

Faculty Handbook 2016
Baldwin Wallace University

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PREAMBLE

The Faculty of Baldwin Wallace University enacts the following handbook to provide for the organization and procedures by which this faculty may effectively exercise its rights and fulfill its responsibilities.

“*Shared governance*” refers to the processes by which the Trustees, President, University Faculty Senate, administrators, staff, and students formally and openly communicate, share responsibility, and take cooperative action on matters affecting the life of the University. Shared governance consists of the meaningful, informed, engaged, and timely involvement of multiple campus constituencies, with different kinds of expertise, responsibility, authority, and accountability, into various phases of institutional decision-making processes.

According to this Faculty Handbook, "The curriculum of the University is a primary responsibility of the faculty, and no alterations in it may be made without the approval of the Faculty. Procedures for curricular change shall be reasonable and shall be uniformly applied, and no action designed to improve the quality of the curriculum shall infringe upon the academic freedom of the individuals involved." (Section 5)

The American Association of University Professors has called for “appropriately shared responsibility and cooperative action among the components of the academic institution” (“Statement on Government of Colleges and Universities,” *Policy Documents and Reports*, 9th ed. [2001], p. 217). Because the “variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others,” the AAUP calls for “adequate communication among these components” and “full opportunity for appropriate joint planning and effort” (218). The AAUP suggests that “two general conclusions regarding joint effort seem clearly warranted”: “(1) important areas of action involve at one time or another the initiating capacity and decision-making participation of all the institutional components, and (2) differences in the weight of each voice, from one point to the next, should be determined by reference to the responsibility of each component for the particular matter at hand” (218).

In light of these principles, the AAUP holds that the faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. On these matters the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the president or board. Budgets, personnel limitations, the time element, and policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits on the realization of faculty advice.... The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail. (221)

The AAUP further holds that "since the faculty has primary responsibility for the teaching and research done in an institution, the faculty's voice on matters having to do with teaching and research should be given the greatest weight" and recommends that even for decisions that "bear less directly on the teaching and research conducted in the institution" but "plainly can have a powerful impact on the institution's teaching and research," the decision-making process "must include the faculty" and "its voice on these matters must be accorded great respect" ("On the Relationship of Faculty Governance to Academic Freedom," *Policy Documents and Reports*, 9th ed. [2001], p. 225). The AAUP identifies the "framing and execution of long-range plans," "decisions regarding existing or prospective physical resources," and "the allocation of resources among competing demands" as crucial internal operations of the institution that demand joint communication and effort from those with differing responsibility and authority ("Statement on Government of Colleges and Universities," 219).

Shared Governance at Baldwin Wallace University means that decisions have been inclusively, deliberatively, and openly considered and effectively communicated across the campus (see Section 5). It means that the President and University Senate Executive Committee have agreed on the appropriate governance process for different kinds of decisions (see Sections 4 and 7, below). It means that, for each decision, all relevant, appropriate, and involved campus constituencies have made sincere, sustained, and systematic efforts to exchange information, advice, and recommendations, to encourage participation, engagement, and accountability, and to assign, delegate, and share responsibility and authority in a climate of mutual support and respect.

Section 1: Mission of the University

Baldwin Wallace University is an academic community committed to the liberal arts and sciences as the foundation for lifelong learning.

The University fulfills this mission through a rigorous academic program that is characterized by excellence in teaching and learning within a challenging, supportive environment that enhances students' intellectual and spiritual growth.

Baldwin Wallace assists students in their preparation to become contributing, compassionate citizens of an increasingly global society and encourages their pursuit of personal and professional excellence.

Section 2: Faculty Personnel Policies and Procedures

2.A. Faculty Appointment

Standards for faculty hiring, tenure and promotion are set by Departments and Schools, aligned with University standards, overseen by the Provost and Faculty Senate. All faculty appointments (including reappointments) shall be made by written agreement signed by the President or Provost. Initial appointments are normally probationary and are for one year.

The Board of Trustees shall appoint members of the Faculty upon recommendation of the President of the University. The rank, salary, term of appointment, and other conditions of each appointment shall be stated in writing to each person employed as a member of the Faculty and shall be in possession of both the President of the University and the individual before the appointment is completed.

The Academic Year is defined as beginning with the formal opening of the Fall Semester, marked by the convening of the Fall Faculty Conference, and terminating at four-thirty p.m. on the day Spring Semester grades are due in the office of the Registrar of the University. The period between the end of the Fall Semester and the beginning of the Spring Semester is designated as a time for faculty development activities to be determined by the individual faculty member and for voluntary participation in University-sponsored events.

Appointments prior to the granting of tenure to the rank of Instructor, Assistant Professor, Associate Professor, or Professor shall be on an academic year basis. The Provost shall tender the proposed contract of such appointments by United States Mail. The appointee shall accept the appointment by signing and returning such contract to the Provost, either personally or by United States Mail, within three weeks of the date of mailing by the Provost.

2.B. Faculty Status

2.B.1. Full-Time Status

A person who holds full-time faculty status is a full-time employee of Baldwin Wallace University who has been appointed to one of four regular academic ranks:

- Instructor
- Assistant Professor
- Associate Professor
- Professor

Such a person:

- Has full-time duties which include teaching, advising, scholarship and service.
- Fulfills the duties and responsibilities of faculty member as specified elsewhere in this Handbook; and
- Meets or exceeds the criteria of academic rank. At the time of initial appointment, specific responsibilities, terminal degree (as specified by School), designation of rank, eligibility for tenure, portion of the academic year the faculty member is expected to serve (*e.g.*, nine-month, ten-month, or twelve-month period), and other factors specifically relating to the appointment are stated in writing.

