in integrating their classroom knowledge into their organization's activities and to put theory into practice.

The faculty adviser serves an organization in the following ways: a) advises the group; b) attends its meetings regularly; c) chaperones its social functions; d) keeps the group informed of university regulations affecting it; e) assists the leaders in conducting the business of the organization according to parliamentary rules; f) serves as a liaison between the organization and other campus groups and faculty and g) assists the members in complying with regulations on field trips, budgeting, keeping records of finances and auditing books.

## Z. SEXUAL HARASSMENT

Sexual harassment of any member of the University community by another member of the University community is inconsistent with the principles and mission of The University of Findlay.

The Equal Employment Opportunity Commission offers the following definitions. "Harassment on the basis of sex is a violation of Sec. 703 of Title VII of the Civil Rights Act of 1964. Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment." [29 C.F.R. sec. 1604.11] In the context of higher education, unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature also constitutes sexual harassment when (1) submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction or participation in University activities, (2) submission to or rejection of such conduct by an individual is used as the basis for evaluation in academic or other University activities affecting such individual or (3) such conduct has the purpose or effect of unreasonably interfering with a student's academic performance or creating an intimidating, hostile or offensive University environment.

A student or faculty member should notify the Vice President for Academic Affairs and Dean of the Faculty of any complaints (or if the complaint is against the Vice President for Academic Affairs, the President should be notified). If the matter cannot be resolved by informal counseling by the Vice President for Academic Affairs, the Vice President for Academic Affairs will refer the matter to the Judicial Committee which will be guided by the rules of fair play in its deliberations. The committee will report its findings as a recommendation to the President who will take the final action for the institution. The final action may range from reprimand to dismissal.

To the extent permitted by law, confidentiality will be maintained during the informal resolution process and the Judicial Committee proceedings.

## AA. LEARNING DISABILITY POLICY

Any student admitted to The University of Findlay who has a documented disability which effects his or her ability to participate fully in class has the right to request accommodations in accordance with Title V, Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. Reasonable accommodations are determined by the Director of Disability Services and are provided through the Office of Disability Services.

## BB. COMPUTER SOFTWARE POLICY

The University of Findlay licenses the use of computer software from a variety of outside companies. The university does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it. With regard to use on local area networks or on multiple machines, The University of Findlay employees and students shall use the software only in accordance with the license agreement. According to U.S. Copyright Law, illegal reproduction of software can be subject to civil damages of as much as \$50,000, and criminal penalties, including fines and imprisonment. The University of Findlay does not authorize the illegal duplication of software.

## CC. POLICY ON FACULTY ACCESS TO STUDENT COMPUTER FILES

A faculty member may have access to any and/or all student files that are created by a student registered in his/her course as a part of the student's work in that course.

It is understood that all of the following conditions will be satisfied:

The file or files accessed are related to the course requirements of the course for which the student is registered;

The faculty members will announce in writing, in advance of the access, when such access will occur;

The student specifically grants permission and access or presents a hard copy to the faculty member with the understanding that denial of access may have a negative effect on his/her grades;

The faculty member will access the files only for the purpose of grading or monitoring the student's progress in the course; testing coursework to assure that it functions properly or to assist in determining why it malfunctions or maintaining a dialogue with the student relative to the student's progress in the course.

The faculty member may also have access to student files not related to a course taught by the faculty member if the student requests the faculty member's assistance and grants access to such files.

Access to student files created by students at ACI may be limited at any time upon mutual agreement of the Information Technology Officer, the Vice President for Academic Affairs and the On-Site Coordinator at the Allen Correctional Institution.

## DD. RESOLVING STUDENT GRIEVANCES

In accordance with the University's provision that students have the right to fair and impartial evaluation of their work and to petition for redress of grievances, the University has established the student grievance policy outline below. (The conciliation procedures specified below do not apply to grievances concerning sexual harassment or grievances concerning final grades for courses. The procedures for filing such grievances are detailed in the University's Undergraduate and Graduate Catalogs.)

When students seek to resolve grievances concerning policies or practices in classes, or other issues not covered by other University policies, the student shall begin the conciliation process as follows:

- a. For concerns related to specific academic courses, the student shall talk first with the instructor, although the faculty adviser may also be consulted.
- b. In all other matters the student shall consult first with the faculty adviser. (In cases where the student has communicated his or her grievance to anyone else in the University community, such as another faculty member or someone in academic support services, the formal grievance shall in turn be channeled through the faculty adviser.)

If, after talking with the instructor and/or faculty adviser, a solution satisfactory to the student cannot be agreed upon the student shall present a written, signed and dated statement of grievance to the program director of the discipline in question or the appropriate Dean of the College if the program director is unavailable. It is strongly recommended that this statement of grievance be presented during the term in which the course is taken unless extenuating circumstances exist. This statement should contain (a) an explanation of the student's concern and (b) an explanation of the resolution s/he is seeking.

If the student is unsure to whom to submit the written grievance, she/he should consult the dean for further direction. If the instructor is the program director, then the written grievance shall be presented to the Dean. If the grievance involves the Dean of the College, the written grievance shall go to the Vice President for Academic Affairs.

Within one week of receiving a written concern from a student, the program director (or the Dean of the College) shall (a) submit a copy of the student's written statement to the faculty member and (b) request that the faculty member submit a written response within one week. The faculty member's response should include (a) the faculty member's own explanation of issues concerning the student's concern and (b) a statement of the resolution that the faculty member suggests.

Within one week of receiving the faculty member's response, the program director (or the Dean of the College or the Vice President for Academic Affairs) shall schedule a meeting to be attended by the student, the faculty member, the program director (or the Dean of the College) and the student's adviser (if the student and faculty member agree to the adviser's presence). During that meeting each of the parties involved in the grievance will be invited to present their testimonies. Within four working days of the meeting a formal written decision shall be submitted to the student and

instructor. The student and instructor, if agreed upon, shall sign this decision, with copies to all involved parties and to the Vice President for Academic Affairs within four working days.

The student or instructor must appeal any unsatisfactory decision within four working days excluding weekends and holidays or the decision is assumed to be satisfactory. This appeal is to be made to the Dean of the College, then to the Vice President for Academic Affairs then to the President of the University.

## **Article IV – Academic Employment, Promotion and Tenure**

### **A. ACADEMIC HIRING GUIDELINES**

The following regulations govern all searches for full-time positions at any rank.

#### **Initiating the Recruitment Process**

Faculty searches for full-time position(s) should begin early in the academic year according to budget projections and program priorities. To the extent possible, during the beginning of the spring semesters, disciplines will be informed of position allocations for the following year.

Disciplines must develop a recruitment plan to be submitted through the program director for their Dean for submission to the Vice President for Academic Affairs. Search outcome expectations will be clearly articulated and established prior to the beginning of the search process. These will be determined from the recruitment and/or cultural diversity plan of individual instructional units. The recruitment plan must include a tentative timetable for the recruitment process. Characteristics of candidates, which would enhance the discipline's affirmative action efforts, should be listed in the recruitment plan.

#### **Identifying the Search Committee**

The Dean of each College in conjunction with the program director will appoint the search committee and designate a chair. The search committee should consist of not fewer than three members, including as much diversity as possible, and may include, but is not limited to, members from within the discipline, related disciplines and the student body. All tenured members of the area will be invited to be members of the search committee. Neither the college Dean nor the Vice President for Academic Affairs shall serve on the search committee. The search committee is responsible for a good faith effort to recruit a broad applicant pool, for conducting a lawful and non-discriminatory screening, interview and selection process and for recommending acceptable candidates for the position.

The search committee shall develop hiring criteria identifying essential job skills, ranked in order of importance, to ensure uniform screening of applications.

#### **Advertising the Position**

The search committee shall adopt a broad advertising approach which is likely to yield the most diverse pool of qualified applicants, including women and minority persons; therefore, advertising of positions will not be limited to a single source.

Full-time academic tenure positions require a national search for a minimum of 30 calendar days from the initial date of notice in a national source. In every case these positions must be advertised on campus, on The University of Findlay Web site and in at least one national publication such as The Chronicle of Higher Education or a major professional journal. Additionally, ads may be placed in one or more of the following: professional journals, regional newspapers, mailing of position announcements to national listing of institutions with significant women and minority enrollments, minority/women's publications, e-mail discussion group(s) and other advertising sources.

The search committee will provide a position announcement that shall include: possible ranks for initial appointments, position functions, qualifications, hire date, application information and standard campus and community statements.

In compliance with the federal EEOC and The University of Findlay regulations, all position announcements must also include an affirmative action/equal opportunity statement. Original copy for the advertisement and position announcement will be provided to the search committee with the recruitment plan. The search committee, through its College, is responsible for submitting the placement ad for publication to the Office of the Vice President for Academic Affairs.

All candidates approved for full-time positions must have the appropriate qualifications. The qualifications for each rank are defined in the most current Faculty Manual.

### **Acknowledging Each Application**

As applications are received, the search committee chair, with administrative assistant support, will be responsible for creating a file for each applicant. Upon receiving an application, the search committee chair should immediately send a letter of acknowledgment to the applicant which may also specify the information required to complete the applicant's file. The search committee will create the standardized letter.

### **Maintaining Confidentiality/Reviewing Applicant Files**

Candidate application files are confidential and should be kept in a secure area. Access to applicant files is restricted to search committee members, and, to the extent necessary, the administrative assistant and college faculty of the instructional unit. The files may be made accessible to the appropriate administrative officials, e.g. Dean and Vice President for Academic Affairs. If files must be removed for review, a checkout system should be used and the individuals cautioned about keeping the files secure. Applicant files remain confidential until later in the search process when candidates have been selected and have agreed to be interviewed. At that time the search committee may release names and credentials of the final candidates.

### **Compiling Interview Questions**

The search committee will ask questions which adhere to guidelines for lawful and non-discriminatory inquiry. The search committee chair may consult with the Office of Human Resources to assure that all questions are lawful and nondiscriminatory.

### **Completing List of Candidates to be Interviewed**

After the application deadline or review date, the search committee shall meet to identify the list of final candidates for consideration for the position. The list of finalists will contain the names of applicants who are being seriously considered for the position.

The search committee shall initiate no contacts with candidates or references until the list of finalists has been assembled.

### **Interviewing and Selection**

After assembling the list of finalists, the search committee will continue the screening process. Candidates may be called to determine if they remain available and interested in the position. The search committee may choose to contact references in addition to, or in place of, review and consideration of reference letters. To ensure fairness the process of checking references shall be conducted in a consistent manner for all candidates.

### **Inviting Candidates for Interview**

The search committee will determine the number of candidates to interview and the venues in which interviews will be conducted. If the search committee wishes to bring more than two candidates to campus for interviews, it will seek permission from the Dean.

Candidates may be given the Gallup College Teacher Perceiver Interview.

The search committee may request candidates to provide additional material and/or make public presentations to support their candidacy.

### **Recommending a Finalist to the Dean**

After completing the interviews, the search committee will send the name of its top candidate to the Dean of the College. If the Dean does not approve the top candidate, he/she shall contact the search committee chair who shall either submit another candidate or re-open the search.

This process shall be continued as needed. The Dean and the search committee prior to a bona fide offer of employment being made by the Vice President for Academic Affairs or the President of The University of Findlay must approve the final candidate.

### **Sending Notification to Applicants**

The search committee chair shall send a letter thanking all other applicants for the position and notifying them that the position has been filled once the finalist has accepted the position.

### **Retaining Records of Search**

All related documents are a vital part of the documentation that the search process has been followed in accordance with the University's Affirmative Action/Equal Employment Opportunity Commissions policies and procedures. These forms and attachments become part of the records used to support the discipline's and the institution's position relative to equal opportunity and affirmative action in recruitment and hiring decisions. Human Resources must keep all applicant files and documents related to the search for two years.

### **Statement on Emergency Hiring**

In emergency situations or when appropriate, faculty may be hired on a non-tenurable, non-promotable contract.

## **B. FACULTY TITLES**

### **Full-Time Faculty**

The qualifications for holding the rank of professor, associate professor and assistant professor are described in the section on promotion.

Instructor. To hold the rank of instructor, one must possess the master's degree.

Lecturer. On occasion a full-time member of the faculty may be granted the title of lecturer with voting privileges.

Emeritus. The title "emeritus" may be awarded to a tenured faculty member after formal retirement upon the recommendation of the faculty and the approval of the Board of Trustees.

### **Part-Time Faculty**

Adjunct. The title of adjunct (professor, associate professor or assistant professor) may be given to part-time faculty who have rendered distinctive service to The University of Findlay or who have distinguished reputations in their fields.

Senior Lecturer. The title of senior lecturer is usually given to a member of the faculty who is employed part-time and who has served with distinction at The University of Findlay or who has a distinguished reputation in his or her field.

Lecturer. The title of lecturer is usually given to a member of the faculty who is employed part-time.

### **Graduate Faculty**

Graduate faculty must demonstrate a scholarly agenda which includes the assessment and public dissemination of activities in the area(s) of scholarship of teaching, scholarship of integration, scholarship of discovery/creativity or scholarship of application. The research agenda and professional development will be evaluated according to the standards set by Graduate Council.

Initial Graduate Faculty Appointment for Tenure Track and Tenured Faculty. The minimum standards to be considered to the graduate faculty are: a master's degree in the discipline of graduate assignment or in a related area as determined by college peers. Faculty wishing to obtain an appointment to the graduate faculty must submit an application, curriculum vitae and two letters of recommendation (one from the area program director and one from the college dean). The following Elements are on the rubric that is used in the evaluation process by the Graduate Faculty Standards Committee:

1. Graduate teaching history: three or more years of current or recent experience.
2. Evidence of scholarly activity which includes the assessment and public dissemination of activities in the area(s) of scholarship of teaching, scholarship of integration, scholarship of discovery/creativity or scholarship of application. It should be noted that in a three year period, graduate faculty are expected to complete a minimum of two peer reviewed scholarly products.
3. Plan of Scholarship Activity that includes long and short term goals.
4. Professional Credentials i.e., terminal degree or professional credentials relevant to the content area of graduate teaching.
5. Letters of recommendation, one from the dean and one from the chair.

The Graduate Faculty Standards Committee will review the applicant's qualifications and make a recommendation to the Graduate Council for or against appointment. The initial appointment to Graduate Faculty will be for a term of three years.

**Graduate Faculty Re-Appointments.** At year three, re-appointment to Graduate Faculty will be evaluated according to the same requirements and standards set for initial Graduate Faculty Appointment.

At year six, Graduate Faculty will again be evaluated, according to the same requirements and standards set for Initial Graduate Faculty Appointment. It should be noted that, in a six year period, Graduate Faculty are expected to complete four scholarly products, as developed by each college and approved by Graduate Council. If a faculty member is approved at year six, he/she is no longer required to apply for Graduate Faculty status. Unless a Dean specifically requests re-application, the faculty member will be considered a permanent member of the Graduate Faculty.

**Adjuncts and Non-tenure Track Faculty.** If seeking initial/full faculty appointment adjunct faculty are exempt from the requirement of scholarly activity and a plan of future scholarly activity, but are subject to all other requirements as specified in the application form. In lieu of scholarly activity, professional experience will be recognized. Adjunct faculty will use the same application form and identify themselves as adjuncts as indicated on the form.

**Advisors.** Faculty members who do not hold graduate faculty status and who chair a graduate thesis committee must apply for appointment to the graduate faculty, whether or not they are teaching courses at the graduate level. Members of the thesis committee are not required to have graduate faculty status.

Note.

1. Deans have the authority to grant a one-time interim provisional status pending the review and approval by the Graduate Faculty Standards Committee.
2. Anyone who does not receive Initial Full Graduate status must reapply the following year in order to continue teaching at the graduate level.

(Established by Graduate Council 7 May 2007, Revised by Graduate Council 4 May 2009, Revised by Graduate Council 2 Nov. 2009, Revised Oct. 4, 2010)

## C. CONTRACTS

Members of The University of Findlay faculty serve under one of the contract types outlined below:

### **Tenured Appointment (Full-time University employee)**

This type of appointment requires that a faculty member has been awarded tenure through the tenure review process in accord with the expectations for teaching, scholarship, and service as outlined in the Faculty Manual. This appointment is automatically renewed for each academic year through the Office of the VPAA with one of the following titles (includes name of academic discipline where underlined):

- Professor of \_\_\_\_\_
- Associate Professor of \_\_\_\_\_
- Assistant Professor of \_\_\_\_\_

Evaluation is completed every third year by the department chair (or program director) and college dean. Promotion recommendations are made by the Faculty Affairs Committee, the VPAA, and the President for consideration by the Board of Trustees.

Tenured faculty are eligible for professional development funds available within their college, are eligible for all training services offered through the University's Center for Teaching Excellence, and can apply for additional development funding through the Faculty Development Committee. Sabbatical opportunities for tenured faculty are outlined in subsequent sections of the Faculty Manual.

A tenured faculty member who expects to return to the University for the academic year beginning in August should be issued a contract no later than March 15 of the preceding academic year with their intent to return sent back to the Office for Academic Affairs by April 15.

### **Tenure-Track Appointment (Full-time University employee)**

This annual appointment requires a terminal degree and faculty members are required to comply with expectations for teaching, scholarship, and service as outlined in the Faculty Manual for tenure and promotion. The initial appointment and subsequent annual renewals through tenure review are made by the VPAA on the recommendation of the department chair (or program director) and college dean with one of the following titles (includes name of academic discipline where underlined):

- Professor of \_\_\_\_\_
- Associate Professor of \_\_\_\_\_
- Assistant Professor of \_\_\_\_\_
- Instructor of \_\_\_\_\_

Evaluation is completed annually by the department chair (or program director) and college dean. Tenure clocks are set at the time of hire and tenure and promotion recommendations are made by the Faculty Affairs Committee, the VPAA, and the President for Board of Trustees consideration.

Tenure-track faculty are eligible for professional development funds available within their college, are eligible for all training services offered through the University's Center for Teaching Excellence, and can apply for additional professional development funding through the Faculty Development Committee.

**Professional Track Appointment (Full-time University employee)**

This type of annual appointment may or may not require a terminal degree as the primary assignment is instructional in nature. This appointment type is used most often in those colleges where professional graduate degrees are awarded (e.g., pharmacy, health professions, education). This is a non-tenure track appointment which is ineligible for tenure review. The initial appointment and subsequent annual renewals are made by the VPAA on the recommendation of the department chair (or program director) and college dean with one of the following titles (includes name of professional practice area where underlined):

- Professor of \_\_\_\_\_ Practice
- Associate Professor of \_\_\_\_\_ Practice
- Assistant Professor of \_\_\_\_\_ Practice
- Instructor of \_\_\_\_\_ Practice

Evaluation is completed annually by the department chair (or program director) and college dean.

Professional track faculty are eligible for professional development funds available within their college, are eligible for all training services offered through the University's Center for Teaching Excellence, and can apply for additional professional development funding through the Faculty Development Committee.

**Limited Term or Visiting Appointment (Full-time University employee)**

This type of annual appointment includes all full-time faculty members who receive a limited term appointment for an academic year. The University of Findlay issues limited period or visiting contracts in the following circumstances: when they replace faculty on leave, when they are filling special lectureships or residencies, when they fill vacancies which arise late in the academic year or during the summer, when they fill positions in programs or majors under development, or when they are replacements in an existing program or major which appears to be losing viability.

This is a non-tenure track appointment which is ineligible for tenure review. The initial appointment and subsequent renewals (up to a maximum of three years) are made by the VPAA on the recommendation of the department chair (or program director) and college dean with one of the following titles (academic discipline underlined):

- Visiting Professor of \_\_\_\_\_
- Visiting Associate Professor of \_\_\_\_\_
- Visiting Assistant Professor of \_\_\_\_\_
- Visiting Instructor of \_\_\_\_\_

Evaluation is completed annually by the department chair (or program director) and college dean.