2.B.1.1 Term Faculty

Attributes of Term Positions

Full-time term positions will have an academic year teaching load of the equivalent of five three-credit hour courses per semester. Therefore, term faculty are not expected to provide service, pursue an active scholarly program, or formally advise students. Such duties may be assigned by the Chairperson subject to approval by the Dean in exchange for released time. Term positions may be renewable under circumstances described below, and the principal criteria for renewal shall be teaching effectiveness. The title of the individual will be dependent upon the individual's credentials.

Short Duration Term Positions

Short duration positions will be utilized to fill lines normally held by tenure track faculty that have become open by retirement or resignation, leaves, failed search, or similar issue. As such, these positions are ideally a single year but may stretch into a second year in extreme circumstances.

Long Duration Term Positions

There are situations where it is advantageous to the University to use a long-term non-tenure track appointment in lieu of a tenure-track appointment. The use of such positions needs to be limited in scope so as not to diminish the importance of tenure at BW. Similar to tenure-track positions, these positions should start as annually renewable with reappointment based principally upon teaching effectiveness. In the third year, the chairperson may recommend to the Dean that the candidate be awarded a three-year contract. Thereafter, the candidate will be reviewed in the second year of the contract for new three-year contract. Contract renewals, including single- v. multi-year, are not guaranteed, but dependent upon performance of the candidate and the need of the institution. The purpose of these positions is to teach courses that are developmental, skills, lower level service, or applied in nature. The purpose of the longer-term contracts is to allow for the faculty member to develop relationships with students that last beyond any one particular course.

Term faculty are:

- Used to fill full-time positions requiring specific expertise in a particular field of study, or to create a position that is focused more intensively on teaching and not on research or service.
- Required to submit an application for promotion every six years or, if fully promoted, be required to participate in an Extended Review Process.
- Have professional qualifications drafted and approved by their departments/schools .
- Have a full-time teaching load of 30 contact hours per year.
- Have reduced expectations for scholarship to be drafted and approved by their departments and schools

Are eligible for promotion and tenure based on the guidelines developed by the departments/school.

2.B.1.2 Practitioner Faculty

Practitioner Faculty

- Have professional qualifications drafted and approved by their departments and schools
- Have full-time teaching loads of 30 contact hours per year to reflect the 12-month nature of their position.
- Have modified expectations for scholarship that are spelled out and consistent with the nature of their need to engage in clinical practice.
- Have faculty voting rights and service responsibilities equivalent to traditional tenured and tenure-track faculty.
- Are eligible for promotion and tenure based on the guidelines developed by the departments/school.

2.B.1.3 Special-Appointment Faculty

Distinguished Professor: From time to time the Board of Trustees, upon recommendation of the President, may invite a person of outstanding reputation to serve on the faculty. This person shall hold the rank of Distinguished Professor, and the terms of contract shall be completely defined in writing.

Emeritus Professor: Upon retirement from Baldwin Wallace University, the Board of Trustees may grant a faculty member emeritus status upon recommendation of the President of the University.

Affiliate Professor: At the request of a Department Chairperson, and with the consent of the School Dean or Associate Dean, the Provost may appoint an individual to an Affiliate Professorship. The appointment will not involve compensation or traditional teaching responsibilities, and will be at a rank (Lecturer, Assistant Professor, Associate Professor, or

Professor) commensurate with the candidate's credentials. The appointment shall last for a period of one to three years, which will be specified in the letter sent to the candidate. A term may be renewed indefinitely with the reappointment process following the same process as for the initial appointment. The appointment is made to formalize program or department relationships with individuals and their professional establishments.

2.B.2. Part-Time Status

Adjunct Faculty Member: The Board of Trustees, upon recommendation of the President, may appoint persons to these ranks. These ranks shall be given to those persons who are to fulfill a given short-term need in an instructional Department, and the terms of contract shall be completely defined in writing at the time of appointment.

In contrast to the Full-time Faculty, an Adjunct Faculty Member is:

- not eligible for voting privileges in the General Faculty;
- not eligible for tenure consideration;
- ranked as Lecturer I, II, III, or IV.

2.C. Faculty Ranks

2.C.1. Full-Time Faculty

- Lecturer
- Assistant Professor
- Associate Professor
- Professor
- Distinguished Professor - From time to time the Board of Trustees, upon recommendation of the President, may invite a person of outstanding reputation to serve on the faculty. This person shall hold the rank of Distinguished Professor, and the terms of contract shall be completely defined in writing.
- Visiting Professor
- Emeritus Professor - Upon retirement from Baldwin Wallace University, the Board of Trustees may grant a faculty member emeritus status upon recommendation of the President of the University.

2.C.2 Librarians

Librarians are professional persons and are considered as such in all employment relationships with Baldwin Wallace University. It is recognized that the responsibilities of librarians are different in certain fundamental ways from those of teaching members of the faculty or other members of the University staff. Although librarians have different responsibilities from teaching members of the faculty, they provide a central service in the process of learning and in facilitating the ability of both faculty and students to fulfill the teaching/learning functions of the University.