Faculty on full-time, limited term or visiting appointments are eligible for professional development funds available within their college as approved by the college dean and are eligible for all training services offered through the University's Center for Teaching Excellence. They are not eligible for funds distributed by the Faculty Development Committee.

**Adjunct Appointment (Part-time University employee)**

This type of appointment includes all faculty members who receive an appointment on a course-by-course basis only. This appointment is made only at the *lecturer* level. The appointment is made by the VPAA, typically only for one semester at a time, with the following title:

- Adjunct Lecturer of \_\_\_\_\_

Review of course instruction is conducted each semester by the department chair (or program director) for review by the college dean.

Employment benefits associated with adjunct appointments are outlined in the Part-Time/Affiliate Faculty Manual. Part-time faculty are eligible for professional development funds available within their college only if approved by the college dean and VPAA. They are eligible for some training services offered through the University's Center for Teaching Excellence. They are not eligible for funds distributed by the Faculty Development Committee.

**Affiliate Appointment (Non-University employee)**

This type of appointment includes those external licensed professionals who provide supervision and/or instruction to students enrolled for academic credit in experiential courses for degree requirements at a primary professional or experiential setting. The identified professional would receive an affiliate faculty title based on academic credentials and professional experience as determined by the department chair/program director, college dean, and VPAA:

- Affiliate Professor of \_\_\_\_\_
- Affiliate Associate Professor of \_\_\_\_\_
- Affiliate Assistant Professor of \_\_\_\_\_
- Affiliate Instructor of \_\_\_\_\_

Evaluation is completed annually by the department chair (or program director) and college dean. Renewal appointments are made by the VPAA on the recommendation of the department chair (or program director) and college dean.

In lieu of other contracted agreements, benefits associated with affiliate appointments are outlined in the Part-Time/Affiliate Faculty Manual. Affiliate faculty members are eligible for professional development funds available within their college only if approved by the college dean and the VPAA. They are not eligible for training services offered through the University's Center for Teaching Excellence and are not eligible for funds distributed by the Faculty Development Committee.

(Revised 25 April 2011)

#### D. EMPLOYMENT OUTSIDE THE UNIVERSITY

Outside employment (including consulting) must not impair one's service to the University. A full time faculty member should never accept such employment before receiving the permission of the Vice President for Academic Affairs and Dean of the Faculty and the appropriate college dean.

#### E. LENGTH OF INITIAL APPOINTMENT

**Instructor.** An initial appointment at the rank of instructor shall be for one year. Subsequent appointments shall be made for one-year terms.

**Assistant Professor.** An initial appointment at the rank of assistant professor shall be for one year. Subsequent appointments may be for two-year terms.

**Associate Professor.** An initial appointment at the rank of associate professor will be for not more than three years.

**Professor.** An initial appointment at the rank of professor will be for not more than three years.

#### F. ANNUAL EVALUATION OF FACULTY BY COLLEGE DEANS.

Full-time faculty members who are untenured, probationary or limited period will be evaluated annually in writing by their college deans. The deans may solicit self-evaluation by these faculty members and/or request that academic area directors/chairs evaluate affiliated faculty for deans' review. These evaluations are due in the Office of the Vice President for Academic Affairs and Dean of the Faculty no later than October 1. These full-time faculty members will receive copies of their annual evaluations for review before the final evaluation is submitted to the Vice President for Academic Affairs and Dean of the Faculty. Tenured faculty at the rank of full professor or tenured faculty who are not seeking promotion will be evaluated every third year, unless they request additional evaluation. All faculty are encouraged to confer with their deans often about their professional development and scholarly activity. (Revised 26 March 2007)

#### G. ANNUAL EVALUATION OF COLLEGE DEANS BY FACULTY

The full-time faculty within his/her college will evaluate each dean annually. Faculty will complete anonymously a form, which will be supplied by the Office of the Vice President for Academic Affairs and Dean of the Faculty.

At no point will the completed forms be shown to the College Dean. However, the Vice President for Academic Affairs and Dean of the Faculty will summarize comments made on the form orally or in writing in order to provide feedback to a particular dean. The results of each dean's evaluation may be reported by the Vice President for Academic Affairs and Dean of the Faculty, if requested, to the President, members of the Board of Trustees or the Faculty Affairs Committee but only in summary form and on a confidential basis.

## H. EXPLANATION OF REVIEW GUIDELINES FOR MID-TENURE, TENURE AND PROMOTION

### **Tenure and Promotion**

Tenure serves a different function than promotion in rank. Tenure is a decision involving a long-term commitment to a faculty member. Tenure reviews are held on a schedule determined at the time of initial hire, although length of service to the University does not in itself warrant tenure. Generally, there is a six-year time frame with a mid-tenure review after three years. Requirements for tenure are listed below under “Considerations for Tenure.”

Rank, on the other hand, delineates benchmarks on a career path. All faculty members should continue to grow, progress and develop along a professional path. At certain stages a faculty member may apply for promotion. Promotion in rank is recognition that a faculty member has reached an advanced level of achievement, participation, involvement and contribution to the University. Although there is no definite described schedule for promotion application, there is a minimum of six years between promotion reviews. Length of service to the University does not by itself warrant promotion in rank. Promotion is based upon performance according to the specified categories described (See Required Content for Dossiers). The criterion area of prime importance is effectiveness in teaching. “Excellence” means above average, or beyond what would normally be expected of individuals in a given role. Requirements for ranks are listed below under “Considerations for Promotion.”

### **Guideline Areas of Consideration for Tenure and Promotion Decisions**

With the expansion of the University and the development of new programs, the four previous categories do not effectively reflect faculty work. Therefore, the guideline areas will refer to the following categories for evaluation of faculty. Please note that advising will be considered service to the institution and is further explained in that category. In addition, graduate faculty and contracted professional responsibilities refer to only faculty with graduate faculty status and/or have contracted professional responsibilities at the University.

1. Teaching
2. Scholarship, Research and/or Creative Production Criteria
3. Professional Service to the Institution
4. Professional Service to the Community
5. High Quality Professional Development
6. Graduate Faculty
7. Contracted Professional Responsibilities

### **Categories for Faculty Review**

#### **1. Teaching**

Teaching should be within the field(s) of the faculty’s appointment. Effective teachers should know their subject matter well and foster students’ development through excellence in teaching. The University expects that all faculty members will work towards excellence in teaching. The University requires documentation of growth and excellence in teaching. The dossier provides a vehicle for a faculty member’s documentation of his/her growth and pursuit of excellence in teaching.

Tenure review and promotion considerations require that all student evaluations be included in the dossier. When reading student course evaluations, the FAC expects to see improvement from semester to semester and year to year. When organizing this section of the dossier, faculty members are encouraged to include peer-reviews of their teaching. The committee carefully reads annual reviews, self-evaluations and Professional Development Plans to determine if and how the faculty member is attempting to improve course instruction. If there are recurrent problems with a course, the faculty member's explanation and/or self-reflection provides insight into the issues.

## **2. Scholarship, Research and/or Creative Production Criteria**

All faculty members should be able to present evidence of ongoing, consistent participation in an articulated agenda of scholarship, research and/or creative production. Forms of scholarship, research and/or creative production, will vary with the area of specialization. As they move towards applying for tenure and/or promotion, faculty members should also demonstrate evidence of ongoing and consistent outside review of their work. This type of review is generally conducted by outside panels, groups, editors, reviewers and/or boards of experts and is typical in processes leading to publication, presentation and/or creative productions. For the purpose of this description, the term "peer-reviewed" includes "juried, refereed, reviewed, etc."

Scholarship, research and/or creative production create the foundation for good teaching and foster an intellectual community. The University requires evidence of scholarship, research and/or creative production that contributes to the advancement of knowledge. Creative production includes the creation, production, exhibition, performance or publication of works by one or more individuals demonstrating originality in design or execution. Candidates need to display increased competence since the last review through gathered and displayed evidence. Over time, faculty members are expected to develop areas of state, regional, national and/or international expertise and recognition.

Many different dimensions of scholarly activities are deserving of merit. The Faculty Affairs Committee recognizes that there are differences in value and quality among scholarly activities. The merit of each faculty member's scholarly activities is based on the scope and significance of the contribution to one's field of study. It is the faculty member's responsibility to demonstrate how scholarship is approached, presented and assessed. These considerations can be made clear only if the faculty member includes a detailed statement of his/her scholarship interests and agenda within the dossier.

All faculty members should be able to present evidence of ongoing, consistent participation in an articulated agenda of scholarship, research and/or creative production. Forms of scholarship, research and/or creative production, will vary with the area of specialization. As they move towards applying for tenure and/or promotion, faculty members should also demonstrate evidence of ongoing and consistent outside review of their work. This type of review is generally conducted by outside panels, groups, editors, reviewers and/or boards of experts and is typical in processes leading to publication, presentation and/or creative productions.

The Faculty Affairs Committee looks for international, national and regional peer-reviewed publications and presentations. The Committee will also give some consideration to participation in activities and events that are statewide in nature. Statewide activities and events should provide 25% or less of the evidence. The majority of evidence should be regional, national or international. The most highly regarded regional activities would be those that are multi-state in nature. Promotion to the ranks of Associate Professor and Full Professor demands significant peer-reviewed/juried publications and/or presentations. This is the normative practice of peer institutions and actually, is the norm at the vast majority of American and European universities. Furthermore, the Faculty Affairs Committee's mid-tenure review should make it clear to candidates that scholarship, research and/or creative production are necessary components of the tenure (and hence promotion) process.

### **3. Professional Service to the University**

Professional Service to the University includes professional service within the college, department or program. Service provides an important opportunity for faculty to demonstrate professional and social responsibilities and to share their expertise with others both inside and outside the institution. Internal service is defined primarily by participation in advising, faculty governance or leadership at the program/departmental, college and university levels. It may also include supervision and guidance of student organizations. Faculty members are expected to participate within the university at the program, departmental and college levels. As faculty members advance in their experience and rank, they are expected to provide evidence of service provided to the institution. Professional service such as serving as an officer, major committee member, committee chairperson or workshop leader/organizer is also expected as the faculty member advances in rank. Meeting the above service expectations is recognized as an important element in the review process. Highest consideration will be given to university-wide activities. However, it does not substitute for excellence in teaching performance or for substantial scholarly/creative accomplishments.

### **Service Provided by Program Directors/Department Chairpersons**

Program Directors/Department Chairpersons provide important service to the university, college and program. Program Directors/Department Chairpersons must be assigned a minimum of six semester hours of teaching per semester to be eligible for tenure review and/or promotion in rank. Chairpersons assume many responsibilities related to educational leadership. Usually the responsibilities of a program director/department chairperson are within the college. Sometimes the responsibility can be University-wide. While serving a vital function to the University and the college, program directors/department heads are not exempt from demonstrating excellence in teaching/advising, scholarship, research and/or creative production, service to the University, college and community and professional development. Program Directors/Department Chairpersons must have teaching as 50% of their professional responsibilities. Program Directors/Department Chairpersons should also provide strong evidence of on-going participation in an articulated agenda of scholarship, research and/or creative production. Program Directors/Department Chairpersons should include a detailed description of their responsibilities in the dossier, which will provide evidence of significant service to the University.

#### **4. Professional Service to the Community**

Service also includes professional service in the larger community outside the University. External service is defined by active involvement in professional organizations, involvement in non-profit and/or charitable organizations and contributions of professional expertise to endeavors undertaken in the community outside the institution. This service might include serving on boards of directors, assisting projects and activities in community institutions, serving on state or national-level committees, performing in the role of consultant and assuming other leadership roles in community endeavors.

#### **5. High Quality Professional Development**

High Quality Professional Development (HQPD) is a process that continues throughout a faculty member's career. Continuing reflection, new knowledge of teaching, learning and content; new students and new professional challenges will reveal ongoing emphases for professional development efforts. There are six criteria guiding high quality professional development.

1. HQPD is purposeful, structured and is continuous over time. This type of professional development supports and advances the educational leadership of all participants. The development of educational communities and learning teams supports effective professional development.
2. HQPD is identified and informed from the results of multiple forms of data. Faculty members should analyze data to determine the focus and development of their professional development plans.
3. HQPD is collaborative. Professional development should provide multiple opportunities for faculty members to work collaboratively to plan, deliver and evaluate professional development plans. Professional development incorporates communication technologies to broaden the scope of collaboration.
4. HQPD includes varied learning experiences that accommodate and enhance the faculty member's skills, knowledge and expertise. Professional development should reflect a logical sequence of diverse learning experiences that are based on identified need.
5. HQPD is evaluated by both short-term and long-term impact on professional practice and the achievement of all students. Professional development is evaluated by assessing levels of student satisfaction, evidence of new skills applied to practice, the impact on student achievement and the faculty member's annual self evaluation.
6. HQPD results in the acquisition, enhancement or refinement of skills, knowledge and abilities. Professional development activities should be selected to support the study, evaluation and integration of relevant and current best practices and research into practice. Professional development activities should enhance understanding and ability to implement innovative instructional strategies and assessments appropriate to specific content while addressing the needs of diverse groups and supporting increased student achievement.

Since all faculty members are expected to be active and engaged within his/her discipline, meeting the above professional development expectations is recognized as an important element of a faculty member's performance. Faculty members should strive to grow in professional competencies through demonstration of participation in activities that improve their effectiveness as an instructor and/or scholar. Faculty members may choose to apply the following sequential process for professional development planning.

Step One: Faculty members should self-assess and evaluate data from various sources to determine both the needs of their students and their personal professional needs.

Step Two: Using the data from Step One, faculty members should be able to define specific goals for new or expanded initiatives to develop additional skills, gain new expertise or develop innovative and more effective teaching strategies.

Step Three: Based on Steps One and Two, faculty members should be able to identify specific actions and activities to gain new professional learning.

Step Four: Given the results of the work done in Steps One through Step Three, faculty members should develop specific implementation strategies and plans to assess the success of the new professional learning.

Step Five: Faculty members should monitor, assess and reflect on the effectiveness of their new professional learning and how they integrate it into their daily work.

These five steps describe a continuous cycle of professional learning. Faculty members should realize that professional development is a career-long cycle of improvement. Advanced promotion will require evidence of professional development involvement in the larger community outside the university involving state, regional, national and /or international experience. However, High Quality Professional Development does not substitute for excellence in teaching/advising performance or for substantial scholarly/research/creative accomplishments. (This section has been developed using the Professional Development Standards for Ohio Educators approved by the Ohio State Board of Education in Oct. 2005.)

## **6. Graduate Faculty**

All faculty members who have been named to the Graduate Faculty must include a Letter of Recommendation from the Graduate Council Committee on Faculty Standards to be included in all dossiers prepared for tenure, mid-tenure and/or promotion. The Graduate Council Committee of Faculty Standards, at their discretion, may review dossiers prior to submission to the Faculty Affairs Committee.

## **7. Contracted Professional Responsibilities**

Faculty members whose contract includes contracted professional responsibilities should carefully explain and describe those responsibilities in their dossier. The description of their responsibilities should include a summary of relevant clinical activities and noteworthy accomplishments related to clinical duties. The percentage of their professional time devoted to these activities should also be included.

### **Dossier Preparation**

Dossiers are required for all mid-tenure, tenure and promotion reviews. Overall, the dossier should contain a complete compilation of evidence that highlights and reflects the faculty member's activities since the last promotion/tenure decision. A very significant piece of evidence in the dossier is the faculty member's response to his/her mid-tenure report. This provides the Faculty Affairs Committee with information explaining how the faculty member has addressed the issues in the report. While it is important for the faculty member to discuss future plans, it is more important to provide a complete picture of the faculty member's activities for the time period being since his/her last review. A faculty member needs to present compelling evidence that is based on objective information that addresses all review criteria.

Dossiers represent the faculty member's self-prepared written testament for his/her being worthy of consideration. The Faculty Affairs Committee, the President and the Vice President for Academic Affairs will consider this written document confidential. Dossiers must present all documentation and evidence that the faculty member considers verification that he/she has met the review criteria. The dossiers for tenure should include all student evaluation forms since the hiring date. Dossiers for promotion should include all student evaluations since the last promotion review. These are to be provided by the faculty member.

Any entries in the faculty member's personnel file in the Office of the Vice President for Academic Affairs may be utilized, in copy form, in the preparation of the dossier. The dossier may also include any other information that the faculty member considers desirable for inclusion. The faculty member will assume full responsibility for the preparation and delivery of the dossier, including any charges for its preparation that the faculty member may incur.

All dossiers prepared and delivered to the Office of the Vice President for Academic Affairs by the faculty member will be considered to be complete and to be the faculty member's personal representation of his/her merit for review. At no point after its receipt can the scope and content of the dossier be altered. Once received, the Faculty Affairs Committee, the Vice President for Academic Affairs and the President according to a mutually agreed time frame will review the dossier. At any time during this review, each party will be free to discuss with any other party (i.e., Faculty Affairs Committee member, President, Vice President for Academic Affairs) the contents of the dossier.

### **Required Organization for All Dossiers**

All dossiers for every level of review must contain significant evidence from the following five categories:

1. Effectiveness in teaching (including all course evaluations)
  - a. Clear presentation of subject material in course
  - b. Fairness of grading
  - c. Effective use of class time in course
  - d. Demonstration of respect toward students by instructor
  - e. Overall rating of quality of instruction of courses taught by instructor

2. Scholarship, research and/or creative productions including agenda/plans for publications, presentations and/or performances at the regional, national and/or international levels needs to be addressed. Faculty members are encouraged to engage in an appropriate mix of activities of scholarship research and/or creative productions. For faculty members preparing a dossier for mid-tenure, tenure and/or promotion to assistant or associate professor, presentations at peer-reviewed statewide conferences may constitute no more than 50% of this category. For faculty members preparing a dossier for promotion to full professor, presentations at peer-reviewed statewide conferences **may constitute no more than 25% of this category**. Examples of scholarly activities are as follows:

- a. Performance in a musical, artistic, dramatic, media production
- b. Creation of a musical, artistic, dramatic, media production that was produced, published, exhibited or broadcast
- c. Direction or production a musical, artistic, dramatic, media production
- d. Design or implement the technical work (scenery, costumes, lighting, sound, etc.) for a musical, artistic, dramatic or media production
- e. Obtained patent or copyright for new product and/or device
- f. Publish results from advanced degree/post-doctoral study, pursuit of certification/licensure or research agenda
- g. Publish a book or new edition of a book (standard work for either specialized or general audience original work, textbook, novel, biography, volume of poetry, etc.)
- h. Publish an article, policy paper, short story, poem, monograph, conference proceedings and/or chapter of a book
- i. Publish a review of book or article
- j. Serve as an editor for a book or new edition
- k. Deliver a keynote speech or an invited address
- l. Create and conduct a workshop or seminar
- m. Present at a conference

3. Professional Development Plans and related activities designed to increase skills, knowledge and expertise

- a. Course of study leading to additional degree(s)
- b. Continuing education in academic content areas
- c. Acquisition of new pedagogical and technological skills

4. Professional Service to the University, college and/or department

- a. Adviser to individual students
- b. Adviser to student organizations
- c. Administrative duties
- d. Committee work
- e. Special projects

5. Professional Service to the Community

- a. Professional consultation
- b. Guest speaker
- c. Adviser to community organization
- d. Panelist in community

6. Contracted Professional Responsibilities, if appropriate

- a. Clinical job description
- b. Percentage of time dedicated to clinical work

7. Graduate Faculty

- a. All faculty members who have been named to the Graduate Faculty must include a Letter of Recommendation from the Graduate Council Committee on Faculty Standards to be included in all dossiers prepared for tenure, mid-tenure and/or promotion.
- b. Graduate Council Committee of Faculty Standards, at their discretion, may review dossiers prior to submission to the Faculty Affairs Committee.