The ranks for librarians are as follows:

- Librarian
- Librarian II
- Librarian III
- Librarian IV

The minimum financial compensation for librarians in each rank is identical with the minimum compensation for faculty members in the ranks of Lecturer, Assistant Professor, Associate Professor, and Professor, respectively. The work period for librarians is 12 months a year at 37 ½ hours per week.

Professional Development

- Librarians are eligible for faculty development and travel funds to professional meetings on the same basis as members of the faculty.
- Librarians are eligible to apply for sabbatical leaves on the same basis as members of the faculty. It is understood that other members of the library staff will be expected to cover the work responsibilities of a librarian who is on sabbatical leave, rather than expect additional persons to be employed in the absence of a librarian on leave.

Tenure is a status that applies only to teaching members of the faculty and is not available to members of the library staff except for librarians who have already been granted that status.

2.C.3 Other Full-Time Faculty Members

Chaplain, Program Directors, Program Coordinators

2.C.4 Part-Time Faculty

Lecturer I, Lecturer II, Lecturer III, Lecturer IV

2.D. Faculty Personnel File Policy (including Pre-Appointment Material)

Faculty hires are required to have a current set of academic transcripts and relevant credentials on file in the Office of the Provost. Faculty personnel files at Baldwin Wallace University are maintained in accordance with the following principles and conditions.

Applicability and Responsibility.

These principles and conditions are applicable to all files and collections of materials considered relevant to the professional reviews of a faculty member's activities and to consideration of him or her for salary adjustments, contract renewals, tenure, promotion, and other changes in her/his institutional position and relations or conditions of employment. These principles and conditions are applicable to personnel files whether such files are maintained in Department offices, in School offices, in the office of the Provost, or in the office of the President of the University. Department Chairpersons, School Deans, the Provost, and the President of the University are responsible for seeing that such personnel files as are maintained in their respective offices are maintained in accordance with the principles and conditions set forth in this statement of policy.

Contents of Personnel Files.

Faculty personnel files contain materials which are assembled for the purpose of professional reviews of a faculty member's activities in considering him or her for salary adjustments, contract renewals, tenure, promotion, and other changes in her/his institutional position and relations or conditions of employment. Confidential materials which were assembled in connection with the faculty member's initial employment by the University, including confidential letters of recommendation written on her/his behalf, are excluded from her/his personnel files and placed in a "Pre-employment" file in order that the conditions of confidentiality in which such materials were solicited and assembled will not be violated by the faculty member's

access to her/his own personnel files. The personnel files are kept free of all other materials which have no relevance to the professional reviews and considerations mentioned above. Care is exercised to ensure that prejudicial, false, misleading, and inaccurate information is excluded from personnel files and to ensure that each file reflects, with a reasonable degree of accuracy and completeness, activities which are relevant to the review and considerations for which it is maintained.

Subject Access to Personnel File.

Each faculty member has full access to all of her/his own personnel files in order to share in the responsibility for their adequate maintenance. This access includes but is not limited to the following rights:

1. The right to direct physical handling of the files: that is, the right to examine at her/his own convenience the total contents of all of her/his personnel files.
2. The right to have a copy of anything which has been included in any of her/his personnel files.
3. The right to initial or sign each item in all of her/his personnel file.
4. The right to attach replies or comments to particular items in any of her/his personnel files.
5. The right to include in any of her/his personnel files written commentary on the general adequacy of the contents.
6. The right to supplement the materials in the personnel files with additional information.
7. The right to petition the Provost for removal from any of her/his personnel files of material which he or she thinks irrelevant, prejudicial, false, misleading, inaccurate, or which she or he thinks unjust in some way.
8. The right to immediate notification by the responsible offices when new materials are placed in any of her/his personnel files.
9. The right to obtain official inventories of any of her/his personnel files from the offices in which they are maintained.

Each faculty member's access to her/his personnel files already in existence on the date this policy became effective is conditioned upon the following considerations. Some of the materials that are now in these files may have been placed there by those who were executing their official responsibilities under assumed conditions of confidentiality. With regard to such materials the person responsible for maintaining the file under consideration, upon request of the subject faculty member, will, if possible, ask permission of the authors or originators of the materials to give the faculty member full access. Should permission be denied or otherwise unobtainable, the person responsible for maintaining the file, upon request of the subject faculty member, will remove the inaccessible materials from the file and destroy them. The faculty member, as well as the author or originators of the material, if practical, will be advised of this action in writing.

Access of Others to Personnel Files.

The access of persons other than the subject of faculty personnel files is restricted to those holding administrative and/or faculty positions which have direct and official responsibilities in the professional reviews of faculty members for prospective changes in their relationships with the University and to the professional clerical staff (excluding student employees) necessary to the adequate maintenance and appropriate use of such files. Each person whose office maintains faculty personnel files is responsible for informing the subject faculty members in writing of the names of all persons who have access to such files, either for purposes of official review or in a clerical capacity.

Protection of Faculty Member's Privacy.

Each person whose office maintains faculty personnel files is responsible for a continuous program of instruction designed to insure that those persons who are privileged as a result of their positions to have access to faculty personnel files in that office understand the impairment of a faculty member's privacy which can result from their indiscretions and insensitivities.

Additional Files.

All other files or collections of data which are maintained by the University and which have as subjects the activities of faculty members of the University, but which are not considered relevant to professional reviews of faculty members or to the considerations of faculty members mentioned before, will be identified and their purposes explained in writing to the faculty by the offices which maintain them; such identification and explanation is to be made during the time designated below for the implementation of this policy.

Section 3: Promotion and Tenure

All Departments are required to submit current evaluative criteria for promotion and tenure of Department members that will serve as the basis for all departmental applications for promotion and tenure. These criteria must be approved by the Promotion and Tenure Committee and the Provost of the University.

These criteria shall be considered retroactive unless the candidates who came to Baldwin Wallace as full-time faculty prior to August 1, 1998, asks that criteria in place that pertain to them before this revision be used for their next application for either promotion or tenure. In cases where these applications occur in the same year, the old criteria or the new criteria should be used in both instances.

Departmental criteria should include the areas listed below and should be explained as thoroughly as possible. If appropriate, the Department may use the explanations included herein. While it is not reasonable to expect outstanding performance in all of these areas, successful candidates must demonstrate notable accomplishment in teaching effectiveness and in at least one of the areas B through D, and must demonstrate that they have fulfilled University expectations in the other areas, where such expectations exist. In the event that evaluative criteria, as described above, are not submitted by a Department or School subsequently

approved, the present policy will serve in that capacity. The policy assumes that criteria for promotion will be developed separately for library staff.

- For promotion applications, calculation of years of teaching will include teaching experience at Baldwin Wallace University and years granted toward promotion at the time of hiring.
- Tenure applications will not be accepted prior to the completion of five years as a full-time faculty member at Baldwin Wallace University. For purposes of tenure consideration, to be defined as full-time, a faculty member must have taught, as part of his or her contractual agreement with the University, the equivalent of 50% of the standard full-time teaching workload (credit-bearing courses) during the five-year period under consideration. Overload courses may not be considered in this determination.

Each Department and School must assume the primary responsibility for establishing its respective criteria for differentiating among the academic ranks, and they may differ among Departments and Schools.

Department and School criteria for promotion in rank must be approved by and placed on file with the Promotion and Tenure Committee and the Office of the Provost.

Departmental and School statements may be revised as their plans change. In this case, revised statements should be submitted to the Promotion and Tenure Committee during the fall semester of the academic year; copies should also be forwarded to the respective members of the Department or School.

3.A. Tenure

3.A.1 Process leading to Tenure

Each tenure-track member will participate in an annual review process with the Department Chairperson. In the second and fourth years the reviews will be more extensive than in years one, three and five, and they will involve the Provost. The reviews will serve as the primary basis for annual recommendations for contract renewal and collectively for promotion and tenure decisions. They will be built around the new criteria for promotions and tenure developed by each Department in accord with the new general criteria for the University as a whole and will focus on two areas: review of professional performance in the past year; and plans for professional development for the coming year. In each instance, the goal will be to clarify those areas where the faculty member is demonstrating strengths and where improvement is needed relative to University and Department criteria for tenure and promotion. The procedures for the annual reviews are set forth below. Each Department/School will develop its own procedures for completing this process within the guidelines of the University procedures.

- First year: The Department Chairperson will send a letter to the Provost by March 1st regarding whether or not a second year contract should be issued. The tenure-track faculty member, in consultation with the Department Chairperson, will complete an annual review and submit one copy to the Provost. This review should address all elements of the Department and/or School guidelines, detailing progress made and areas to be improved. The review, to be signed by the faculty member and the Chairperson, must reach the Provost one week prior to Commencement Day.
- Second and fourth years: As in the first year, the tenure-track faculty member, in consultation with the Department Chairperson, will complete an annual review. This review should address all elements of the Department and/or School guidelines, detailing progress made and areas to be improved. All tenured members of the Department must review the materials submitted by the non-tenured faculty member, participate in a discussion with the Chairperson regarding the faculty member's qualifications and register judgment with the Chairperson on the faculty member's progress toward tenure. Preparations for both reviews will include classroom visits by tenured members of the Department, thorough review of student teaching evaluations, discussion of the faculty member's service to the University, and progress made in responding to concerns raised in previous annual reviews. This document will also include the Department Chairperson's recommendation regarding whether or not a contract should be issued to the faculty member for the year after the next academic year (e.g., the review at the end of the second year constitutes a recommendation regarding a contract for a fourth year). Copies of the Chairperson's letter to the Provost in the second and fourth year reviews will be sent to all tenured members of the Department. The second and fourth year review letters must be submitted to the Provost one week prior to Commencement Day.
- Fourth Year Only: The review will include evaluative comments from persons outside the Department regarding service to the University. The Department Chairperson will include in the written report a description of the procedure followed to obtain these comments.
- Third and Fifth Years: As in the first year, the tenure-track faculty member, in consultation with the Department/School Dean, will complete an annual review and submit one copy to the Provost. This review should address all elements of the Department and/or School guidelines, detailing progress made and areas to be improved, and should be signed by the faculty member and the Chairperson. The review should include the Department Chairperson's recommendation as to whether or not a contract should be issued to the faculty member for the year after the next academic year and must reach the Provost one week prior to Commencement Day.

3.A.2 Tenure Application Process

The Promotion and Tenure Committee assumes primary responsibility for planning and implementing annual fall workshops, to be held no later than October 1, for Department Chairpersons, School Deans, new faculty, the Provost, and other members of the faculty

who plan to submit a request for promotion or tenure in that year. The purposes of the workshop are: (1) to clarify the roles of Department Chairpersons, School Deans, the Provost (including their important contributions to the formative process of faculty development), and the Promotion and Tenure Committee in this process, (2) to help faculty understand and prepare for the application process for promotion and/or tenure by reviewing relevant P& T documentation, and (3) examples of previously successful promotion and tenure portfolios in the Provost's office.