**Required Sections for All Dossiers**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>1. Introduction</li> <li>2. My Profile</li> <li>3. Recommendations</li> <li>4. Evaluations</li> <li>5. Teaching</li> <li>6. Scholarship</li> </ul> | <ul style="list-style-type: none"> <li>7. High Quality Professional Development</li> <li>8. Service to University, College or Department</li> <li>9. Service to Community</li> <li>10. Concluding Statement</li> </ul> |
|---|--|

If necessary, a faculty member may include a “miscellaneous” section to cover evidence that does not fall into one of the above categories. A reflective statement should be included explaining what the evidence suggests.

**The List of Required Documents for each Section:** It is the responsibility of the individual faculty member to ensure that all items are included in their dossiers. **Web-based dossiers housed in Blackboard using the Content Systems Portfolio Tool** are highly encouraged for all levels of review. Training opportunities are available throughout the year from the UF Center for Teaching Excellence to teach faculty how to use the e-portfolio tool within Blackboard.

Section	Mid-Tenure Applicants Should Include	Tenure Applicants Should Include	Promotion Applicants Should Include
Introduction	<ul style="list-style-type: none"> <li>• Letter of Application explaining what dossier is submitted for (i.e. mid-tenure evaluation)</li> <li>• Table of Contents (only for paper submissions)</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of Application explaining what dossier is submitted for (i.e. application for tenure or application for tenure and promotion to associate rank)</li> <li>• Copy of mid-tenure evaluation</li> <li>• Response to mid-tenure review evaluation letter</li> <li>• Table of Contents (only for paper submissions)</li> </ul>	<ul style="list-style-type: none"> <li>• Letter of Application explaining what dossier is submitted for (i.e. application for promotion to associate rank or promotion to full rank)</li> <li>• Copy of most recent letter of tenure/promotion</li> <li>• Response to most recent letter of tenure/promotion</li> <li>• Table of Contents (only for paper submissions)</li> </ul>
Section	Mid-Tenure Applicants Should Include	Tenure Applicants Should Include	Promotion Applicants Should Include
My Profile	<ul style="list-style-type: none"> <li>• Link to or printout of UF faculty profile page</li> <li>• Recent photo</li> <li>• Current CV</li> <li>• Letter of appointment to graduate faculty status (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Link to or printout of UF faculty profile page</li> <li>• Recent photo</li> <li>• Current CV</li> <li>• Letter of appointment to graduate faculty status (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• Link to or printout of UF faculty profile page</li> <li>• Recent photo</li> <li>• Current CV</li> <li>• Letter of appointment to graduate faculty status (if applicable)</li> </ul>

	<ul style="list-style-type: none"> <li>• All Faculty Work Load forms</li> <li>• Job description</li> <li>• Contracted responsibilities (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• All Faculty Work Load forms</li> <li>• Job description</li> <li>• Contracted responsibilities (if applicable)</li> </ul>	<ul style="list-style-type: none"> <li>• All Faculty Work Load forms</li> <li>• Job description</li> <li>• Contracted responsibilities (if applicable)</li> </ul>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Recommendations	<ul style="list-style-type: none"> <li>• A letter of support for mid-tenure review from the dean addressing all five criteria in detail (teaching, scholarship, HQPD, service to UF, service to community)</li> </ul>	<ul style="list-style-type: none"> <li>• A letter of support from the dean</li> <li>• At least THREE updated/current letters of support for tenure review from faculty members addressing all five criteria in detail (teaching, scholarship, HQPD, service to UF, service to community)</li> </ul> <p>NOTE: All faculty members applying for tenure have the <i>option</i> of including an outside evaluator of their dossiers. This option necessitates a Web-based submission. An external reviewer is not required for tenure, but if one is desired, the Web-based submission should be used.</p> <p>At a minimum, the outside evaluator should rate performance in all five areas using the rankings “excellent,” “good,” “fair” or “poor” and support each rating with a written comment.</p> <p>The outside evaluator does NOT have a vote regarding awarding of tenure.</p>	<ul style="list-style-type: none"> <li>• A letter of support from the dean</li> <li>• At least THREE updated/current letters of support for promotion review from faculty members addressing all five criteria in detail (teaching, scholarship, HQPD, service to UF, service to community)</li> <li>• At least ONE external letter of support from a professional colleague outside UF (for applications to full rank.)</li> </ul> <p>NOTE: All faculty members applying for promotion have the <i>option</i> of including an outside evaluator of their dossiers. This option necessitates a Web-based submission. An external reviewer is not required for promotion, but if one is desired, the Web-based submission should be used.</p> <p>At a minimum, the outside evaluator should rate performance in all five areas using the rankings “excellent,” “good,” “fair” or “poor” and support each rating with a written comment.</p> <p>The outside evaluator does NOT have a vote regarding awarding of promotion.</p>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Evaluations	<ul style="list-style-type: none"> <li>• All student evaluations</li> <li>• All dean/chair evaluations</li> <li>• All tenure-process letters from the Vice President for Academic Affairs</li> <li>• All yearly self evaluations</li> <li>• Any additional evaluations (for example, an evaluation of an administrative position on campus)</li> <li>• Mid-semester evaluations (if given by your department)</li> </ul>	<ul style="list-style-type: none"> <li>• All student evaluations</li> <li>• All dean/chair evaluations</li> <li>• All tenure-process letters from the Vice President for Academic Affairs</li> <li>• All yearly self evaluations</li> <li>• Any additional evaluations (for example, an evaluation of an administrative position on campus)</li> <li>• Mid-semester evaluations (if given by your department)</li> </ul>	<ul style="list-style-type: none"> <li>• All student evaluations since appointment to current rank or since last promotion (three years of evaluations minimum for promotion)</li> <li>• All dean/chair evaluations from the last Faculty Affairs review (two years of evaluations minimum in the case of promotion)</li> <li>• All tenure-process letters from the Vice President for Academic Affairs</li> <li>• All yearly self evaluations from last Faculty Affairs review (two years of evaluations minimum for</li> </ul>

			<p>promotion)</p> <ul style="list-style-type: none"> <li>Any additional evaluations (for example, an evaluation of an administrative position on campus)</li> <li>Mid-semester evaluations (if given by your department) (and in case of full, in the case of the last promotion)</li> </ul>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Teaching	<ul style="list-style-type: none"> <li>Reflective statement (should address teaching evaluations in addition to evidence contained within this section)</li> <li>Teaching philosophy</li> <li>Evidence to indicate effectiveness in teaching (see #1, p. 42 for full list of possible areas of emphasis, but artifacts might include awards, teaching observations, kudos from students, documentation of teaching effectiveness (changes in courses and pedagogical explanations)</li> </ul>	<ul style="list-style-type: none"> <li>Reflective statement (should address teaching evaluations in addition to evidence contained within this section)</li> <li>Revised teaching philosophy (since mid-tenure)</li> <li>Evidence to indicate effectiveness in teaching (see #1, p. 42 for full list of possible areas of emphasis, but artifacts might include awards, teaching observations, kudos from students, documentation of teaching effectiveness (changes in courses and pedagogical explanations)</li> </ul>	<ul style="list-style-type: none"> <li>Reflective statement (should address teaching evaluations since tenure or last promotion, in addition to evidence contained within this section)</li> <li>Revised teaching philosophy (since tenure or last promotion)</li> <li>Evidence to indicate effectiveness in teaching (see #1, p. 42 for full list of possible areas of emphasis, but artifacts might include awards, teaching observations, kudos from students, documentation of teaching effectiveness (changes in courses and pedagogical explanations)</li> </ul>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Scholarship	<ul style="list-style-type: none"> <li>Reflective statement.</li> <li>Current and future research agenda</li> <li>Evidence of publications, presentations, creative activities, grant work (when appropriately related to scholarship), etc. (see full list on page 43 of possible areas of emphasis, but artifacts might include PDFs of published articles, acceptance letters of articles, contracts for books, copies of presentations, links to videos of creative productions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Reflective statement.</li> <li>Current and future research agenda</li> <li>Evidence of publications, presentations, creative activities, grant work (when appropriately related to scholarship), etc. (see full list on page 43 of possible areas of emphasis, but artifacts might include PDFs of published articles, acceptance letters of articles, contracts for books, copies of presentations, links to videos of creative productions, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Reflective statement.</li> <li>Current and future research agenda</li> <li>Evidence of publications, presentations, creative activities, grant work (when appropriately related to scholarship), etc. (see full list on page 43 of possible areas of emphasis, but artifacts might include PDFs of published articles, acceptance letters of articles, contracts for books, copies of presentations, links to videos of creative productions, etc.)</li> <li>Evidence of national reputation (for full)</li> </ul>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
High Quality Professional Development (Professional Development Plans)	<ul style="list-style-type: none"> <li>Reflective statement</li> <li>Professional Development Plan</li> <li>Evidence of HQPD (see #3, p. 43 of possible areas of emphasis but artifacts might include workshops attended and classes taken, certifications/degrees earned</li> </ul>	<ul style="list-style-type: none"> <li>Reflective statement</li> <li>Professional Development Plan</li> <li>Evidence of HQPD (see #3, p. 43 of possible areas of emphasis but artifacts might include workshops attended and classes taken, certifications/degrees earned</li> </ul>	<ul style="list-style-type: none"> <li>Reflective statement</li> <li>Professional Development Plan</li> <li>Evidence of HQPD (see #3, p. 43 of possible areas of emphasis but artifacts might include workshops attended and classes taken, certifications/degrees earned</li> </ul>

	and how these affect both teaching and scholarship)	and how these affect both teaching and scholarship)	and how these affect both teaching and scholarship)
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Service to the University, College or Department	<ul style="list-style-type: none"> <li>• Reflective statement</li> <li>• Evidence of UF service (see #4, p. 43 of possible areas of emphasis but artifacts might include a list of committees [and highlighting active contributions to these in minutes] delineated at University, College, Department levels; other professional UF service activities [speaking at a Brown Bag, being a guest speaker in a class, etc.]</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective statement</li> <li>• Evidence of UF service (see #4, p. 43 of possible areas of emphasis but artifacts might include a list of committees [and highlighting active contributions to these in minutes] delineated at University, College, Department levels; other professional UF service activities [speaking at a Brown Bag, being a guest speaker in a class, etc.]</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective statement (include evidence of increasing leadership roles on committees for promotion to full)</li> <li>• Evidence of UF service (see #4, p. 43 of possible areas of emphasis but artifacts might include a list of committees [and highlighting active contributions to these in minutes] delineated at University, College, Department levels; other professional UF service activities [speaking at a Brown Bag, being a guest speaker in a class, etc.]</li> </ul>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Service to the Community	<ul style="list-style-type: none"> <li>• Reflective statement</li> <li>• Evidence of professional community service (see #5, p. 44 of possible areas of emphasis but artifacts might include a list of outside organizations and roles [including evidence that these make use of content knowledge and expertise], guest speaking engagements, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective statement</li> <li>• Evidence of professional community service (see #5, p. 44 of possible areas of emphasis but artifacts might include a list of outside organizations and roles [including evidence that these make use of content knowledge and expertise], guest speaking engagements, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Reflective statement (include evidence of increasing leadership roles within organizations projects for promotion to full)</li> <li>• Evidence of professional community service (see #5, p. 44 of possible areas of emphasis but artifacts might include a list of outside organizations and roles [including evidence that these make use of content knowledge and expertise], guest speaking engagements, etc.)</li> </ul>
<b>Section</b>	<b>Mid-Tenure Applicants Should Include</b>	<b>Tenure Applicants Should Include</b>	<b>Promotion Applicants Should Include</b>
Concluding Statement	<ul style="list-style-type: none"> <li>• A summary of the major accomplishments of the dossier and why it meets the minimum criteria for what the applicant is asking</li> </ul>	<ul style="list-style-type: none"> <li>• A summary of the major accomplishments of the dossier and why it meets the minimum criteria for what the applicant is asking (minimum criteria for tenure are listed on pp. 49-52; for tenure and promotion to associate rank, listed on pp. 58-61)</li> </ul>	<ul style="list-style-type: none"> <li>• A summary of the major accomplishments of the dossier and why it meets the minimum criteria for what the applicant is asking (minimum criteria for promotion to associate rank, listed on pp. 58-61, for full rank on pp. 61-64)</li> </ul>

Updated by Faculty Senate on 26 April 2010

### **Considerations for Tenure**

In general, the purpose of tenure is to create an academic environment in which academic freedom and opportunity are ensured and protected. According to the American Association of University Professors and the Association of American Colleges and Universities, the granting of tenure is a means to certain ends, which are:

1. To protect academic freedom,
2. To recognize faculty achievement,
3. To provide for the continuity of academic program,
4. To establish rules for academic due process,
5. To provide standards whereby the University may be afforded means of protecting its quality and viability in cases of financial difficulty, programmatic change or enrollment decline and in cases concerning faculty performance or behavior,
6. To provide a sufficient degree of economic security to make the profession attractive to men and women of ability.

Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society. (AAUP Policy Documents and Reports, tenth edition, AAUP, Washington, DC, p. 3)

### **The Process of Mid-Tenure Review**

The Mid-Tenure Review is conducted by the Faculty Affairs Committee midway through a faculty member's period of probationary service. This review usually takes place in the third year of service at The University of Findlay. In this review, the members of the Faculty Affairs Committee assess the faculty member's progress toward tenure, utilizing the Criteria for Awarding Tenure. The faculty member under review must submit a dossier. All dossiers for Mid-Tenure review must reflect the organization and contents outlined in the chart found above. The Faculty Affairs Committee will send a written report of the results of the review to the faculty member and the Vice President for Academic Affairs.

The total probationary period at The University of Findlay will not exceed seven years. Upon written agreement of the college dean and the Vice President for Academic Affairs, a faculty member, due to extenuating circumstances, may extend this time-frame for one year. If the faculty member is denied tenure during the sixth year, the member will be offered a terminal contract for the seventh year.

For previously tenured faculty at another institution, The Board of Trustees at its discretion may extend letters of continuous appointment to members of the faculty after one academic year of service to The University of Findlay, provided such persons have amply demonstrated the skill, ability and competence that would be reasonably expected of tenured faculty at The University of Findlay. The same requirement also applies to tenured faculty/administrators from other universities who are appointed deans at The University of Findlay. For faculty previously tenured at another institution, the application for tenure shall be in accordance with the procedures described below.

### **Explanation of Tenure**

The judicious conferring of tenure is, in effect, a public statement that the tenured professoriate is proud to have the newly tenured faculty member as a permanent colleague. During the probationary period, faculty members must demonstrate levels of achievement in teaching/advising, scholarship, research and/or creative production and professional service to the University, college and community that exceed those levels required for continued employment in the probationary time frame. A faculty member must also provide evidence of an on-going plan of professional development designed to improve skills, knowledge and expertise. Upon receiving tenure, a faculty member becomes a permanent participant in the academic body of the University, with the right of continued employment unless there are grave reasons for dismissal. Because tenure constitutes a serious commitment by the university and exemplary faculty are essential to the quality of the University, the standards for tenure are high. It follows that a tenured faculty member is expected to continue and expand the endeavors that tenure rewards and to continue to perform at high levels, and even improve in respect to teaching, scholarship, service and professional development.

### **Criteria for Tenure Review**

Criteria for determining faculty performance are derived from the mission of the University, the colleges and the departments. In most cases the probationary period is six years of service. A faculty member may apply for tenure in the fall of his/her sixth year of service. In regards to those seeking tenure, the seven criteria as described below will apply to all faculty who have received a mid-term review after January 1, 2007.

1. A record of effective teaching in the field of appointment
2. A record of achievement of scholarship, research and/or creative production delivered as publication, presentation and/or creative production at regional, national and/or international events, with the promise of comparable academic performance in the future. Four scholarly activities in a six year period is the minimum requirement. This section should also contain plans for presentation, publishing and/or creative production at the regional, national and/or international levels. For faculty members preparing a dossier for mid-tenure, tenure and/or promotion to associate professor, presentations at peer-reviewed statewide conferences may constitute no more than 50% of this category. For faculty members preparing a dossier for promotion to full professor, presentations at peer-reviewed statewide conferences may constitute no more than 25% of this category.
3. A record of professional service and contributions to the University, the college, department and the program should be documented. This service includes a record of effective advising.
4. A record of professional service and contributions to the community should be documented.
5. A record of on-going professional development activities selected to enhance and expand the faculty member's skill, knowledge and expertise including a Professional Development Plan.
6. A record of any assigned Contracted Professional Responsibilities should be explained and documented.
7. There are additional requirements for Graduate Faculty. All faculty members who have been named to the Graduate Faculty must include a Letter of Recommendation from the Graduate Council Committee on Faculty Standards to be included in all

dossiers prepared for tenure, mid-tenure and/or promotion. The Graduate Council Committee of Faculty Standards, at their discretion, may review dossiers prior to submission to the Faculty Affairs Committee.

Among these areas, the highest priority is given to excellent teaching. Toward this end, faculty should engage in the study, assessment and preparation necessary to improve and expand teaching effectiveness. Teaching is complemented by scholarship, research and/or creative production. Accordingly, all faculty seeking or enjoying tenure should be engaged in an active professional program of research, publication and/or creative production.

Faculty who participate in scholarship, research, creative production and professional development perform vital roles in both enhancing his/her classroom performance and in expanding the accumulated knowledge of the field. All faculty members should engage in a continuous program of high quality professional development activities as well as scholarly and/or creative pursuits as intrinsic activities of the profession.

The forms of scholarship, research and/or creative production and professional development will vary with the area of specialization. Outside professionally, peer-reviewed/referred publications/presentations will be required to demonstrate scholarship, research and/or creative production. Increased competence will be displayed through performance or other creative output. Individual faculty members should engage in an annual self-evaluation and Professional Development Plan. The annual review process provides a formal statement of the faculty member's professional performance, plans for scholarship and research and plans for highly qualified Professional development. Accordingly, the appropriate dean should discuss these evaluations in a timely manner with each faculty member. Therefore, all faculty members will know on a yearly basis whether they are making required progress towards tenure and possible promotion.

Moreover, all faculty members on tenure track should demonstrate evidence of outside review of their work, which may take the form of peer-review, juried review, editorial review, etc. The specific form of this review depends on the conventions of the discipline involved. The faculty member should be able to present evidence of ongoing participation in an articulated agenda of scholarship, research and/or creative production: a minimum recommendation of four pieces of scholarly evidence within six years is expected. All scholarly work for this requirement should be peer-reviewed/referred outside the University and be presented at a regional, national and/or international level. Presentations at peer-reviewed statewide conferences may constitute no more than 25% of this category.

### **The Review Process for Tenure**

Before the end of the fall semester, the Vice President for Academic Affairs will meet with each probationary faculty member to review and discuss his/her progress toward tenure as based on self-evaluations, dean evaluations and program director evaluations (if applicable). The Vice President for Academic Affairs will summarize the review in writing and place a copy of the summary in the faculty member's personnel file as a permanent entry. A copy will be forwarded to the faculty so it may be included in the dossier.

A full-time faculty member reserves the right to review his/her personnel file in the Office of the Vice President for Academic Affairs, provided that he/she gives appropriate advance notice to the office. A faculty member may not remove his/her personnel file from the office, nor may originals of any entries in the file be removed. When requested by the faculty member, the administrative assistant to the Vice President for Academic Affairs will provide copies of specifically requested items.

At the beginning of each academic year, the Vice President for Academic Affairs will provide the Faculty Affairs Committee with a list of faculty members whose probationary periods end in that academic year.

The Faculty Affairs Committee only recommends decisions regarding tenure and promotion. Both the Vice President for Academic Affairs and the President cast votes on the various candidates. The Board of Trustees makes the final decision.

The Faculty Affairs Committee follows a consistent and sequential procedure in the review of dossiers for tenure and promotion. Even though members of the committee may have information or know information about a candidate, as much as is humanly possible, all conversation and decisions are based on the contents and evidence presented in the dossier. Therefore, the contents of the dossier are the critical determinants of promotion and tenure decisions. The Faculty Affairs Committee has developed a rubric for each level of review. These are available on request from the Office of the Vice President for Academic Affairs.

At a mutually agreed time, the Faculty Affairs Committee will render a vote by secret ballot for each candidate for tenure. Subsequently, the committee will meet in confidence with the Vice President for Academic Affairs and the President of the University, so that the committee can report its conclusions to the President and the Vice President for Academic Affairs. The Vice President for Academic Affairs will serve as recorder during this meeting and will prepare confidential reports of the balloting and deliberations.

The President will make his/her recommendation concerning the tenure decision to the Board of Trustees and will report the votes of the Vice President for Academic Affairs and Faculty Affairs Committee. The Vice President for Academic Affairs will be present at this meeting of the board and the chairperson of the Faculty Affairs Committee will be available to the board to explain the committee's decision, should there be a question regarding the recommendations.

#### **Board of Trustees Action**

The Vice President for Academic Affairs and Dean of the Faculty will submit to the members of the Standing Committee on Instruction of the Board of Trustees a list of the names of any faculty members who have been recommended for tenure by the Faculty Affairs Committee. The Vice President for Academic Affairs will express to the members of the Standing Committee on Instruction his/her assessment of the merit of each candidate for tenure.

Upon the approval of the Standing Committee on Instruction, the nominees for tenure will be forwarded to the full Board of Trustees for their action. The President of the University will express to the full Board of Trustees his assessment of the merit of each candidate for tenure.

Letters of notification of award will be sent to all involved faculty. **The attainment of tenure does not imply promotion in rank.**

### **Considerations for Promotion**

(Standards for minimum years of college teaching experience and time in rank for promotion consideration were approved 14 March 2005 for faculty appointed for the 2005/06 academic year. Faculty appointed before that date will be considered under the service standards in the Faculty Manual that were applicable at their time of hire.)

The seven criteria for promotion as described below will apply to all faculty in Jan. 2011.

The following academic descriptions (in terms of graduate education and length of service) shall be regarded as minimal requirements for consideration of a candidate for promotion, but these requirements do not in themselves constitute an automatic claim to promotion. Any deviation from these prerequisites would be exceptional, and would require approval by the President, upon consultation with the Vice President for Academic Affairs, the Faculty Affairs Committee and the faculty member's college dean.

1. Assistant Professor: For faculty members hired after 8/1/2007: Possession of the appropriate terminal degree; For faculty members who were hired before 8/1/2007: In absence of the terminal degree, possession of the master's degree, at least 20 semester credit hours of additional graduate study, including a minimum of three years of full-time college teaching experience.
2. Associate Professor: For faculty members hired after 8/1/2007: Possession of the appropriate terminal degree and a minimum of six years of college teaching at the rank of assistant professor. Faculty may first apply in the fall semester of their sixth year as assistant.
3. Professor: Possession of the appropriate terminal degree and a minimum of twelve years of college teaching, including a minimum of six years at the rank of associate professor.

The following clarifications apply to these criteria for eligibility:

- a. by "appropriate terminal degree" is meant an earned graduate-level degree which is appropriate for the faculty member's teaching position and which is considered to be an appropriate terminal degree as recognized by the professional associations and/or the American Association of University Professors;
- b. by "college teaching experience" is meant full-time teaching experience at the rank of instructor or higher, at an accredited post-secondary institution;
- c. by "at least six years of experience" is meant years of experience completed (for example, "at least six years experience" means that the faculty member would be eligible to apply for promotion in fall of his/her sixth year of service) by "additional graduate study" is meant graduate course study undertaken in an accredited graduate program, beyond the master's degree and appropriate for the faculty member's teaching position.

### **Process of Application for Promotion**

Any full-time, tenure-track faculty member who meets the minimum requirements as listed in the Faculty Manual may request to be promoted in rank. Such requests must be made in writing, addressed to the college dean and the Vice President for Academic Affairs. The dean and Vice President must receive this written request no later than October 1 of the year in which the promotion is sought. Upon the receipt of a letter of application, the Dean will meet with the faculty member on a timely basis to determine the member's eligibility, based upon the criteria; and to offer counsel as to the propriety of the request for promotion, given the faculty member's present and past performance in areas subsumed by the categories for promotion. The counsel of the Dean will not be considered binding upon the faculty member, so that he/she may directly proceed with the request for promotion. Having requested a promotion in writing, the faculty member will prepare a dossier for promotion, to be submitted jointly to the Faculty Affairs Committee and to the Vice President for Academic Affairs. (See Required Content for Dossiers.)

### **The Review Process for Promotion**

Only the Faculty Affairs Committee, the Vice President for Academic Affairs and the University President will have access to the dossiers. Members of the Faculty Affairs Committee will review the dossiers independently and meet as a group for discussions and voting at a mutually agreed time frame. At any time during this review, each party will be free to discuss with any other party (i.e., Faculty Affairs Committee member, President, Vice President for Academic Affairs) the contents of the dossier.

At a mutually agreed time, the Faculty Affairs Committee will render a vote by secret ballot for each candidate for promotion. Subsequently, the committee will meet in confidence with the Vice President for Academic Affairs and the President of the University, so that the committee may submit oral and written reports. The Vice President for Academic Affairs will serve as recorder during this meeting and will prepare confidential reports of the balloting and deliberations for The Board of Trustees. The review process will not be considered complete until the Board of Trustees has acted upon the recommendations for promotion, or until the faculty member has been notified in person by the Vice President for Academic Affairs that the Board of Trustees will not consider him/her for promotion at this time.

### **Board of Trustees Action**

The Vice President for Academic Affairs will submit to the members of the Standing Committee on Instruction of the Board of Trustees a list of the names of any faculty members who have been recommended for promotions in rank by the Faculty Affairs Committee. The Vice President for Academic Affairs will express to the members of the Standing Committee on Instruction his/her assessment of the merit of each candidate for promotion. Upon the approval of the Standing Committee on Instruction, the nominees for promotions in rank will be forwarded to the full Board of Trustees for their action. The President of the University will express to the full Board of Trustees his/her assessment of the merit of each candidate for promotion in rank. In cases where promotion is not being recommended, the Vice President shall confirm an explanation of reasons for the unfavorable decision in writing jointly for Academic Affairs and the chairperson of the Faculty Affairs Committee. Confidential letters of notification will be sent to all involved faculty.

### **Appeal Process**

A faculty member may appeal an adverse promotion or tenure decision to the Judicial Committee, if the faculty member believes the unfavorable decision was (1) in violation of his or her academic freedom, (2) discriminatory, or (3) based on an inaccurate consideration of his or her qualifications as presented in the faculty member's dossier and relative to the review standards for promotion and tenure in the Faculty Manual. In such cases, the burden of proof rests on the faculty member.

To initiate an appeal, within thirty (30) days after notification that promotion or renewal of an appointment with tenure was not approved by the Board of Trustees, the faculty member must file a petition of appeal, in writing, with the Vice President for Academic Affairs, who will submit it to the Judicial Committee. The petition shall include a specific statement of the nature of the appeal and the ground(s) for the grievance, including all available supporting evidence deemed relevant by the appellant. By initiating an appeal, the appellant also provides the members of the Judicial Committee access to material in his or her personnel file(s).

The Judicial Committee shall review the petition within sixty (60) days of its receipt. The fundamental objective of the committee's deliberations is to determine whether due process and fairness have been observed during the review process. On the basis of all evidence presented and received in the manner so provided, the Judicial Committee shall reach its decision in conference, giving opportunity to the faculty member or his/her counsel and a representative from the Faculty Affairs Committee to summarize orally before it, and to submit written briefs if so desired.

The decision(s) of the Judicial Committee shall be by majority vote. A written statement of the Committee's decision and the reasons for the decision shall be conveyed to the appellant, the chairperson of the Faculty Affairs Committee, and the Vice President for Academic Affairs and Dean of the Faculty.

Insofar as the petition for review alleges a violation of academic freedom or discrimination, the Judicial Committee shall determine whether or not the negative recommendation regarding promotion or tenure made by the Faculty Affairs Committee and Vice President for Academic Affairs to the Board of Trustees constitutes on its face a violation of academic freedom or improper discrimination. The Judicial Committee will base its determination on review of submitted dossier materials, written Faculty Affairs commentary accompanying the negative decision, and the faculty member's petition; giving opportunity to the faculty member and a representative from the Faculty Affairs Committee to summarize orally before it, or to submit written briefs. If the Judicial Committee identifies no apparent violation of a faculty member's academic freedom or improper discrimination, no further action will be taken. If the Judicial Committee determines possible violation of a faculty member's academic freedom or improper discrimination, the matter shall be referred to the Vice President for Academic Affairs and University counsel for formal complaint resolution, with the burden of proof resting upon the complaining faculty member.

Insofar as the petition for review alleges inaccurate consideration of qualifications as presented in a faculty dossier relative to the review standards for promotion or tenure, the Judicial Committee shall determine whether the decision was the result of inaccurate consideration of submitted materials, with the understanding that the Judicial Committee should not substitute its judgment on the petitioner's merits for those of the Faculty Affairs Committee. The Judicial Committee will

base its determination on review of submitted dossier materials, written Faculty Affairs commentary accompanying the negative decision, and the faculty member's petition; giving opportunity to the faculty member and a representative from the Faculty Affairs Committee to summarize orally before it, or to submit written briefs. The determination of the Judicial Committee shall be my majority vote. If grounds for the appeal are not upheld by this vote, no further action will be taken other than to notify the petitioning faculty member. If the Judicial Committee identifies concerns of inaccurate consideration of the faculty member's submitted dossier, the Judicial Committee will prepare a written report indicating (a) the respects in which the Judicial Committee believes that consideration may have been inaccurate, and (b) a recommendation to the Faculty Affairs Committee for reconsideration or approval of the denied promotion request or tenure consideration. A copy of this report will be provided to the petitioning faculty member with the report itself to be jointly reviewed by the Faculty Affairs Committee, the Vice President for Academic Affairs, and the President for a final recommendation to the Board of Trustees to uphold or modify the prior recommendation on promotion or tenure. The decision by the Board of Trustees will be final.

Except for such simple announcements as may be required, covering the time of any hearings and similar matters, public statements about the case by either the faculty member or administrative officers shall be avoided so far as possible until the proceedings have been completed. Announcements of the final decision shall include a statement of the Judicial Committee's action. Any release to the public shall be made through the President's office.

## **Criteria for Promotion by Faculty Rank**

### **Criteria for Promotion to Assistant Professor**

#### **Degree Requirements for Promotion to Assistant Professor**

In order to be appointed to Assistant Professor, a faculty member should possess a doctorate or a terminal degree for those disciplines in which a master's degree is considered the terminal degree. When a faculty member is hired ABD, the faculty member has one year to complete the degree. Appointees are expected to demonstrate superior potential for teaching, advising, service, professional development, scholarship, research and/or creative production that constitute a substantial basis for at least average progression in the field. A faculty member must hold at least the rank of Assistant Professor to be placed on a tenure track.

#### **Teaching Criteria for Promotion to Assistant Professor**

Assistant Professors are expected to begin their progression towards excellence in teaching. Strong emphasis should be placed on using all feedback mechanisms available to improve teaching, such as student evaluations, peer-review, informal evaluations and the results of the mid-term review. At this level the faculty member is expected to demonstrate increasing competence in teaching. Student evaluations for the same courses over time should demonstrate improvement of skills, knowledge and practice. The faculty member should reflect on his/her personal changes and growth in the yearly self-evaluation.

### **Scholarship, Research and/or Creative Production Criteria for Promotion to Assistant Professor**

At this rank, the faculty member will be expected to be developing a plan/agenda for scholarly activities including research/creative production, regional/national/international publications/presentations. Presentations at peer-reviewed statewide conferences may constitute no more than 50% of this category. Serving as an Assistant Professor demands peer-reviewed publications/presentations and/or creative productions delivered on the regional, national and/or international level(s). Four such activities in six years constitute the absolute minimum for consideration. The faculty member will present evidence of consistent participation in an articulated agenda of scholarship, research and/or creative production. This record should be traced through the yearly self-evaluation process in addition to having progress discussed and indicated within the dean's evaluations, program director's evaluations and/or written reviews by the Vice President for Academic Affairs.

### **Professional Development Criteria for Promotion to Assistant Professor**

A candidate for promotion to Assistant Professor should demonstrate active involvement in "professional development" activities. Professional development is defined as participation in professional societies, conducting consultation and/or conducting workshops. The candidate seeking promotion to this rank should strive to grow in professional competencies through demonstration of activities that improve effectiveness as an instructor and/or scholar. Meeting the above professional development expectations are recognized as an important element in promotion. However, it does not substitute for excellence in teaching/advising performance or for substantial scholarly/research/creative accomplishments.

### **Professional Service to the University for Promotion to Assistant Professor**

Professional Service to the University includes professional service within the college, department or program. Service provides an important opportunity for faculty to demonstrate professional and social responsibilities and to share their expertise with others both inside and outside the institution. Internal service is defined primarily by participation in advising, faculty governance or leadership at the program/departmental, college and university levels. It may also include supervision and guidance of student organizations. Faculty members are expected to participate within the university at the program, departmental and college levels. As faculty members advance in their experience and rank, they are expected to provide evidence of service provided to the institution. Professional service such as serving as an officer, major committee member, committee chairperson or workshop leader/organizer is also expected as the faculty member advances in rank. Meeting the above service expectations is recognized as an important element in the review process. Highest consideration will be given to university-wide activities. However, it does not substitute for excellence in teaching and or substantial scholarly/creative accomplishments.

### **Service Provided by Program Directors/Department Chairpersons**

Program Directors/Department Chairpersons provide important serve to the university, college and program. Program Directors/Department Chairpersons must be assigned a minimum of six semester hours of teaching per semester to be eligible for tenure review and/or promotion in rank. Chairpersons assume many responsibilities related to educational leadership. Usually the responsibilities of a program director/department chairperson are within the college. Sometimes the responsibility can be University-wide. While serving a vital function to the University and the

college, program directors/department heads are not exempt from demonstrating excellence in teaching/advising, scholarship, research and/or creative production, service to the University, college and community and professional development. Program Directors/Department Chairpersons must have teaching as 50% of their professional responsibilities. Program Directors/Department Chairpersons should also provide strong evidence of on-going participation in an articulated agenda of scholarship, research and/or creative production. Program Directors/Department Chairpersons should include a detailed description of their responsibilities in the dossier, which will provide evidence of significant service to the University.

### **Professional Service to the Community for Promotion to Assistant Professors**

Service also includes professional service in the larger community outside the University. External service is defined by active involvement in professional organizations, involvement in non-profit and/or charitable organizations and contributions of professional expertise to endeavors undertaken in the community outside the institution. This service might include serving on boards of directors, assisting projects and activities in community institutions, serving on state or national-level committees, performing in the role of consultant and assuming other leadership roles in community endeavors.

### **High Quality Professional Development for Promotion to Assistant Professors**

High Quality Professional Development (HQPD) is a process that continues throughout a faculty member's career. Continuing reflection, new knowledge of teaching, learning and content; new students and new professional challenges will reveal ongoing emphases for professional development efforts. There are six criteria guiding high quality professional development.

1. HQPD is purposeful, structured and is continuous over time. This type of professional development supports and advances the educational leadership of all participants. The development of educational communities and learning teams supports effective professional development.
2. HQPD is identified and informed from the results of multiple forms of data. Faculty members should analyze data to determine the focus and development of their professional development plans.
3. HQPD is collaborative. Professional development should provide multiple opportunities for faculty members to work collaboratively to plan, deliver and evaluate professional development plans. Professional development incorporates communication technologies to broaden the scope of collaboration.
4. HQPD includes varied learning experiences that accommodate and enhance the faculty member's skills, knowledge and expertise. Professional development should reflect a logical sequence of diverse learning experiences that are based on identified need.
5. HQPD is evaluated by both short-term and long-term impact on professional practice and the achievement of all students. Professional development is evaluated by assessing levels of student satisfaction, evidence of new skills applied to practice, the impact on student achievement and the faculty member's annual self evaluation.
6. HQPD results in the acquisition, enhancement or refinement of skills, knowledge and abilities. Professional development activities should be selected to support the study, evaluation and integration of relevant and current best practices and research into practice. Professional development activities should enhance understanding and ability to implement

innovative instructional strategies and assessments appropriate to specific content while addressing the needs of diverse groups and supporting increased student achievement.

Since all faculty members are expected to be active and engaged within his/her discipline, meeting the above professional development expectations is recognized as an important element of a faculty member's performance. Faculty members should strive to grow in professional competencies through demonstration of participation in activities that improve their effectiveness as an instructor and/or scholar.

### **Graduate Faculty**

All faculty members who have been named to the Graduate Faculty must include a Letter of Recommendation from the Graduate Council Committee on Faculty Standards to be included in all dossiers prepared for tenure, mid-tenure and/or promotion. The Graduate Council Committee of Faculty Standards, at their discretion, may review dossiers prior to submission to the Faculty Affairs Committee.

### **Contracted Professional Responsibilities**

Faculty members whose contract includes contracted professional responsibilities should carefully and fully explain and describe those responsibilities in their dossier. The description of their responsibilities should include a summary of relevant clinical activities and noteworthy accomplishments related to clinical duties. The percentage of their professional time devoted to these activities should also be included.

### **Criteria for Promotion to Associate Professor**

Promotion to the rank of Associate Professor involves, in comparison with lower ranks, a more searching scrutiny of the qualifications of the candidate and assurance that peers, colleagues and superiors recognize mature professional and personal development. In general, the standards for this rank differ from those for the full professorship in degree rather than in kind. The appointment is only conferred if the reviewers are confident that the Candidate clearly has the potential to achieve a full professorship. This level of promotion requires the following criteria.

### **Degree Requirement for Promotion to Associate Professor**

A faculty member seeking promotion to Associate Professor must possess the appropriate doctorate or terminal degree.

### **Time Requirement for Promotion to Associate Professor**

The faculty member must have served a minimum of five full years at the rank of Assistant Professor at The University of Findlay. By written agreement between a faculty member and the Vice President for Academic Affairs at the time of the initial appointment, up to three years of prior experience at an accredited institution at the rank of Assistant or above may count towards probationary years. Faculty members may apply in the fall of their sixth year of service. Issues described in the candidate's last review should be specifically addressed in the application for promotion to the next rank.

### **Teaching Criteria for Promotion to Associate Professor**

Promotion to the rank of Associate Professor requires demonstrated excellence in teaching in the field(s) of the candidate's appointment. Faculty who effectively challenge and transform students by fostering their understanding of the various methodologies and disciplines of the academy excellence in teaching will provide documentation of their growth and excellence in teaching/advising. The faculty member, students, colleague's program directors and the Dean must support this judgment.