3.B. Promotion for Full-Time Faculty

3.B.1 Promotion to Assistant Professor

Beginning with the second year of appointment as an Lecturer, a faculty member may apply for consideration for promotion on an annual basis.

The earliest that consideration may take place on this basis would be during the candidate's second year for possible promotion effective August 1 of the third year.

During the first year of appointment as a Lecturer, the faculty member may apply for consideration for promotion with the understanding that applications initiated during this first year should be premised on outstanding contributions by the candidate. These contributions should be thoroughly documented.

3.B.2 Promotion to Associate Professor

- An earned doctorate or its equivalent is required for eligibility with the exception stated in items 3.B.4 and 3.B.5 below.
- Beginning with the sixth year of appointment as an Assistant Professor, a faculty member may apply for consideration for promotion on an annual basis.
- The earliest that consideration may take place on this basis would be during the candidate's sixth year for possible promotion effective August 1 of the seventh year.
- Applications are to be initiated as outlined in General Procedures.
- During the first six years of appointment as an Assistant Professor, a faculty member may apply for consideration for promotion with the understanding that applications initiated during these first five years should be premised on outstanding contributions by the candidate. These contributions should be thoroughly documented.

3.B.3 Promotion to Professor

- An earned doctorate or its equivalency is required for eligibility, with the exception stated in 3.B.4 and 3.B.5 below.
- Beginning with the sixth year of appointment as an Associate Professor, a faculty member may apply for consideration for promotion on an annual basis.

- The earliest that consideration may take place on this basis would be during the candidate's sixth year for possible promotion effective August 1 of the seventh year.
- During the first five years of appointment as an Associate Professor, the faculty member may apply for consideration for promotion with the understanding that applications initiated during these first five years should be premised on outstanding contributions by the candidate. These contributions should be thoroughly documented.

3.B.4 Promotion without an earned Doctorate

Assistant Professors not holding an earned doctorate or its equivalent may apply for promotion to the rank of Associate Professor after ten years in rank. The faculty member will be required to present evidence of accomplishment in his/her discipline comparable to the completion of the doctorate; these special achievements should reflect positively on Baldwin Wallace University particularly outside the immediate University community.

Faculty members who are hired at the Associate Professor rank but who do not hold an earned doctorate or its equivalent may apply for promotion to the rank of Professor after ten years in rank. The faculty member will be expected to present evidence of accomplishments in his/her discipline comparable to the completion of the doctorate; these special achievements should reflect positively on Baldwin Wallace University, particularly outside the immediate University community.

3.B.5 The Masters of Fine Arts (MFA) as a terminal degree

The MFA may be used as a guarantee of a high level of professional competence in the arts. It can also be accepted as the equivalent of a terminal degree in the arts.

No academic degree other than the MFA degree or equivalent professional achievement should be regarded as qualification for appointment to professional rank, promotion, or tenure. Degrees in education and related fields shall not be required except for faculty appointed specifically to teach courses in education. Similarly, education degrees should not be regarded as constituting appropriate preparation for teaching studio art courses.

Determination of Equivalency to the MFA

In the case of obviously outstanding persons, whose achievements, contributions, and reputation are widely known, a definite formula for equivalency to the MFA is hardly necessary, as there would probably be little or no disagreement.

3.C Promotion and Tenure Criteria

3.C.1 Teaching Effectiveness

Teaching effectiveness is the single most important criterion for promotion and tenure.

Departments should use procedures and criteria appropriate to their disciplines and to Baldwin Wallace in formulating their evaluation of a candidate's effectiveness. It is the responsibility of the candidate for promotion and tenure to provide convincing objective and subjective evidence of continuing teaching effectiveness. This evidence must include multiple measures including the results of student evaluations and evaluations of teaching by other members of the Faculty.

The candidate may also submit appropriate evidence of classroom procedures, including syllabi, tests, excerpts from lectures, material in support of lectures or discussion, or anything else, which he/she considers relevant.

3.C.2 Scholarship and Professional Activities

Baldwin Wallace University is a community of scholars and we value many kinds of scholarship, including publication in a scholarly journal; a book chapter or an entire book; presentation at state, regional, national or international conferences; and public performances or shows in the arts.

Other kinds of scholarship are equally important and deserve recognition:

- Scholarship that makes interdisciplinary connections. Examples might include developing new courses in a new major or minor that the University adopts.
- Scholarship that seeks to address significant problems both within and outside the University community. Examples might include conducting institutional research on undergraduate education or engaging in consulting work on behalf of a community-based organization.
- Scholarship that increases the breadth and/or depth of understanding within one's field of expertise or which demonstrates commitment to the ideals of liberal education. Examples might include the holding of professional office with an appropriate organization, membership on an editorial board, acknowledgments through award(s) or in reviews from professionals in one's field that document the significance of a contribution, notable accomplishment in developing new courses in one's discipline, or extraordinary accomplishment in pursuing programs of study designed to assure continuing breadth and /or depth of understanding of material related to one's teaching.
- The Baldwin Wallace University definition of scholarship and professional activity is derived from Earnest Boyer, Scholarship Reconsidered: Priorities of the Professoriate (Princeton University Press, 1990). Boyer's distinctions between the scholarship of discovery, of integration, of application, and of teaching may be of use in defining departmental criteria.