### **Scholarship, Research and/or Creative Production for Promotion to Associate Professor**

At this rank, the faculty member will be expected to be developing a plan/agenda for scholarly activities including research/creative production, regional/national/international publications/presentations. Presentations at peer-reviewed statewide conferences may constitute no more than 50% of this category. Serving as an Assistant Professor demands peer-reviewed publications/presentations and/or creative productions delivered on the regional, national and/or international level(s). Four such activities in six years constitute the absolute minimum for consideration. The faculty member will present evidence of consistent participation in an articulated agenda of scholarship, research and/or creative production. This record should be traced through the yearly self-evaluation process in addition to having progress discussed and indicated within the dean's evaluations, program director's evaluations and/or written reviews by the Vice President for Academic Affairs. A candidate for promotion to Associate Professor should provide evidence of an active and continuous professional program of research, publication and/or creative production.

Forms of scholarship, research and/or creative production and professional development will vary with the area of specialization. Moreover, all faculty members applying for the rank of Associate Professor should demonstrate evidence of on going and consistent outside review of their work, which may take the form of peer-review, juried review, editorial review, etc. For promotion to the rank of Associate Professor a record of peer-reviewed/referred publications and/or presentations will be required to demonstrate scholarship, research and/or creative production. The candidate will display increased competence since the last review through gathered evidence. Faculty members at this level are expected to be developing areas of state, regional, national and international expertise and recognition.

### **Professional Service to the University for Promotion to Associate Professor**

Professional Service to the University includes professional service within the college, department or program. Service provides an important opportunity for faculty to demonstrate professional and social responsibilities and to share their expertise with others both inside and outside the institution. Internal service is defined primarily by participation in advising, faculty governance or leadership at the program/departmental, college and university levels. It may also include supervision and guidance of student organizations. Faculty members are expected to participate within the university at the program, departmental and college levels. As faculty members advance in their experience and rank, they are expected to provide evidence of service provided to the institution. Professional service such as serving as an officer, major committee member, committee chairperson or workshop leader/organizer is also expected as the faculty member advances in rank. Meeting the above service expectations is recognized as an important element in the review

process. Highest consideration will be given to university-wide activities. However, it does not substitute for excellence in teaching and or substantial scholarly/creative accomplishments.

### **Service Provided by Program Directors/Department Chairpersons**

Program Directors/Department Chairpersons provide important serve to the university, college and program. Program Directors/Department Chairpersons must be assigned a minimum of six semester hours of teaching per semester to be eligible for tenure review and/or promotion in rank. Chairpersons assume many responsibilities related to educational leadership. Usually the responsibilities of a program director/department chairperson are within the college. Sometimes the responsibility can be University-wide. While serving a vital function to the University and the college, program directors/department heads are not exempt from demonstrating excellence in teaching/advising, scholarship, research and/or creative production, service to the University, college and community and professional development. Program Directors/Department Chairpersons must have teaching as 50% of their professional responsibilities. Program Directors/Department Chairpersons should also provide strong evidence of on-going participation in an articulated agenda of scholarship, research and/or creative production. Program Directors/Department Chairpersons should include a detailed description of their responsibilities in the dossier, which will provide evidence of significant service to the University.

### **Professional Service to the Community for Promotion to Associate Professors**

Service also includes professional service in the larger community outside the University. External service is defined by active involvement in professional organizations, involvement in non-profit and/or charitable organizations and contributions of professional expertise to endeavors undertaken in the community outside the institution. This service might include serving on boards of directors, assisting projects and activities in community institutions, serving on state or national-level committees, performing in the role of consultant and assuming other leadership roles in community endeavors.

### **High Quality Professional Development for Promotion to Associate Professor**

High Quality Professional Development (HQPD) is a process that continues throughout a faculty member's career. Continuing reflection, new knowledge of teaching, learning and content; new students and new professional challenges will reveal ongoing emphases for professional development efforts. There are six criteria guiding high quality professional development.

1. HQPD is purposeful, structured and is continuous over time. This type of professional development supports and advances the educational leadership of all participants. The development of educational communities and learning teams supports effective professional development.
2. HQPD is identified and informed from the results of multiple forms of data. Faculty members should analyze data to determine the focus and development of their professional development plans.
3. HQPD is collaborative. Professional development should provide multiple opportunities for faculty members to work collaboratively to plan, deliver and evaluate professional development plans. Professional development incorporates communication technologies to broaden the scope of collaboration.
4. HQPD includes varied learning experiences that accommodate and enhance the faculty member's skills, knowledge and expertise. Professional development should reflect a logical sequence of diverse learning experiences that are based on identified need.

5. HQPD is evaluated by both short-term and long-term impact on professional practice and the achievement of all students. Professional development is evaluated by assessing levels of student satisfaction, evidence of new skills applied to practice, the impact on student achievement and the faculty member's annual self evaluation.
6. HQPD results in the acquisition, enhancement or refinement of skills, knowledge and abilities. Professional development activities should be selected to support the study, evaluation and integration of relevant and current best practices and research into practice. Professional development activities should enhance understanding and ability to implement innovative instructional strategies and assessments appropriate to specific content while addressing the needs of diverse groups and supporting increased student achievement.

Since all faculty members are expected to be active and engaged within his/her discipline, meeting the above professional development expectations is recognized as an important element of a faculty member's performance. Faculty members should strive to grow in professional competencies through demonstration of participation in activities that improve their effectiveness as an instructor and/or scholar.

### **Graduate Faculty**

All faculty members who have been named to the Graduate Faculty must include a Letter of Recommendation from the Graduate Council Committee on Faculty Standards to be included in all dossiers prepared for tenure, mid-tenure and/or promotion. The Graduate Council Committee of Faculty Standards, at their discretion, may review dossiers prior to submission to the Faculty Affairs Committee.

### **Contracted Professional Responsibilities**

Faculty members whose contract includes contracted professional responsibilities should carefully and fully explain and describe those responsibilities in their dossier. The description of their responsibilities should include a summary of relevant clinical activities and noteworthy accomplishments related to clinical duties. The percentage of their professional time devoted to these activities should also be included.

### **Criteria for Promotion to Professor**

Promotion to the rank of Professor is based on the norms of The University of Findlay's faculty assessment system for tenure track faculty members. Appointment to the rank of Professor recognizes an advanced degree of professional and personal maturity accompanied by a record of outstanding accomplishment in teaching/advising; scholarship, research and/or creative performance; service to the University, college and community and professional development.

To be appointed to the rank of Professor, a faculty member shall have achieved an academic career earning recognition from colleagues as well as from peers outside the University. The faculty member shall also manifest a deep-seated and on-going commitment to the discipline, teaching/advising; scholarship, research and/or creative production, professional service to the University, college and community and to continued professional development. In general the professorship is reserved for those faculty members who have attained the stature of leaders in the academic community both inside and outside the University, and whose presence on the faculty adds to the prestige of the University.

### **Degree Requirement for Promotion to Professor**

A faculty member applying for promotion to Full Professor must possess the appropriate doctorate or terminal degree.

### **Time Requirement for Promotion to Professor**

Five full years at the rank of Associate Professor at The University of Findlay is the minimum requirement for application. Faculty members may apply in the fall of their sixth year of service as Associate Professor. Issues described in the candidate's last review should be specifically addressed in the application for promotion to the next rank.

### **Teaching Criteria for Promotion to Professor**

Promotion to the rank of Professor requires demonstrated consistent excellence in teaching in the field(s) of the candidate's appointment. Faculty who not only consistently and effectively challenge and transform students, but who also mentor colleagues and who provide leadership in pedagogic and curricular development for the college or the University may be judged as exemplary. The faculty member, students, colleague's program directors and the Dean must support this judgment.

### **Scholarship, Research and/or Creative Production Criteria for Promotion to Professor**

A candidate for promotion to Professor should provide evidence of an active and continuous professional program of research, publication and/or creative production. The forms of scholarship, research and/or creative production and professional development will vary with the area of specialization. Moreover, all faculty members applying for the rank of Professor should demonstrate evidence of ongoing and consistent outside review of their work, which may take the form of peer-review, juried review, editorial review, etc.

Promotion to the rank of Full Professor demands a higher level of significant level peer-reviewed publications, presentations and/or creative productions delivered on the regional, national and/or international levels. Six within six years constitutes the absolute minimum for consideration. Presentations at peer-reviewed statewide conferences may constitute no more than 25% of this category. Additionally, the candidate will display increased competence since the last review through gathered evidence. Faculty members at this level are expected to have developed specific areas of state, regional and national expertise and recognition.

The faculty member should be able to present evidence of ongoing, consistent participation in an articulated agenda of scholarship, research and/or creative production. This record should be traced through the yearly self-evaluation process in addition to having progress discussed and indicated within the dean's evaluations, program director's evaluations, and/or written reviews by the Vice President for Academic Affairs.

### **Professional Service to the University for Promotion to Professor**

Professional Service to the University includes professional service within the college, department or program. Service provides an important opportunity for faculty to demonstrate professional and social responsibilities and to share their expertise with others both inside and outside the institution. Internal service is defined primarily by participation in advising, faculty governance or leadership at the program/departmental, college and university levels. It may also include supervision and guidance of student organizations. Faculty members are expected to participate within the university at the program, departmental and college levels. As faculty members advance in their

experience and rank, they are expected to provide evidence of service provided to the institution. Professional service such as serving as an officer, major committee member, committee chairperson or workshop leader/organizer is also expected as the faculty member advances in rank. Meeting the above service expectations is recognized as an important element in the review process. Highest consideration will be given to university-wide activities. However, it does not substitute for excellence in teaching and or substantial scholarly/creative accomplishments.

### **Service Provided by Program Directors/Department Chairpersons**

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### **Professional Service to the Community for Promotion to Professor**

Service also includes professional service in the larger community outside the University. External service is defined by active involvement in professional organizations, involvement in non-profit and/or charitable organizations and contributions of professional expertise to endeavors undertaken in the community outside the institution. This service might include serving on boards of directors, assisting projects and activities in community institutions, serving on state or national-level committees, performing in the role of consultant and assuming other leadership roles in community endeavors.

### **High Quality Professional Development for Promotion to Professor**

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3. HQPD is collaborative. Professional development should provide multiple opportunities for faculty members to work collaboratively to plan, deliver and evaluate professional

development plans. Professional development incorporates communication technologies to broaden the scope of collaboration.

4. HQPD includes varied learning experiences that accommodate and enhance the faculty member's skills, knowledge and expertise. Professional development should reflect a logical sequence of diverse learning experiences that are based on identified need.
5. HQPD is evaluated by both short-term and long-term impact on professional practice and the achievement of all students. Professional development is evaluated by assessing levels of student satisfaction, evidence of new skills applied to practice, the impact on student achievement and the faculty member's annual self evaluation.
6. HQPD results in the acquisition, enhancement or refinement of skills, knowledge and abilities. Professional development activities should be selected to support the study, evaluation and integration of relevant and current best practices and research into practice. Professional development activities should enhance understanding and ability to implement innovative instructional strategies and assessments appropriate to specific content while addressing the needs of diverse groups and supporting increased student achievement.

Since all faculty members are expected to be active and engaged within his/her discipline, meeting the above professional development expectations is recognized as an important element of a faculty member's performance. Faculty members should strive to grow in professional competencies through demonstration of participation in activities that improve their effectiveness as an instructor and/or scholar.

### **Graduate Faculty**

All faculty members who have been named to the Graduate Faculty must include a Letter of Recommendation from the Graduate Council Committee on Faculty Standards to be included in all dossiers prepared for tenure, mid-tenure and/or promotion. The Graduate Council Committee of Faculty Standards, at their discretion, may review dossiers prior to submission to the Faculty Affairs Committee.

### **Contracted Professional Responsibilities**

Faculty members whose contract includes contracted professional responsibilities should carefully and fully explain and describe those responsibilities in their dossier. The description of their responsibilities should include a summary of relevant clinical activities and noteworthy accomplishments related to clinical duties. The percentage of their professional time devoted to these activities should also be included.

### **Criteria and Process for Emeritus**

At the time of retirement and upon the formal recommendation of the dean of the faculty's member's college and positive support from the Vice President for Academic Affairs and a positive vote of the Faculty Senate and the Graduate Council, the designation of Professor Emeritus/Emerita shall be accorded a member of the faculty who has made distinguished contributions to the University. The designee shall have a minimum of fifteen years of full-time service to the University.

Also eligible for Professor Emeritus/Emerita are academic deans who meet the above stated criteria. Vice Presidents can be awarded Vice President Emeritus/Emerita when meeting the above

stated criteria. The award can also be given to a retiring President who would be designated President Emeritus/Emerita.

### **Partial Reference List**

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professorate*. Princeton, NJ. The Carnegie Foundation for the Advancement of Teaching.

Braxton, J., M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through boyer's four domains*. San Francisco, CA. Jossey-Bass.

Hutchings, P. (Ed.). (2000). *Opening lines: Approaches to the scholarship of teaching and learning*. Princeton, NJ. The Carnegie Foundation for the Advancement of Teaching.

Kreber, C. (Ed.). (2001). *Scholarship revisited: Perspectives on the scholarship of teaching*. San Francisco, CA. Jossey-Bass.

### **Overview of Boyer Model of Scholarship**

The University of Findlay recognizes and values the Boyer Model of Scholarship. According to the Boyer Model, scholarship refers to continuing mastery of one's field of knowledge, awareness of current research findings and both the quality and extent of one's personal research, performance and/or creative activity. Evidence of scholarship varies among the disciplines but is always characterized by excellence in every area. Boyer maintains that all forms of scholarship should be professional, communicated and peer-reviewed. Published and/or presented work is usually considered as primary evidence. Additional forms of evidence such as distinguished performance in the arts or in professional areas are also recognized. In addition, professional experience, competence and accomplishments are considered particularly relevant in applied areas, especially in so far as they provide evidence of leadership and innovation contribution.

The Boyer Model was initially developed to encourage a wider and more encompassing view of scholarship than the traditional research model. Ernest Boyer maintained that the university must capitalize on the diverse knowledge and skills of the faculty to better serve society. Application of this model provides opportunities for scholars to advance their work not only in the area of the Scholarship of Discovery but also includes the Scholarships of Integration, Application and Teaching. In this era of social, political and environmental challenges, university faculty members are often provided opportunities to address these issues. The four areas of scholarship should be equally recognized, accepted, respected and assessed. Boyer (1 pgs 27-28) has also identified four criteria that apply to all faculty members who wish to engage with this model of scholarship.

1. "All faculty should establish credentials as researchers, do original research, study a serious problem and present to colleagues the results." Faculty members must be intellectually lively, continuously engaged in scholarship and involved in activities of high quality professional development. All faculty members should participate in the process of documenting and proving the intellectual vigor of their individual scholarship and professional activities.
2. "All members of the faculty should, throughout their professional careers, stay in touch with developments in their fields and remain professionally active."

3. “Every faculty member must be held to the highest standards of integrity.”

4. “The work of the professoriate-regardless of the form it takes-must be carefully assessed.”

Faculty members who review and self-evaluate their work in relationship to the Boyer Model must provide detailed commentary and correlating evidence that explains their work in relationship to the Boyer areas of scholarship, and, if appropriate, describe related leadership responsibilities. A faculty member applying the Boyer Model should provide detailed evidence that his/her scholarly agenda is one of original and continuous research and that it exhibits a high level of integrity.

The Boyer Model states that scholarship becomes consequential only as others understand it. Aristotle said, “Teaching is the highest form of understanding”. Teachers must be well informed and actively engaged with their content. Teaching is a dynamic activity. In addition to content expertise, the teacher must be able to effectively select and implement a wide variety of instruction strategies and methods that will allow for the ongoing learning of all students. Boyer believes that “inspired teaching keeps the flame of scholarship alive...without effective teaching the continuum of knowledge and understanding will be disrupted and the store of human knowledge dangerously diminished.”

The Boyer Model maintains that being a good teacher involves more than knowledge of one’s field. It includes knowing one’s self as a teacher and applying the most effective teaching methodologies. Evidence of this form of scholarship would include the development of new teaching materials, conceptualization of new instructional sequences and development of assessment techniques to determine the effectiveness of instruction on student learning. The Scholarship of teaching could be addressed by advancing learning theory through classroom/action research, developing and testing innovative instructional materials and mentoring graduate students. Documentation of these activities would include peer reviewed publications dealing with pedagogy and/or teaching techniques, participation in workshops/seminars resulting in action plans for improving teaching techniques, written evaluation of teaching materials and the development of effective outcome assessments and observed and measurable improvements in teaching.

The Boyer Model stresses that all forms of scholarship must be professional, communicated and peer-reviewed. The Scholarship of Discovery, at its investigative and creative best, contributes not only to the stock of human knowledge, but also to the intellectual climate of the university. Scholarly investigations in the disciplines are at the very heart of academic life. Intellectual engagement generated by this original work enlivens faculty and invigorates the university. The search for and the discovery of new knowledge are absolutely critical for the intellectual health of any institution.

### **Boyer’s Scholarship of Discovery**

The Scholarship of Discovery is generally what is understood as “research.” It is committed to developing new knowledge and is associated with the generation and dissemination of knowledge. The Scholarship of Discovery may be identified as academic creation of a discipline-appropriate product and the discipline-appropriate presentation of that product. Types of scholarly work include but are not limited to such formats as published, peer-reviewed reviews, presentations, technical reports, shows, exhibits, displays, artistic performance, research grants, contracts, editorial contributions, invited papers and presentations, citation indices and other forms of professional recognition.

### **Boyer's Scholarship of Integration**

The Scholarship of Integration is interdisciplinary, interpretative and integrative. This synthesizing element underscores the need for scholars to provide meaning, to make new connections across disciplines, to interpret data in meaningful ways and to bring new insight to bear on original research. This area of scholarship provides meaning to isolated facts by putting them into perspective. The Scholarship of Integration is necessary to address the human problems that do not fall within defined disciplines. It is essential to integrate new ideas and apply them to the world in which we live. Therefore, publishing peer-reviewed, comprehensive articles and monographs, engaging in meta-analysis, replicating a previous study/research technique, conducting interdisciplinary seminars and authoring textbooks are examples of the Scholarship of Integration. Examples of the Scholarship of Integration might appropriately be included in Professional Service to the Institution or Professional Service to the Community.

### **Boyer's Scholarship of Application**

Boyer sometimes termed the Scholarship of Application as the "Scholarship of Engagement." The Scholarship of Application focuses on the active engagement of the scholar and the responsible application of knowledge to consequential problems. This element includes the dynamic application of findings, new knowledge, gathered data and new information to the problems of society. This type of work is sometimes referred to as "applied research and/or development." The Scholarship of Application is manifest when service activities are tied directly to one's professional field of knowledge and expertise. As Oscar Handlin observed, "our troubled planet can no longer afford the luxury of pursuits confined to an ivory tower.... scholarship has to prove its worth...by service to the institution, to the nation and to the world." The Scholarship of leadership includes assuming leadership roles in professional organizations and advising student leaders, thereby fostering their professional growth. Engagement in this form of scholarship may take the form of peer-reviewed contact research, peer-reviewed presentation, consultation, conducting workshops, successful grant applications, technical assistance and/or policy analysis. Examples of the Scholarship of Application might appropriately be included in Professional Service to the Institution or Professional Service to the Community.

Scholarly recognition should come from research, synthesis, practice and teaching. It is encouraged that faculty consider the Boyer Model of Scholarship as a guide such that scholarship exists in all forms of academic work. By using the broad Boyer Model of Scholarship, faculty may have more opportunities to prepare, test, assess, reflect and document their teaching and scholarly activities. (Revised by Faculty Senate 17 March 2008)

### **PROCEDURES FOR TENURE APPLICATION FOR EXTERNALLY APPOINTED DEANS (AND ASSISTANT OR ASSOCIATE DEANS) WHO PREVIOUSLY HAVE BEEN TENURED AT ANOTHER INSTITUTION AND HAVE SERVED AT UF FOR AT LEAST TWO YEARS.**

1. The dean will submit a letter of intent to pursue faculty tenure to the Vice President for Academic Affairs by November 1 of the academic year in which he/she will pursue tenure.
2. The dean will submit a Dossier on the first administrative working day of December during the academic year in which he/she wishes to pursue faculty tenure. Tenure provides opportunity for continuing full-time faculty status should the dean move out of an administrative position.

3. The Dossier will be evaluated upon excellence in teaching, including at The University of Findlay, career scholarship and service. The Dossier will include the following:
  - a. Letter of application summarizing accomplishments in the areas of teaching (including at The University of Findlay), career scholarship and career service, as well as an indication of desired departmental affiliation for prospective teaching and scholarship
  - b. Vita
  - c. Annual evaluations by VPAA
  - d. College annual reports produced by the dean
  - e. Summary of faculty evaluations of the dean
  - f. Summary of teaching evaluations (including those by students and faculty)
  - g. Three letters of recommendation, including one from a faculty member or an administrator from an institution other than The University of Findlay.
4. The Dossier will be reviewed and the award of tenure voted upon by a committee consisting of the Chairperson of the Faculty Affairs Committee, a tenured faculty member from the dean's college or school, the graduate or undergraduate dean, one other academic college or school dean who is tenured at UF, the Vice President for Academic Affairs and one other Vice President.
5. The committee review will be completed by mid-January, with their recommendation and votes provided for consideration at the February meeting of the Board of Trustees. The dean will be notified of the decision to grant or deny tenure following the board meeting.
6. Denial of faculty tenure is not the same as denial of administrative employment and does not necessarily result in a terminal administrative contract.

(Approved by Faculty Senate 14 April 2008)

## I. RESIGNATION

A faculty member who does not expect to return to teach at The University of Findlay for the academic year beginning in August will be expected to report such decision to the President of the University no later than ten days after receiving a contract offer from the President for the following academic year.

## J. NON-REAPPOINTMENT OF NON-TENURED FACULTY

The University has the right to renew or not renew the appointment of non-tenured (probationary and limited period) faculty. The failure to renew an appointment is not considered a dismissal. The decision not to renew may be based on the individual's qualifications, the individual's performance, or the institution's needs. In any case, the University is not required to prove its grounds for deciding not to renew an appointment. The decision not to renew shall be made by the President after consulting with the Vice President for Academic Affairs and Dean of the Faculty, the appropriate college dean and others as deemed appropriate in a given case. If the faculty member requests in writing a written statement giving the reason(s) for non-reappointment, the Vice President for Academic Affairs will provide same.

Notice of non-reappointment, or of intention not to recommend reappointment to the Board of Trustees, should be given in writing in accordance with the following schedule:

1. Not later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of termination.
2. Not later than January 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
3. At least twelve months before the expiration of an appointment after two or more years in the institution.

Full-time faculty on limited period contracts should be given as much advance notice as possible of the administration's intention not to reappoint the individual. However, no specific deadline is specified

#### K. TERMINATION OF APPOINTMENT OF TENURED FACULTY FOR CAUSE.

The definition of adequate cause for the termination of appointment (dismissal) of tenured faculty cannot be made precise. The general areas of concern that obviously may be grounds for dismissal include, but are not limited to, the following: professional incompetence, gross neglect of performance of duties, deliberate and persistent refusal to perform legitimately assigned duties, physical or mental disability resulting in below standard performance, moral turpitude, violation of contract, financial exigency, abolition of a program in which the individual is primarily engaged or conviction or admission of performance of a felony.

The procedure to be followed in the event of termination by The University of Findlay of appointment of a tenured faculty member shall be as follows:

**Preliminary Proceedings.** When the fitness of a faculty member is under question, appropriate administrative officers shall ordinarily discuss the matter with him or her directly. If a mutually satisfactory resolution of the matter does not result, the matter shall be referred to the Faculty Affairs Committee, which shall make an informal inquiry, assist in arriving at an adjustment if possible and, if none is affected, advise the administrative officers whether proceedings should be instituted toward a dismissal. If the President decides, either with or without the concurrence of the committee, to begin proceedings, then he/she or his/her representative shall formulate a statement setting forth the grounds for dismissal and the charges of misconduct, such statement to be made known to members of the Faculty Affairs Committee for their information.

**Initiation of Formal Proceedings.** This statement then shall be incorporated in a letter from the President to the faculty member, informing him/her that an inquiry to determine whether he/she should be removed from the faculty position on the grounds stated will be conducted by the Judicial Committee, at a specified meeting time which shall not be less than 15 days from the date of the President's letter. The faculty member shall be informed in detail of the procedural rights that will be accorded to him/her, such as his/her rights to counsel and the right to be informed completely of the evidence on which the grounds proposed for dismissal are based. In particular, the procedures specified below shall be made known to him/her. The faculty member shall reply in writing whether he/she wishes a hearing at which he/she will be present, and, if so, shall answer in writing, not less than one week before the date set for the hearing, the statement in the President's letter.

**Judicial Committee Proceedings.** The committee shall proceed by considering the statement of grounds for dismissal and the charges of misconduct already formulated in the President's letter and the faculty member's response. If the faculty member has not requested a hearing, the committee shall consider the case on the basis of the facts stated in the President's letter and the faculty member's response. When such statements are in conflict, the Judicial Committee shall seek to obtain evidence of the truth and, on the basis of such statements, shall decide whether or not he/she should be removed; otherwise the hearing shall proceed. The hearing shall be in private, unless the faculty member requests otherwise and the Judicial Committee concurs with the request.

At the request of the faculty member under investigation, the national office of the American Association of University Professors shall be invited to send an observer to the hearing. If any facts are in dispute, the testimony of witnesses and other evidence concerning the charges shall be received.

The President may attend the hearings. He/she may designate a representative to assist in developing the case; but the committee shall determine the order of proof, normally conduct the questioning of witnesses, and, if necessary, secure the attendance of witnesses and the production of pertinent records.

The faculty member shall have the option of assistance by counsel, whose functions are similar to those of the representative chosen by the President. The faculty member shall have the aid of the committee and of the President in securing the attendance of witnesses. The faculty member or his/her counsel and the representative designated by the President shall have the right, within reasonable limits, to question all witnesses who testify orally. The faculty member shall have the opportunity to be confronted by all witnesses adverse to him/her. If, in the judgment of the committee, very unusual circumstances make this impossible, the identity of the witness, as well as his/her statements, shall be made known to the faculty member. Subject to these safeguards, statements under oath may, when necessary, be taken outside the hearing and reported to it. All of the evidence shall be duly recorded. The record of the hearing shall be available to the faculty member. If a charge of incompetence is involved, testimony shall include that of teachers and other scholars in his/her discipline. The hearing procedures shall not necessarily adhere to formal rules of court procedure.

**Considerations by the Judicial Committee.** On the basis of all the evidence presented and received in the manner so provided, the Judicial Committee shall reach its decision in conference, giving opportunity to the faculty member or his/her counsel and the President's representative to summarize orally before it, and to submit written briefs if the committee desires. The committee shall then arrive at explicit findings with respect to each of the grounds for dismissal and charges of misconduct presented and formulate its decision for or against removal of the faculty member. A transcript of the hearing may be used during this decision process, if needed. The President and the faculty member shall be notified in writing of the decision. Each shall receive, as promptly as possible, and at the same time, a copy of the record of the hearing. Publicity concerning the decision may properly be withheld until the Board of Trustees has given consideration to the case.

**Consideration by the Board of Trustees.** The President shall transmit the full report of the Judicial Committee and its action to the Board of Trustees. If the Board of Trustees chooses to review the case, its review shall be based on the record of the hearing, accompanied by opportunity for argument, oral or written or both, by the principals or their representatives. The decision of the Judicial Committee shall be either sustained or returned to the committee with specific objections. In the latter case, the committee shall reconsider; taking account of the stated objections and receiving new evidence, if any, framing and communicating its decision as before. Only after study of the committee's reconsideration shall the Board of Trustees make a final decision overruling the committee.

**Publicity.** Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements about the case by either the faculty member or administrative officers shall be avoided so far as possible until the proceedings have been completed. Announcement of the final decision shall include a statement of the Judicial Committee's original action. Any release to the public shall be made through the President's office.

**Payment of Salary.** If, as a result of the hearing process described herein, the University terminates a tenured appointment, he/she shall receive full pay at his/her current salary for at least one year after the date of dismissal. This payment practice normally shall be observed whether or not the faculty member continues to work for the University. However, in the event that the termination results from a Judicial Committee finding that the faculty member has been guilty of action involving moral turpitude, the Board of Trustees shall determine what payments, if any, to make beyond the effective date of dismissal, taking into consideration the length and quality of service of the faculty member prior to the operative facts constituting the basis for dismissal.

#### L. SUSPENSION.

For serious cause, the Vice President for Academic Affairs may suspend a faculty member from obligations and responsibilities to the University and may prohibit the faculty member from the use of University facilities. Normally, this action can be taken only to protect the faculty member or other members of the University community from probable and serious harm or to prevent probable and serious harm to the reputation of the University or when denial of access to the Allen Correctional Institution negates the primary teaching or administrative assignment of a faculty member. In all cases, the suspension shall be served with pay.

A faculty member under suspension may appeal the suspension to the Judicial Committee (except in the case of tenured faculty under proceedings for dismissal). During the appeal process, the faculty member will continue to be released from all obligations and responsibilities and/or the use of University facilities. If a faculty member disputes a suspension, the administration must prove its case to the Judicial Committee. The committee will be guided by the rule of fair play in its deliberations.

## **Article V - Committees, Councils and Boards**

**PRINCIPLES:** Administrative or faculty committees reporting to the Faculty Senate may be either standing or temporary, and may be established by either the faculty through the Committee on Committees (faculty committees) or the President (administrative committees).

Administrative committees consider matters of an administrative nature and submit their recommendations to the President who may concur, modify or reject such recommendations. Faculty committees consider and recommend action on academic and other matters of policy to the Faculty Senate and/or Graduate Council.

Faculty members also may be asked to serve on institutional committees, councils and boards that serve other administrative units on campus, including Student Services (e.g. conduct and discipline) or Business Affairs (e.g. insurance and benefits). Recommended actions from these groups are reported to the appropriate vice president(s) and/or President.

It is the responsibility of the creating authority (faculty through the Committee on Committees for faculty committees or the President for administrative committees) to determine the name, purpose, scope, rights, duties and procedures of each committee and the manner of selecting its members. This information shall be stated in writing and shall become a part of the records of the faculty. Furthermore, the creating authority shall have the right to abolish or to modify the name, purpose, scope, rights, duties and procedures of each committee, and the manner of selecting its members.

The creating authority shall appoint the chairperson of each committee unless the creating authority delegates this duty to the committee.

The creating authority shall notify each committee member of his/her appointment.

The Student Government Association of The University of Findlay will appoint all student members to the committees.

Elections for committee members will occur at college meetings during the month of March for the upcoming academic year. Membership on standing committees shall be for 12-month periods, unless otherwise indicated. New appointments or reappointments will officially start at the beginning of each academic year; however, each committee will meet during the month of April with both incoming and outgoing members to elect a chair for the committee. All committee chairs must be elected and reported to Committee on Committees by April 30. A vacancy may be filled at any time for any unexpired term. (Revised 6 April 2009)

The chairperson of each standing committee of the faculty shall submit two (2) reports via an on-line portal (e.g., Blackboard) to the Committee on Committees for each academic year in the format provided by the Committee on Committees. A mid-year report shall be submitted to the Committee on Committees by December 15 of the current academic year, and the annual report for the academic year shall be submitted by May 15. Both the mid-year and the annual report should include the following information:

- A list of current committee members
- A list of committee meeting dates
- Committee attendance
- A summary of actions taken
- A list of committee goals

The Committee on Committees will review the standing committee reports and forward a summary of these reports to the President and the Vice President for Academic Affairs and Dean of the Faculty. (Revised by Faculty Senate 12 Nov. 2007; Revised 22 Feb. 2010)

The Chair of the Faculty Senate and/or Graduate Council and the Chair of the Committee on Committees will coordinate a regular presentation of pertinent faculty standing committee reports at Faculty Senate and/or Graduate Council meetings.

The secretary of each committee shall maintain a permanent record of the deliberations of the committee as a part of the permanent records of the institution.

When the work of a temporary committee of the faculty has been completed, the chairperson shall submit a copy of the committee's report to the President, to the Vice President for Academic Affairs and Dean of the Faculty, to the secretary of the Faculty Senate and to the Committee on Committees.

The principles listed above apply to University-wide committees listed below. Individual colleges may establish its own committees as the need arises.

On occasion members of the Faculty Affairs Committee, the Faculty Development Committee and the Judicial Committee will not be able to perform their elected duties. The Senate will then select an interim member. 1) Those being considered must meet the requirements of the office as far as rank, tenure and/or college membership. The interim member need not be from the Senate. 2) The Office for Academic Affairs will prepare a first ballot of the eligible faculty members. 3) The Senate will vote for one. 4) There will be a runoff election between the two receiving the highest number of votes. On the second vote the Senate will vote for one.

#### **A. Academic Policy and Advisory Committee (APAC)**

- 1. Functions:** To provide a formal mechanism for regular communication among faculty members, administrators in the Office for Academic Affairs and members of the Deans' Council regarding academic policy matters. APAC activities include providing advice for policy and procedure revisions in academic administration as well as proposing revisions to the Faculty Manual. In addition, APAC will respond to commentary, requests and directives from other faculty committees that may require academic policy changes. Responsibilities include, but are not limited to, consideration of the following:
  - a. Review recommendations for academic calendar and term length, course contact and meeting times;
  - b. Review recommendations for changes in degree completion curricula, weekend programming and other special programming or continuing education activities;

- c. Review and make recommendations for a faculty search and hiring processes;
- d. Provide recommendations as requested regarding faculty contract types, contract duration, reappointment processes;
- e. Review the assignment of administrative duties to faculty in professional programs (e.g. clinical/field experiences) as requested;
- f. Serve as an ombudsman for faculty grievances and respond to requests from the Judicial Committee as needed;
- g. Clarify general governance issues for external accreditors (e.g. Faculty Senate, Graduate Council or administration);
- h. Make recommendations as requested regarding the evaluation of courses, programs and faculty members;
- i. Make recommendations as requested regarding the appointment and evaluation of directors and deans, including terms of service;
- j. Provide input as requested on assessment of the academic advising process;
- k. Review academic policy changes (e.g. grading scale, EC/X policies, grade changes, schedule changes, etc.) as requested;
- l. Review expectations that input from adjunct faculty and external advisory boards is included in curricular review processes;
- m. Assist the Vice President for Academic Affairs in the development, production and revision of a Faculty Handbook that will accompany the Faculty Manual;
- n. Provide input as necessary on other academic-related matters.

- 2. Membership:** Membership on the committee shall consists of one faculty member from each college (serving two year terms), the Chair of the Faculty Senate, Chair of the Faculty Affairs Committee and the Chair of the Committee on Committees. The Vice President for Academic Affairs will be a non-voting co-chair. Other ex-officio members include: Dean of Undergraduate Education, Dean of Graduate and Professional Studies, one representative from the Deans' Council, the Registrar and the Executive Administrative Assistant for Academic Affairs (established fall 2004).

## **B. Academic Advising Committee**

### **1. Function:**

- a. To examine the advising program at The University of Findlay in light of current best practices
- b. To facilitate changes in the academic advising program to improve the advising process for both faculty and students
- c. To establish an assessable advising program
- d. To oversee the assessment cycle of academic advising

- 2. Membership:** One faculty member from each college, elected each spring to serve three-year terms; one member at-large (faculty) appointed by the VPAA, non-expiring term; other committee members with non-expiring terms include representatives from the Offices of

Career Services, Academic Support Center, S.O.A.R., Registrar; and a student representative appointed each academic year by Student Government Association (Established 27 April 2009; Revised 21 Feb. 2011, 28 March 2011)

### **C. Assessment/Accreditation Committee**

#### **1. Functions:**

- a. To act as an executive committee to oversee assessment process to comply with diverse accreditation and authorization criteria (i.e. OBR, HLC/PEAQ/AQIP, SPAs);
- b. To establish accountability for assessment matters across the institution;
- c. To evaluate data needs and recommend information systems to meet internal and external reporting requirements;
- d. To develop, coordinate and refine procedures regarding assessment of student learning at the program, college, graduate and general education levels:
  - i. To evaluate general education assessment procedures and techniques to address institutional needs
  - ii. To refine and implement assessments as regards individual college mission, structure, processes, faculty scholarship, programming, resources, staffing, etc.
  - iii. To create and oversee special topical committees to concentrate on evolving assessment information needs
  - iv. To serve as a resource for faculty in the development of appropriate assessment tools and procedures to facilitate continual quality improvement and institutional effectiveness

#### **2. Membership:** The membership of the committee will be comprised of:

- a. Institutional Assessment Chair appointed by VPAA;
- b. Program Assessment Committee Chair appointed by VPAA;
- c. Two faculty members from each college;
- d. Assessment Coordinator (non-voting);
- e. Dean of Graduate and Professional Studies (non-voting);
- f. Dean of Undergraduate Education (non-voting);
- g. Director of External Academic Affairs (non-voting);
- h. College Deans (non-voting);
- i. The Registrar/Director of Institutional Research and ITS/MIS representative (non-voting as needed)

The college faculty representatives will be elected for two-year terms in alternating years. The term of services will begin with the Fall Faculty Orientation. Appointments must be made before the last meeting of the faculty in the spring semester, and a written notification of the appointment will be sent to the Committee on Committees and to the Vice President for Academic Affairs. (Established October 2004, revised 18 Aug. 2008)

#### **D. Athletic Committee**

- 1. Functions:** To formulate and to recommend to the Faculty Senate policies concerning the intercollegiate and intramural athletic program, and to serve as an advisory board to the vice President for academic affairs and to the athletic director.
- 2. Membership:** The Athletic Committee shall consist of the athletic director, senior women's administrator, the Vice President for Business Affairs, the academic coach for student-athletes, one faculty representative from each undergraduate college, one faculty member appointed by the President as "faculty athletics representative," one male student, one female student and an alternate student representative. The Athletic Committee will elect its own chairperson. (Established 6 Sept. 1973, Revised 12 Oct. 2009)

#### **E. Board of Trustees Representation**

1. There shall be one non-voting faculty representative on the Business Affairs Committee, the Institutional Advancement Committee, the Instruction Committee and the Student Services Committee of the Board of Trustees. The Committee on Committees will prepare a ballot with at least two candidates for each position. The candidates must be tenured faculty members. The Senate will elect the representatives at the first scheduled Senate meeting of the spring semester. The representatives will serve a two-year term.
2. The chair of the Faculty Senate shall be a non-voting member of the Board of Trustees. (Per Board policy, this ex-officio member shall be excused during an executive session of the board.)