Specific explanations of accomplishment in any of these areas are expected. The description should clearly demonstrate a serious and sustained commitment to at least one of the areas described above. Candidates for tenure are expected to demonstrate a pattern of professional development that suggests the likelihood of continuing commitment to scholarly activity and growth during a career at Baldwin Wallace University.

3.C.3 Student Advising

All faculty are expected to engage in the advising of students. They must meet regularly with their assigned advisees to discuss career goals, academic plans and course selections. Faculty must be regularly available to their advisees and other students for advice within their area of expertise and experience.

- The candidate is encouraged to submit data and other information to substantiate his/her claim of fulfilling these expectations.
- The candidate is also invited to describe any involvement with student counseling and/or student organizations. Such work might include advising organizations which are formally constituted on campus, or may involve less formally-structured activities which the candidate considers significant such as advising graduate school aspirants, or working with student interns,. Recognition such as individual student response or letters from peers, as well as formal awards for such activities (e.g., the Bechberger prize), may be cited.

3.C.4 University Service

The candidate must cite University/Department/School committee work as part of their promotion and tenure process. Candidates who have made significant contributions should explain the specific nature and products of such service and request letters of support.

- A candidate should cite work such as working on the restructuring of Department curricula, contributing to the Department's assessment program, and organizing appearances by outside speakers.

3.C.5 Professional and Ethical Relationships

Persons granted promotion and/or tenure are expected to have shown a pattern of ethical behavior and professionalism in their relationships with faculty and administrative colleagues and students.

In his/her letter evaluating the candidate's application, the Department Chairperson must assess the candidate's professional behavior in relationships with faculty, staff, and students. The letter should include a record of any specific complaints or problems that have occurred during the candidate's tenure at Baldwin Wallace University that have reached the Chairperson if he/she considered these complaints serious enough at the time to discuss them with the instructor. In such cases, summaries of the discussion written by both should be submitted with the candidate's application.

3.D Promotion Process

3.D.1 Personal Letter

A comprehensive letter in which the candidate critically evaluates the materials presented in each area relative to departmental criteria should preface applications for promotion and tenure.

3.D.2 Process

Faculty members applying for promotion in rank (except Department Chairs and Associate Deans) will submit a letter of application for promotion to the Promotion and Tenure Committee, Department Chairperson, and Dean of the School. Based upon documentation submitted by the applicant, the Department Chairperson in consultation with other members of the Department will recommend the granting or denying of promotion to the candidate. A copy of this recommendation and supporting rationale will be forwarded to the Dean of the School, the Promotion and Tenure Committee, and the candidate.

In cases involving the promotion of a Department Chairperson, the role of Department Chairperson for this purpose will be assumed by the next senior member of the Department or a member selected by the Department. The remaining procedures will be as specified above.

Upon receipt of a recommendation from a Department Chairperson regarding the granting or denying of promotion to any faculty member of her/his School, the Dean will prepare a recommendation for granting or denying promotion to the candidate. A copy of the recommendation and supporting rationale will be forwarded to the Promotion and Tenure Committee, the Department Chairperson and the candidate.

In cases involving the promotion of an Associate Dean, a recommendation will be prepared by the Department Chairpersons of the appropriate Department. A copy of the recommendation and supporting rationale will be forwarded to the Promotion and Tenure Committee, and the candidate.

- The Promotion and Tenure Committee will examine each recommendation submitted to it.
- The committee's recommendation will be submitted to the Provost and will include a detailed rationale supporting its recommendation.
- A copy of the committee's recommendation will be forwarded to the appropriate Dean, Department Chairperson, and candidate.
- A Department Chairperson or Dean may, upon request, appear before the council and make a statement relevant to the recommendation in question. The committee may invite a Department Chairperson or Dean to appear before it.
- Any candidate for promotion may, upon request, appear before the committee and make a statement relevant to the recommendation in question. The committee may invite a candidate for promotion to appear before it.
- The action of the Provost is final with respect to this committee. A member of the faculty who wishes to question her/his recommendation may appeal to the Grievances Review Committee.

3. E Promotion-in-Rank

3.E.1 Eligibility

Faculty may apply for a promotion-in-rank based on the following eligibility requirements:

1. Eligibility is limited to those candidates who are permanently ineligible to apply for a rank promotion.
2. Candidates may not apply for early promotion-in-rank.
3. Beginning with the sixth year of appointment in rank, candidates may apply for consideration for promotion-in-rank on an annual basis until granted.
4. Candidates may apply for a subsequent promotion-in-rank subject to the time line described above.
5. Candidates must demonstrate that they have taught a minimum of at least $\frac{1}{2}$ of the normal course base load throughout the time period under review.

3.E.2 Application Process

Faculty members applying for promotion-in-rank will submit a letter of application for promotion to the Promotion and Tenure Committee, Department Chair, and/or School Dean and follows the criteria for promotion from Associate Professor to Professor. Based upon documentation submitted by the applicant, the Departments/Schools in consultation with other members of the Department/Schools will recommend the granting or denying of promotion to the candidate. A copy of this recommendation and supporting rationale will be forwarded to the School Dean, the Promotion and Tenure Committee, and the candidate.

3.E.3 Evidence

1. Letters to candidate from Provost and Promotion & Tenure Committee from the candidate's last promotion (if applicable)
2. Portfolio must include evidence since the candidate's last promotion
3. Teaching effectiveness is the single most important criterion for promotion. Multiple measures demonstrating teaching effectiveness will be required.