#### **F. Committee on Committees**

- 1. Functions:** To review the functions, activities, and participation of each standing committee and recommend appropriate changes. To report, after consultation with the Senate Chair, any adjustments in the number of Senators that should be elected by the undergraduate colleges. To appoint faculty members and/or the chairperson to standing committees unless committee membership and chairpersonship is designated otherwise. To review all committee proposals, regarding functions and memberships of University committees, submitted to Faculty Senate for action. Each proposal will be submitted to the Committee on Committees (COC). COC will thoroughly review each proposal and make a recommendation regarding that proposal to Faculty Senate for action if required.
- 2. Membership:** The Committee on Committees shall consist of two faculty members from each undergraduate college except that COE and CPHM shall elect one representative. A representative from CTE will have ex-officio membership. The term of office will be for three years. One person will be elected each year by each undergraduate college except for COE and CPHM. The Committee on Committees will elect its own chairperson. (Established 6 Sept. 1973. Revised 25 Jan. 2010. Revised 24 Jan. 2011)

## **G. Convocations Committee**

- 1. Function:** To organize and administer programs contributing to the intellectual and cultural life of The University of Findlay and the surrounding community.
- 2. Membership:** The members of the Convocations Committee shall consist of the assistant dean of student activities, one faculty member elected from each undergraduate college, two students, the director of public relations and a representative from the Office of Institutional Advancement (ex-officio, non-voting). The term of office for faculty members will be for two years. The Committee on Committees will determine the rotation. (Established 6 Sept. 1973)

## **H. Curriculum Committee**

- 1. Functions:** To review all undergraduate courses, program and curricular proposals submitted to the Faculty Senate for review and action. Each proposal that is submitted to Faculty Senate, following approval at the college level or from one of the standing committees of the Faculty Senate will be submitted to the Curriculum Committee. This committee will thoroughly review each proposal and make a recommendation regarding that proposal to the Faculty Senate for action, if required.
- 2. Membership:** The Undergraduate Curriculum Committee shall consist of two representatives from each college, one a senator and one non-senator. Each college will select the FSCC members, following the election of the senate representatives from the college. The Chairperson of the Undergraduate Curriculum Committee will be elected by April 30. The chairperson will be ratified by Senate at the first senate meeting of the year. The term of office will be two years on a rotating basis so that half (1/2) of the new members rotate onto the committee each year. A representative from the Office of Academic Affairs will have ex-officio membership.  
(Established 18 Feb. 2008, Revised 6 April 2009)

## **I. Faculty Affairs Committee**

- 1. Functions:** To recommend faculty members to the Board of Trustees for promotion and tenure; to continually review procedures for evaluation of faculty members.
- 2. Membership:** The Faculty Affairs Committee shall consist of seven faculty members, all of whom must be tenured and at the rank of professor or associate professor. One faculty member must be elected by the full faculty from each of the colleges and an at large member or members if a newly formed college has no eligible faculty also will be elected by the full faculty. The election will take place at the spring full faculty meeting. The term of office will be for three years. At no time will more than half of the FAC be rotated off this committee. This will permit the committee to maintain continuity and follow through now and into the future.

The Committee on Committees showing the expiration date of the term of office for each committee member will keep records in the Office of the Vice President for Academic Affairs. (Established 6 Sept. 1973; Revised 9 March 2009; Revised 25 April 2011)

## **J. Faculty Development Committee**

- 1. Functions:** To establish and maintain a program of faculty development; to judge proposals submitted by the faculty and to recommend the distribution of funds assigned to faculty development.
- 2. Membership:** The Faculty Development Committee consists of five faculty members and the Vice President for Academic Affairs and Dean of the Faculty, who serves as an ex-officio member. The term of office for faculty members is two years. The Committee on Committees appoints the chairperson. Each year, at the last faculty meeting of the regular academic year, the members are elected on a rotating basis. In the event a committee vacancy occurs, the Committee on Committees will fill the vacancy from the next highest person on the previous ballot. The newly elected member will complete the unexpired term. If members of the Faculty Development Committee submit proposals, such members will step down from the committee during the period their proposal is being considered.

## **K. Faculty Services Committee**

- 1. Functions:** To review and recommend to the administration through the Faculty Senate matters pertaining to full and part-time faculty welfare and conditions of employment.
- 2. Membership:** The Faculty Services Committee shall consist of two members each elected from COLA, COHP and COS and one each from COB and COE. The term of office will be for two years, three elected on a rotating basis each year. The Faculty Services Committee will elect its own chairperson.

Ex-officio members of the committee are the chair of the Senate (voting), Vice President for Business Affairs and the Vice President for Academic Affairs and Dean of the Faculty. The ex-officio members will honor any request from committee members to refrain from attending a particular committee meeting. (Established 19 March 1985)

## **L. General Education Committee**

- 1. Functions:**
  - researching, communicating and proposing implementation of nationally accepted theories and practices of general education;
  - systematically and objectively evaluating new course applications for general education status;
  - periodically reviewing existing courses that make up the general education curriculum;
  - presenting to the Faculty Senate courses recommended for general education status by the General Education Committee;
  - assessing and recommending changes to The University of Findlay's general education program in accordance with The University of Findlay's mission statement and external accrediting requirements.
- 2. Membership:** The General Education Committee shall consist of three representatives elected from COLA, three from COS, two from COHP, one from COB, one from CPHM, and one from COE; VPAA or their designate (ex-officio and non-voting) and a student

representative (ex-officio and non-voting) appointed by the Committee on Committees. The committee will elect its chair. The term of office will be two years with the rotation determined by the Committee on Committees. (Established 7 May 1985; Revised 22 Feb. 2010; Revised 24 Jan. 2011)

#### **M. Honors Program Advisory Board**

- 1. Functions:** To recommend procedural, structural and policy changes for the administration of the Honors program; to coordinate and approve proposals for Honors seminars and Independent Study; to maintain necessary communication with students, faculty and administration regarding the Honors Program; to confer with faculty members about Honors Projects; to ensure proper recordkeeping of Honors seminars and students' Independent Study projects and to archive Major Honors Projects.
- 2. Membership:** The Honors Advisory Board will be comprised of the following members:
  - Chair, Past Chair, and Chair Elect (appointed by VPAA);
  - Two faculty members from each college;
  - One student per cohort (nominated by the Honors Advisory Board and approved by the Student Government Association) (non-voting);
  - Dean of Undergraduate Education (non-voting);
  - Registrar representative (non-voting) and
  - Library representative (non-voting).

All members shall have voting members except the registrar representative, library representative, student representatives and the Dean of Undergraduate Education.

Voting members of the Honors Advisory Board shall serve for a period of three year. (Established 3 Dec. 1985; Revised 9 March 2009)

#### **N. Institutional Review Board (Human and Animal Subjects Oversight)**

- 1. Functions:** To define categories of research projects involving human and animal subjects that 1) are exempt from committee review, 2) may have expedited committee review, 3) require full committee review; To establish/monitor the use of the University's Guidelines for Research Involving Human and Animal Subjects; To create/process application forms/procedures for review of proposed research projects; To make decisions on the appropriateness of proposed research projects based on all of the above; To establish/carry out periodic review procedures for approved research projects; To keep records of proposed and approved research projects.
- 2. Membership:** The Institutional Review Board shall consist of one faculty representative elected by each college. One graduate councilor elected by Graduate Council and an external faculty member who is not affiliated with The University of Findlay committee and who is not part of the immediate family of a person who is affiliated with the institution. The term for each representative will be two years, with two of the representatives being elected by the colleges each year. Ex-officio members will consist of the College Deans and Dean of Graduate and Professional Studies. (Established 5 April 1994, Revised 17 Sept. 2007)

## **O. International Travel and Education Committee**

- 1. Functions:** To serve as a representative body to design, promote and support academic and co-curricular programming targeting the internationalization of the campus community; facilitate collaboration among international/domestic students and scholars; promote, support and assess international exchange programs, international travel and study abroad programs; develop an emergency response protocol and provide ongoing liability assessment; approve University affiliated study abroad programs; review proposals and provide funding for international travel as deemed appropriate; disseminate information to faculty/staff regarding proposal guidelines, procedures and evaluation criteria; generate suggestions and provide support for the creation and maintenance of new funding sources for international education initiatives, serve as a liaison between the Coordinator of International Education and the university colleges.
- 2. Membership:** Membership will be comprised of one member from CPHM and COE; two members from each of the other colleges with the Coordinator of International Education and the Registrar serving as ex-officio members. The committee will elect co-chairs. Faculty representatives serve three year terms with the rotation determined by the Committee on Committees.  
(Established 22 FEB 2010)

## **P. Judicial Committee**

- 1. Function:** To conduct formal hearings in regard to the termination of services of a tenured faculty member as stated in the faculty manual; to hear appeals of the decision to suspend a faculty member; to hear sexual harassment complaints; to hear appeals of adverse tenure and promotion decisions; to hear appeals involving faculty accused of misconduct with scholarly or research activities.
- 2. Membership:** The Judicial Committee shall consist of three faculty members, and an alternate, all of whom must be tenured and at the rank of professor or associate professor. No member of the Faculty Affairs Committee may serve on the Judicial Committee. The term of office shall be for one year. At the first faculty meeting of each year the faculty shall nominate six faculties by secret ballot from a list of qualified faculty members. On the official election ballot the three receiving the highest votes will be the Judicial Committee, and the fourth highest will be an alternate. The committee shall elect its chair.  
(Established 6 Sept. 1973, revised 15 Sept. 1992 and 14 Sept. 1993, revised 9 March 2009, revised 28 March 2011)

## **Q. Library Committee**

- 1. Functions:** To serve as an advisory committee to the director of the library on policy matters; to seek to improve the quality and quantity of the library holdings and the library service for faculty, students and the community; to advance standards of information literacy for the campus and support integration into instruction and research.
- 2. Membership:** The Library Committee shall consist of the director of the library, three faculty members elected by COLA, one elected by COB, one elected by COE, one elected by COHP and two elected by COS, one elected by CPHM, one elected by WTS, one representative elected by the Graduate Council and one undergraduate student. The term of

service is for two years for faculty members with the rotation determined by the Committee on Committees. The committee shall elect its chair.  
(Established 6 Sept. 1973, Revised 9 Nov. 2009)

#### **R. Student Academic Development Committee**

- 1. Functions:** To support students' participation in academic activities in their field of study, such as attending and/or presenting papers at conferences; to develop guidelines for the allocation of funding; to judge proposals submitted by students and to recommend the distribution of funds available to the committee.
- 2. Membership:** The committee will consist of eight members: six faculty members, one voted from each of the colleges; one graduate student, appointed through either the Graduate and Professional Studies Office or the Graduate Council; and one undergraduate student appointed through the Student Government Association. The term of office for faculty members is two years. Student members serve one-year terms. The committee shall elect the chairperson.

(Revised 9 Nov. 2009)

#### **S. Student Academic Standards Committee**

- 1. Functions:** To formulate and recommend to the Faculty Senate policies pertaining to admissions, probations, suspensions and dismissals for academic reasons; to hear and decide cases involving the matters referred to in the item above and cases referred by the Office of the Registrar or the Office of the Vice President for Academic Affairs involving the interpretation of graduation requirements and general academic regulations; to hear and decide appeals by students with regard to interpretations of graduation requirements and general academic regulations. A report will be submitted to Faculty Senators and deans of undergraduate colleges summarizing the results of each meeting. This report will be in an anonymous format, i.e., identifying students as freshman, sophomore, junior or senior rather than by name; the functions listed above do not relate to the matter of official grade challenges, which are covered by a separate and distinct policy.
- 2. Membership:** The committee shall consist of the Dean of Undergraduate Education (ex-officio and non-voting), Vice President for Student Affairs (ex-officio and non-voting), registrar (chairperson) and two faculty elected from COLA, two elected from COS, one elected from COE, one elected from COB and one elected from COHP. Faculty will serve two-year terms with the rotation determined by the Committee of Committees. The director of admissions and a person from Counseling Services will be advisory members. To conduct academic business, a quorum of five members is necessary. (Three of the five must be faculty members.) (Established 6 Sept. 1973)

#### **T. TLTC Faculty Roundtable**

- 1. Functions:** To serve as a faculty advisory council to the TLTC; to discuss and consider concerns, opportunities and new developments affecting education and technology presented to the TLTC Faculty Roundtable by administrative officers, Academic Technology Services (ATS), Information Technology Services (ITS) and faculty members; to provide recommendations on policy and procedure relating to teaching, learning and

technology at The University of Findlay; to research, consider and advise on specific technology issues relating to educational practices, faculty research endeavors and other issues.

2. **Membership:** The TLTC Faculty Roundtable Committee consists of two faculty members from each academic college. One person will be elected by each academic college to serve a two year term. One person will be appointed by each College Dean and will serve a two year term. The TLTC Faculty Roundtable will elect its own chairperson. The VPAA shall be ex-officio and non-voting. (Revised 12 Nov. 2007)

## **Article VI - Graduate Council**

### **History:**

The Graduate Council is the primary governing body for graduate studies and programs and was granted autonomy from Faculty Senate review on 16 Oct. 2006 for the activities listed in this Article.

### **Graduate Studies Mission Statement:**

Our mission is to provide lifelong learners with innovative and flexible educational experience designed to foster intellectual curiosity and reflective leadership skills.

### **Functions:**

Its principal purpose is to study and determine general policies and procedures regarding graduate studies, graduate faculty and graduate students.

The Graduate Council shall have the power to consider subjects pertaining to the interests of the graduate programs, graduate students and graduate faculty and to work in a cooperative fashion with Faculty Senate on issues of “joint oversight” as noted below. The Graduate Council shall, subject to the supervision and control of the Board of Trustees of the University, have control of the graduate-level affairs of the University and academic regulations appertaining to the granting of graduate degrees. The Graduate Council shall have the responsibility for developing the graduate programs and procedures necessary to carry out its functions of graduate study.

The Graduate Council works closely with the Dean of Graduate and Professional Studies in the Office for Academic Affairs who serves as the liaison for all graduate and professional program matters. The mission of Graduate and Professional Studies is to provide lifelong learners with innovative and flexible educational experiences designed to foster intellectual curiosity and reflective leadership skills.

In accordance with this principal purpose, the Graduate Council, as a representative body of the graduate faculty, has the authority to frame policies that:

1. Authorize and recommend for approval individual graduate programs;
2. Establish policies for scholarship and teaching for graduate faculty;
3. Regulate and authorize program and curricular issues at the graduate level;
4. Initiate graduate policies for faculty and students, and to act on questions and concerns related to those policies;

5. Study contemporary trends in graduate program development;
6. Develop policies and proposals to strengthen and govern graduate education;
7. Authorize the addition or deletion of graduate academic degrees and/or programs;
8. Encourage and support scholarly and creative activities;
9. Establish and approve the rules that govern graduate programs;
10. Review all graduate degree requirements on a regular basis and recommend appropriate changes in them;
11. Authorize and approve for credit and non-credit graduate continuing education offerings;
12. Approve, modify or reverse actions made by the standing committees of the Graduate Council.

In the event of a decision that causes a disagreement between the Graduate Council and Faculty Senate, the matter will be resolved by a committee consisting of the Dean of Undergraduate Education, Dean of Graduate and Professional Studies, the Chair of the Faculty Senate and the Chair of the Graduate Council. In the event a resolution cannot be reached, the matter will go to the Vice President for Academic Affairs. (Established by Graduate Council on 12 Feb. 2007 and by Faculty Senate on 23 April 2007; Revised 9 May 2011)

#### A. MEMBERSHIP

The Graduate Council shall consist of graduate faculty representation from each of the academic colleges. Three graduate faculty from each of the colleges shall be elected to serve three year terms. In the event, that a college has difficulty finding enough graduate faculty to fill the various roles, the college dean along with the Graduate Dean and the Graduate Council Chair may approve appropriate representation. Representatives from the Office of the Vice President for Academic Affairs, the Office of the Registrar, the Grants Office, UF's Assessment Committee, the Center for Teaching Excellence, and Shafer Library, as well as the graduate student representative shall be ex-officio and non-voting. The Parliamentarian shall be ex-officio and non-voting unless an elected member of the graduate faculty. The council will elect its own chairperson at the last meeting of the spring semester.

The Graduate Council is charged by the Faculty Senate to elect a representative each year to the Library Committee, the Academic Policy and Procedure Committee, and the TLTC Faculty Roundtable.

Attendance Policy: Attendance at Graduate Council and the standing committees of Graduate Council is required of all representatives. More than two unexcused absences of any one member within a term will result in the Graduate Council Chair notifying the respective college dean, reporting the absence and requesting a replacement representative.

(Revised 9 May 2011)

#### B. MEETINGS

During the fall and spring semesters, the Graduate Council shall convene in regularly scheduled monthly meetings. The Chair shall have the authority to call special meetings. The Council may also provide for special meetings. During the summer session, the Chair shall have the authority to call special meetings for the purpose of disposing of business, which in his/her opinion cannot be delayed until the regular meetings of the fall semester.

### C. STANDING COMMITTEES

Two Graduate Council members serve on each standing committee of the Graduate Council. One of these two Graduate Council members serves as the committee chair. Additional standing committee membership consists of one elected graduate faculty member whom will represent their academic colleges for a two year term. The Graduate Council Chair appoints members to ad hoc committees when necessary. (Approved 9 May 2011)

### D. COMMITTEE FUNCTIONS

#### Graduate Student Standards Committee

1. Develop guide for expectations (moral, ethical, behavioral) for graduate students
2. Recommend a systematic process for the review of all graduate student appeals
3. Develop and review procedures for assessing student outcomes
4. Recommend ways for graduate education to contribute to undergraduate education
5. Explore and develop additional funding sources faculty research and graduate assistantships
6. Develop expectations for students GA/TA experiences—expected student role
7. Determine standards for measuring acceptable student progress
8. Examine the special needs of international students and recommend structures to facilitate addressing these needs
9. Determine the type and level of student support services needed for graduate students

#### Graduate Faculty Standards Committee

Faculty Standards is composed of one graduate faculty member from each academic college and at least two members of the Graduate Council. One of the Council members chairs the committee.

Duties of the Committee include:

1. Determines the standards for education and experience necessary for graduate faculty appointments and re-appointments
2. Review and takes action on applications by faculty for graduate faculty status
3. Develop criteria and timetable for graduate faculty reappointment
4. Determines if scholarly productivity and funding can decrease teaching loads
5. Suggest standards for graduate faculty teaching loads and/or system
6. Collaborate with the Graduate Council, its committees, and the Dean of Graduate and Professional Studies concerning graduate faculty policies to determine their consistency with undergraduate faculty policies
7. Carry out other assignments consistent with the function of the committee

(Revised 9 May 2011)

#### Graduate Curriculum Committee

The Graduate Curriculum Committee is composed of one graduate faculty member from each academic college and at least two members of the Graduate Council. One of the Council members chairs the committee. Duties of the Committee include:

1. Promote consistency in new graduate programs and curricular proposals
2. Review proposals submitted to the Graduate Council by one of the academic colleges regarding new graduate programs
3. Review proposals submitted to the Graduate Council by one of the academic colleges regarding revisions to existing graduate programs including but not limited to: course, catalogue, curriculum, and prerequisite changes

4. Make proposal decisions and appropriate recommendations to the Graduate Council, college deans, and program directors regarding graduate program and curriculum standards
  5. Carry out other assignments consistent with the function of the committee
- (Revised 9 May 2011)

#### Graduate Research and Scholarship Committee

The Graduate Research and Scholarship Committee shall be composed of one graduate faculty member from each academic college and at least two members of the Graduate Council. The Graduate Research and Scholarship Committee shall be chaired by a member of the Graduate Research and Scholarship Committee who is also a member of the Graduate Council. The functions of the Graduate Research and Scholarship Committee include:

1. Develop initiatives to stimulate interest in scholarly research and activities by graduate faculty and graduate students
2. Develop guidelines that emphasize the importance of integrity and quality in graduate research and scholarship
3. Monitoring graduate research projects or capstone experiences for consistency with University standards
4. Review applications and award of mini-grants (from available funds) to graduate students and graduate faculty who engage in scholarly research and activities
5. Complete any other tasks and assignments consistent with the functions of the Graduate Research and Scholarship Committee as requested by the Graduate Council.

(Revised 9 May 2011)

#### Graduate Admissions and Recruitment Committee

The Graduate Admissions and Recruitment Committee is composed of one graduate faculty member from each academic college and at least two members of the Graduate Council. One of the Council members chairs the committee. A representative of the Office of Graduate and Professional Studies and the Office of International Admissions and Services serves as ex-officio members of the committee.

1. Consult with each academic college and recommends standards for admissions, retention, and matriculation for graduate degree programs that are consistent with the mission, goals, and purposes of graduate programming at the University
2. Makes periodic reports to the Graduate Council on contemporary issues and trends in admissions policies, procedures, and standards regarding American graduate education
3. Assists the Office of Graduate and Professional Studies and the Office of International Admissions and Services with initiatives related to developing admissions and recruiting policies, procedures, and standards
4. Examines, reviews, and presents plans to increase the recruitment of students qualified to attend graduate and professional programs at The University of Findlay
5. Carry out other assignments consistent with graduate admissions and recruitment.

(Revised 9 May 2011)

#### E. DISTRIBUTION OF MINUTES

Graduate Council minutes will be made available to all faculty of the University electronically.  
(Established 4 Dec. 2006)

## **Article VII - Faculty Benefits and Perquisites**

### **A. FACULTY DEVELOPMENT INCENTIVE.**

The University of Findlay encourages faculty development and renewal. Each full-time faculty member is provided a small stipend for use in travel to conferences, subscriptions to professional journals, membership in learned societies, etc. Additional funds are available through the Faculty Development Committee.

### **B. LEAVES OF ABSENCE**

**Leaves of Absence Without Pay.** Faculty members may apply for leaves of absence without pay for a period not to exceed one year. Appendix H should be utilized in the preparation of the application. The leave may be renewed annually for a maximum of four years. The faculty member may be under a contractual agreement with another organization during this period. Except for emergency or unforeseen situations, the Dean of the Faculty must receive leave requests no later than December 1 of a given academic year for requests of leave (or continuation of leave) in the subsequent academic year. The Dean of the Faculty will consult with the appropriate college dean(s) and the President. They must consider such factors as the ability to locate a satisfactory replacement, teaching loads, the number of other faculty on leave, and the purpose of the leave. The Dean of the Faculty will recommend approval or disapproval to the Board of Trustees, which shall make the final decision.

A faculty member on a leave of absence without pay retains his/her voting privileges at college and faculty meetings.

The time spent on a leave of absence without pay does not count as part of the probationary period leading to tenure.

**Sabbatical Leave.** A sabbatical leave may be granted for the purpose of study, critical and imaginative studio work in the fine arts, research or travel which will contribute to the growth and effectiveness of the faculty member as a teacher and thus benefit the University.

The applicant must have completed six years of full-time academic service at The University of Findlay, excluding any time spent on leave without pay. Sabbatical leave may be granted to any properly qualified member of the faculty at intervals of seven years, excluding time spent on leave without pay, following the first leave granted. (A sabbatical is an investment in the future; it is not a reward for past service. Sabbaticals will not be given to persons in their terminal year of service at The University of Findlay.)

Application for a sabbatical leave shall be made to the Vice President for Academic Affairs no later than December 1 of a given academic year for requests of leave in the subsequent academic year. At a minimum, the application will include: a) the general purpose of the leave; b) the nature of the work to be undertaken; c) the semester(s) in which the sabbatical will be taken; d) a statement of the way the leave will benefit the individual and the University; e) a procedure for the individual to report the outcome of the leave to the University (and others as appropriate); f) for those who had previously received a sabbatical, tangible evidence that the conditions of the last sabbatical were fulfilled; g) an attachment by the appropriate college dean detailing the manner in which the faculty

member's classes and other duties will be covered and h) a current curriculum vitae for the faculty member requesting the sabbatical leave. Appendix F should be utilized in the preparation of the application.

An ad hoc sabbatical committee appointed by the Senate shall determine the merit of the applicant's proposed sabbatical project and the University's ability to grant the leave (e.g. ability to locate a satisfactory replacement, teaching loads, number of other faculty on leave, etc.). Normally, no more than one faculty member from a discipline will be granted a leave in an academic year. If there are more qualified applicants than can be accommodated in a given year, the Faculty Senate shall establish a sub-committee to recommend which proposals shall go forth to the full Senate. The subcommittee shall consider seniority (in years of service) and time since any previous sabbatical in selecting from among equally meritorious proposals. The Senate will recommend approval or disapproval to the President who will then report to the Board of Trustees, which shall make the final decision. The Board will notify the applicant of its decision no later than May 1st of the academic year preceding the year of the requested sabbatical.

The recipient of the sabbatical shall be granted full pay for a one semester leave or full pay for two semesters of a half-time teaching load or half pay for two semesters of leave. No faculty member while on sabbatical leave shall accept salary or remuneration in addition to the salary paid by the University. However, scholarships, fellowships and research grants may be used to supplement the individual's sabbatical salary.

Finances permitting, it is the goal of the Board of Trustees to make available a minimum of four one semester sabbatical leaves (or the equivalent) each academic year.

A faculty member on sabbatical leave retains his/her voting privileges at college and faculty meetings. Faculty granted a sabbatical leave are expected to present sabbatical activities at campus forums in the academic year following a sabbatical.

(Revised 9 March 2009)

### C. BENEFITS FOR RETIRED FACULTY.

Retired full-time faculty retain the following benefits:

1. Admission to social, athletic or cultural activities at faculty rates;
2. Use of the facilities at the Croy Physical Education Center, the Koehler Fitness and Recreation Center and the Gardner Fitness Center under the same conditions that apply to current faculty;
3. Use of Shafer Library;
4. Parking on campus with faculty status;
5. March in academic processions;
6. Admission to Faculty/Staff Luncheons at faculty rates and
7. Tuition remission (or tuition exchange) for dependents as space is available.

#### D. NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

The University is committed to fostering an environment in which all individuals are treated with respect and dignity. Each individual has the right to work in an atmosphere that promotes equality and prohibits discriminatory practices, including harassment. Therefore, the University expects that all relationships among faculty, staff and students will be characterized by mutual respect and will be free of bias, prejudice, discrimination and harassment.

The University does not engage in discrimination in its programs, activities and policies against students, employees, or prospective employees, in violation of state and Federal laws. The University prohibits and will not tolerate any such discrimination or related harassment at its facilities, programs and activities.

The University also prohibits retaliation against any individual who reports discrimination or harassment, or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination, or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.

(Revised 1 March 2010.)

OTHER FRINGE BENEFITS AND PERQUISITES EXIST FOR FACULTY AS UNIVERSITY EMPLOYEES. SEE THE UNIVERSITY OF FINDLAY EMPLOYEE HANDBOOK.

#### **Article VIII – Changes**

Changes to this document may be made by a majority vote of the Faculty Senate and/or Graduate Council.

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## APPENDIX A

### ESSENTIAL DUE DATES

#### FALL FULL FACULTY MEETING

- elect Judicial Committee

#### FALL FACULTY SENATE MEETINGS

1st meeting - Report senate attendance

3rd or 4th meeting - approve earned degrees for students graduating in DEC

4th meeting - VP for Academic Affairs reports on faculty overloads

#### BEFORE MARCH 1

Committee on Committees will report any adjustments in the number of Senators that should be elected by the undergraduate colleges

#### SPRING FACULTY SENATE MEETINGS

1st meeting - Elect representative to the Board of Trustees

- Elect representatives to Board of Trustees committees

- Report senate attendance from previous semester

4th meeting - VP for Academic Affairs reports on faculty overloads

Last meeting - VP for Academic Affairs gives due dates for promotion and tenure

- Elect officers for next academic year

#### SPRING FULL FACULTY MEETING

- approve earned degrees for students graduating in MAY

- elect Faculty Affairs Committee

- elect Faculty Development Committee

- recommend title of "emeritus"

#### ROLLING REPORTS TO THE FACULTY SENATE

- The Graduate Council will report curriculum additions and changes in a graduate program when approved.

- The Student Academic Standards Committee will report the results of each meeting.

## APPENDIX B

The following statement is the advice and counsel of the faculty to the Administration on the employment of college deans and their evaluation.

### Hiring Process for Deans

The President and/or the Vice President for Academic Affairs will convene a "Search Committee" with either administrator functioning as the Chair of this committee. The Chair may choose to institute either a "national search" and/or an "internal search" for this position.

Composition of the Search Committee will encompass members appointed by the Chair and faculty members comprising the constituency represented by the incoming Dean. Faculty members will constitute 1/3 of the Search Committee, and they will be elected by "secret ballot" from the college seeking a new Dean.

The task of the Search Committee will be to screen applicants and interview all of the prospective candidates and to submit recommendations to the President and/or Vice President for Academic Affairs utilizing the appropriate evaluation forms distributed by the Chair of the Search Committee.

It is expected that the university will adhere to the principles of Affirmative Action and to the EEOC guidelines historically followed by this institution.

### Evaluation

Recurrent changes in the administrative organization of the university and overlapping responsibilities have prompted us to propose that the faculty have more direct input into the evaluations of college deans. For evaluation, we propose that:

1. the Vice President for Academic Affairs will conduct an annual formal evaluation of every College Dean;
2. evaluation criteria should include the broad categories of leadership, communication, administration, faculty relations and professional outreach;
3. the data to evaluate Deans should be drawn from the entire College faculty using either a modified version of the existing 'performance feedback form' or a revised survey instrument;
4. the Vice President for Academic Affairs will summarize the survey results, including faculty comments, and share the results with the Chair of the Faculty Senate;
5. where the evaluation process indicates areas of significant concerns, the following process will ensue:
  - a. The Vice President for Academic Affairs will meet with the Dean to discuss the results of the evaluation.
  - b. A meeting with the President, the Vice President for Academic Affairs and the Faculty Senate Chair will be held to address the pertinent issue(s).
  - c. The anticipated outcomes will be -- mediation of the issue(s) and a decision regarding reappointment.
  - d. The Faculty Senate Chair is responsible for issuing a written and verbal report to college members regarding the meeting outcome(s). The report should describe general themes or

patterns of thought reflected by the survey data, rather than individualized criticisms. The report should be placed in the college meeting minutes.  
(Approved 3 May 99 revised 3 April 00)

## APPENDIX C

### Course Cancellation Policy

The following are guidelines for course cancellation at the Undergraduate Level.

1. A course should be canceled if it falls below the minimums identified below:  
minimum of 12 students registered for a 100- or 200-level course;  
minimum of 7 students registered for a 300- or 400-level course or graduate courses at the 500- or 600-level.
2. A decision to cancel a course section will be based on only the number of students registered for that course section. Averaging of student numbers across several courses or course sections will not be accepted.
3. College Deans will conduct an initial review of low enrolled courses no later than one week following spring semester graduation and one week following registration for spring semester. College Deans will determine the appropriate time to determine course cancellation for summer registrations due to the variety of course schedules.
4. It is the responsibility of the College Dean to notify the faculty member, student and student adviser that a particular course has been canceled. It is the student's responsibility to schedule a new course to replace the canceled one after consultation with his or her academic adviser.
5. If a course does not meet minimum student registration requirements, but still needs to be offered, the Program Chair/Director must submit a "Course Offering Exception Form" to the Dean for his/her signature.
6. Faculty workloads for teaching under-enrolled courses are prorated based on both the number of students enrolled on the last official day to add classes and the credit hours that students receive for the course for that term! Compensation for part-time faculty members or full-time faculty members teaching under-enrolled courses in overload is based on the prorated workload.

Issued by the VPAA Sept. 2002, revised by VPAA Aug. 2008

APPENDIX D

Course Offering Exception Form

Professor:

Course Number and Section:

Semester & Year:

Please provide specifics for requesting an exception to the cancellation policy:

Area Program Director

Date:

College Dean

Date:

Vice President for Academic Affairs

Date:

August 2002

## APPENDIX E

### Program Approval for Higher Learning Commission Submission

The following procedures and guidelines will continue to be a work in progress and will aid in securing Ohio Board of Regents and Higher Learning Commission program approval.

Any new program must first have OBR approval prior to submitting it to the HLC.

The following review and approval procedure will insure a systematic method of responding to critical accreditation documentation with personal sign-off by the following individuals in the order listed below:

- Dean (initiator of new program)
- President
- Executive Assistant to the President
- Vice President for Academic Affairs
- HLC Self-study Committee Chair
- Chair of Graduate Council (graduate program) or Chair of Faculty Senate (undergraduate program)
- Assessment Committee Chair
- Institutional Researcher
- Vice President for Academic Affairs
- President

After review and signature by the President, the President's Executive Assistant will file the original in the President's office and send a copy of the document to the Institutional Researcher for filing in the Resource Room. This will insure that at any given time, all documents can be retrieved even though they may be in-process. Although the Vice President for Academic Affairs will review the documents after the President and before sending them to the HLC Self-study Committee Chair, we will also be the last to sign off the documents insuring that all signatures are complete. After filing this document containing original signatures in his office, the Vice President for Academic Affairs will then decide what the appropriate course of action will be for the documents. It may be they are given to the Institutional Researcher for filing in the HLC Resource room, or the documents may be given to a committee for action.

The Institutional Researcher will maintain an electronic Status Report. This database will include all HLC documents as well as present status, and location of each document.

Issued by the VPAA Sept. 2002

## APPENDIX F

### Sabbatical Request

To: Name of Vice President for Academic Affairs

From: Name of Applicant, Credentials of Applicant and Name of Applicant's College

Submission Date:

Semester(s) of Sabbatical Request:

- A. General Purpose of Leave (Formal Request)
- B. Nature of Work to be Undertaken (Objectives and Specific Goals)
- C. Plan of Action that will Accomplishment of Objectives and Specific Goals
- D. Statement of how Sabbatical will benefit Individual and the University (Include how knowledge gained will be incorporated into course instruction.)
- E. Statement of Willingness to Provide Written and Oral Reports to the University
- F. Statement of How Teaching, Administrative Duties (chair, director duties and/or other special duties) and Service to UF (student advising and committee obligations) will be covered during Sabbatical
- G. Statement of External Support (If applicant does not have external support, this section should be listed with a brief one sentence explanation that the applicant does not have external support.)
- H. Statement, Date and Tangible Evidence of how Previous Sabbatical was Fulfilled (If applicant did not have a previous sabbatical, this section should still be listed with a brief one sentence explanation that the applicant did not have a previous sabbatical.)
- I. Summary of Request

Attachments:

Letter of Support from the Dean of the Applicant's College (should include a detailed explanation of how the applicant's teaching, administrative duties (chair, director duties and/or other special duties) and service to UF (student advising and committee obligations) will be covered during the sabbatical).

Current Curriculum Vitae of Applicant

Note: Applicants should attempt to limit their applications to no more than five pages. Requests not submitted in the above format may not be approved.

(Established by VPAA June 2002; Revised 9 March 2009 by Faculty Senate; Revised 25 Jan. 2010)

APPENDIX G  
Policy for Information Technology Services

1. Desktop and Laptop Standards - For the purpose of curbing costs, providing a consistent level of support to all colleges and programs at the University, and for gauging the cost-effectiveness of technology investments, the Information Technology Officer (ITO) will establish standards for MS Windows and Apple desktop and laptop computers. These standards will identify the core level of technology equipment the Information Technology Service (ITS) department will provide for 1) university-supported labs and 2) full-time administration, faculty and staff. Student workers and adjunct professors will not be eligible for equipment procured through the ITS budget, however colleges and departments may request it through their own budgets. The price difference between the cost for core level computers and those exceeding those standards will be borne by the college, program or department making such request(s).

ITS will be responsible for the procurement and record keeping of all technology hardware on campus. Hardware requests emanating from budgets outside of ITS will be filled per specifications on requisition submitted to ITS. In addition, a tracking system will be available so that those requesting equipment from their budgets will know the status of their orders.

Please note: It is expected that specifications for core technology standards will be updated on an annual basis.

2. Software Standards - For the purpose of curbing costs, providing a consistent level of support to all colleges, departments and programs at the University, and for better gauging the cost-effectiveness of technology investments, the Information Technology Office (ITO) will establish MS Windows and Apple software standards. These standards will ensure that ITS supply all software available through the University's standard Microsoft Campus Agreement and Apple's Technology Assurance Program (TAP). ITS will be responsible for the procurement and record keeping of all software on campus. This will be done to maximize cost savings associated with quantity purchases, the need to respond in a timely fashion to software license audits and the need to have procurement data in order to adequately provide support services across the campus.
3. Peripherals - Peripheral computer equipment, excluding peripherals that are a part of labs or technology enhanced classrooms, will be the financial responsibility of the college or department requesting such equipment. Due to the need to support peripherals used on campus, ITS will be responsible for the record keeping of all computer peripherals.
4. Faculty and Staff Computer Procurement Procedures - Currently under consideration by faculty and staff TLTC Focus Groups.
5. Lease Management - Bids from a minimum of three companies will be secured before any leases are renewed.

Issued by VPAA 6 Sept. 2002

## APPENDIX H

### Leave of Absence Without Pay Request

To: Name of the Vice President for Academic Affairs

From: Name of Applicant, Credentials of Applicant, Rank and Name of Applicant's College

Submission Date:

Semester(s) of Leave of Absence Without Pay Request:

- A. General Purpose of Leave (Formal Request)
- B. Statement of How Teaching and Administrative Duties will be covered during Leave of Absence Without Pay
- C. Statement and Date of Previous Leave of Absence Without Pay (If applicant did not have a previous leave of absence without pay, this section should still be listed with a brief one sentence explanation that the applicant did not have a previous leave of absence without pay.)
- D. Summary of Request

Attachments:

Letter of Support from the Dean of the Applicant's College (should include a detailed explanation of how the applicant's classes and administrative duties will be covered during the leave of absence without pay.)

Current Curriculum Vitae of Applicant

Note: Applicants should attempt to limit their applications to no more than two pages.

(Established 9 March 2009)

## APPENDIX I

All UF faculty and student researchers supported under federally sponsored research projects are required to complete the Collaborative Institutional Training Initiative (CITI) modules that pertain to their discipline. Other faculty and students conducting research paid for with any external funds are also required to complete this training. The training provides modules for the following applicable disciplines at UF: Biomedical Sciences, Social and Behavioral Sciences, Physical Sciences, Humanities.

The CITI modules cover the following topics:

- Introduction to the Responsible Conduct of Research
- Research Misconduct
- Data Acquisition and Management
- Responsible Authorship
- Peer Review
- Laboratory Animal Welfare
- Human Subject Protections
- Mentoring
- Conflicts of Interest
- Collaborative Research

Each person who will be involved in a federally funded sponsored research project must complete the CITI training and pass the quiz for each module prior to beginning research. The combined score for the entire training must be 80 or above to pass. External funds will not be released until the RCR Course Completion Report and/or the Gradebook page from the CITI website is on file in the Grants Office. Researchers need only complete this training once every four years while at UF. This policy covers only the minimum standards set forth by the University. Specific sponsors—federal or otherwise—may have more strict training requirements for conducting research. In those cases, researchers supported by those sponsors are required to abide by their standards and rules.

Individuals will register for the public access RCR courses on the CITI site at:

<https://www.citiprogram.org/enroll/courseregistration1b.asp?language=english&institution=100>

Each module provides a rigorous review of the topic, utilizing case studies and guided questions. Modules take anywhere from 20-30 minutes to complete, including a quiz at the end of the module. Once all modules are completed, individuals should print off the Gradebook page or the RCR Course Completion Report and submit to the Grants Office. Individuals should retain username and password to obtain future course completion reports.

(Approved by Faculty Senate, 25 April 2011)