Required:

- Two peer reviews over the most recent six year review period replacing guidelines that require multiple annual peer reviews.
- Student evaluations

Optional measures (for example):

- Course development or re-design
- Letters from alumni

Teaching effectiveness is the single most important criterion for promotion. Departments/Schools should use procedures and criteria appropriate to their disciplines and to Baldwin Wallace in formulating their evaluation of a candidate's effectiveness.

It is the responsibility of the candidate for promotion to provide convincing objective and subjective evidence of continuing teaching effectiveness. This evidence must include multiple measures including the results of student evaluations and evaluations of teaching by other members of the Faculty.

The candidate may also submit appropriate evidence of classroom procedures, including syllabi, tests, excerpts from lectures, material in support of lectures or discussion, or anything else, which he/she considers relevant.

4. Scholarship and Professional Activity:

Baldwin Wallace University is a community of scholars and we value many kinds of scholarship, including publication in a scholarly journal; a book chapter or an entire book; presentation at state, regional, national or international conferences; and public performances or shows in the arts.

Other kinds of scholarship are equally important and deserve recognition:

- Scholarship that makes interdisciplinary connections. Examples might include developing new courses in a new major or minor that the University adopts.
- Scholarship that seeks to address significant problems both within and outside the University community. Examples might include conducting institutional research on undergraduate education or engaging in consulting work on behalf of a community-based organization.
- Scholarship that increases the breadth and/or depth of understanding within one's field of expertise or which demonstrates commitment to the ideals of liberal education. Examples might include the holding of professional office with an appropriate organization, membership on an editorial board, acknowledgments through award(s) or in reviews from professionals in one's field that document the significance of a contribution, notable accomplishment in developing new courses in one's discipline, or extraordinary accomplishment in pursuing programs of study designed to assure continuing breadth and /or depth of understanding of material related to one's teaching.
- The Baldwin Wallace University definition of scholarship and professional activity is derived from Earnest Boyer, Scholarship Reconsidered: Priorities of the Professoriate (Princeton University Press, 1990). Boyer's distinctions between the scholarship of discovery, of integration, of application, and of teaching may be of use in defining departmental criteria.

Specific explanations of accomplishment in any of these areas are expected. The description should clearly demonstrate a serious and sustained commitment to at least one of the areas described above. Candidates for tenure are expected to demonstrate a pattern of professional development that suggests the likelihood of continuing commitment to scholarly activity and growth during a career at Baldwin Wallace University.

5. Student Advising

All faculty are expected to engage in the advising of students. They must meet regularly with their assigned advisees to discuss career goals, academic plans and course selections. Faculty must be regularly available to their advisees and other students for advice within their area of expertise and experience.

The candidate is encouraged to submit data and other information to substantiate his/her claim of fulfilling these expectations.

6. University Service

The candidate must cite University/Department/School committee work as part of their promotion and tenure process. Candidates who have made significant contributions should explain the specific nature and products of such service and request letters of support.

A candidate should cite work such as working on the restructuring of Department curricula, contributing to the Department's assessment program, and organizing appearances by outside speakers.

7. Professional and Ethical Relationships

Persons granted promotion are expected to have shown a pattern of ethical behavior and professionalism in their relationships with faculty and administrative colleagues and students.

In his/her letter evaluating the candidate's application, the Department Chairperson must assess the candidate's professional behavior in relationships with faculty, staff, and students. The letter should include a record of any specific complaints or problems that have occurred during the candidate's tenure at Baldwin Wallace University that have reached the Chairperson if he/she considered these complaints serious enough at the time to discuss them with the instructor. In such cases, summaries of the discussion written by both should be submitted with the candidate's application.

It will remain the candidate's responsibility to demonstrate performance levels in each evaluative area, and promotion-in-rank. If approved, the promotion-in-rank would become effective August 1 of the following year.

3.F Promotion for Librarians

3.F.1 Promotion to Librarian II

A master's degree in library science is the minimum degree for the rank of Librarian I. During the first year of appointment as librarian, he or she may be recommended for promotion.

Recommendation initiated during the first year should be premised on outstanding contributions by the librarian

Beginning with the second year of appointment as a Librarian I, each librarian must be considered for promotion on an annual basis.

Recommendations are to be initiated as outlined below.

3.F.2 Promotion to Librarian III

A completed subject master's degree or a sixth year program from an ALA approved library school.

During the first four years of appointment as Librarian II, the librarian may be recommended for promotion. The librarian should premise recommendations initiated during these first four years on outstanding contributions.

Beginning with the fifth year of appointment as Librarian II, each eligible librarian must be considered for promotion on an annual basis.

Librarians who have long service to the University (currently interpreted as 10 years or more) and who exhibit exceptional merit may be considered for promotion to the rank of Librarian III even though they do not have a second master's degree.

3.F.3 Promotion to Librarian IV

Upon appointment as Director of the Library, or Receipt of an earned doctorate in a subject area or its equivalency and five years at the rank of Librarian III.

Librarians who are hired at Librarian III rank but who do not hold an earned doctorate or its equivalent may apply for promotion to the rank of Librarian IV after ten years in rank. The librarian will be expected to present evidence of accomplishments in his/her discipline comparable to the completion of the doctorate; these special achievements should reflect positively on Baldwin Wallace University, particularly outside the immediate University community

3.F.4 Process

In the case of every individual being considered for promotion, the Director of the Library prepares a recommendation for granting or denying promotion to the individual concerned. A copy of the recommendation and supporting reasons are forwarded to the Promotion and Tenure Committee, the Provost of the University, and the candidate.

The Promotion and Tenure Committee considers each case individually and makes its recommendation to the Provost of the University, with copies being sent to the Director of the Library and the candidate.

The Provost examines each recommendation submitted. In the case of a disagreement involving the Director or the librarian, the Provost's report will include a statement of reasons supporting his/her recommendation. A copy of the Provost's recommendations is forwarded to the Director, the librarian seeking promotion, and the Promotion and Tenure Committee

The Director and/or the candidate for promotion may, upon request, meet with the Provost and make a statement relevant to the recommendation in question. The Provost may invite the Director and/or librarian to meet with him/her. The recommendation of the Provost may be appealed to the President.

3.G Promotion for Part-Time Faculty

The ranks for adjunct faculty are: Lecturer I, Lecturer II, Lecturer III, and Lecturer IV.

The following university-wide guidelines have been established for promotion of adjunct faculty members.

All departments and/or schools are required to create and submit for approval to the Promotion & Tenure Committee and the Office of Academic Affairs new adjunct promotion guidelines, consistent with these university-wide guidelines, to serve as the basis for future adjunct faculty applications for promotion.

3.G.1 Promotion Criteria

Candidates should contact the department chairperson for a copy of the departmental guidelines for promotion.

3.G.2 Promotion to Lecturer II

After the first 30 semester hours at Baldwin Wallace University, the adjunct faculty member may be considered for promotion to the next level, effective the following academic year. For promotion to Lecturer III or IV, the candidate must meet eligibility requirements outlined in Section 3.F.3.

3.G.3 Promotion to Lecturer III and IV

To qualify for Lecturer III or IV, the candidate must possess an earned doctorate or its equivalency, unless exempted by department or school guidelines. However, an adjunct faculty member who has been in service to the University for ten or more years, does not have an earned doctorate or its equivalency, and who has taught at least 134 semester hours may be considered for the rank of Lecturer III because of outstanding professional experience and expertise, as determined by each department or school. The candidate must provide documentation of such outstanding professional experience and expertise

3.G.4 Criteria

The candidate must fulfill all guidelines from section II below for each promotion.

Teaching Effectiveness

Teaching effectiveness is the most important criterion for promotion. Departments should use procedures and criteria appropriate to their disciplines and to Baldwin Wallace in evaluating a candidate's effectiveness. It is the responsibility of the candidate to provide convincing objective and subjective evidence of continuing teaching effectiveness. This evidence must include multiple measures, including the results of student evaluations prescribed by the University and/or department/school. University approved student evaluations must be submitted for at least 50% of the candidate's courses.

Each candidate must also secure at least two peer reviews of teaching by full-time members of the department or school who have visited the candidate's classroom and reviewed materials pertaining to the candidate's teaching. Other kinds of evidence, including responses by individual students, grading and enrollment data compared to departmental and University norms, and formal awards for teaching may also be included and are encouraged.

The candidate may also submit appropriate evidence of classroom procedures, including syllabi, tests, excerpts from lectures, material in support of lectures or discussion, or other materials he/she considers relevant.

Scholarship and Professional Activity

Baldwin Wallace University is a community of scholars and values many kinds of scholarship. Every adjunct faculty member should engage in on-going scholarship and professional pursuits that foster life-long professional growth and development. Scholarship which includes students is highly valued. Thus, each candidate should provide evidence of some form of on-going scholarship and professional growth in his/her field of teaching activity. Examples might include publications, presentations at scholarly meetings, active participation in relevant professional associations, original art or music, reviews of musical performance, or work-related activities that are relevant to one's field of teaching. Academic departments are encouraged to specify the kinds of scholarship and professional activities that are relevant to their teaching disciplines.

University Service

While service to the university is not a requirement for promotion, any such documented activities can be included as evidence of commitment to the department, school, and/or university community.

Professional and Ethical Relationships

Adjunct faculty are expected to have shown a pattern of ethical behavior and professionalism in their relationships with faculty and administrative colleagues and students.

3.G.5 Process

Each candidate must include two teaching observations, from their department or school chair, prior to submitting an application for promotion. The instrument for this evaluation will be developed by each department or school. The candidate may write a follow-up letter to add to any comments or explanations. A written record of this review will be put in the candidate's file with a copy to the chair and the candidate, to be included in the candidate's application for promotion.

Applications for promotion should be prefaced by a comprehensive letter in which the candidate critically evaluates the materials presented relative to the criteria for promotion. Prior to the candidate's application for each level of promotion, the candidate will meet with the chairperson of the department for a formal review of the candidate's student evaluations of teaching, peer reviews, and other materials relevant to the promotion request. The substance of this meeting will be documented in writing and included in the candidate's application for promotion.

It is the responsibility of the candidate to compile all required application materials and submit these materials for review by the department chair.. The materials will then be forwarded to the Promotion & Tenure Committee, the Provost, the President, and the Board of Trustees of the University. A copy of the Committee's recommendation will be forwarded to the department chair and the candidate.

A department chair may, upon their request, appear before the Committee to make a statement relevant to the recommendation in question. The Committee may invite a department chair to appear before it.

Any candidate for promotion may, upon his/her request, appear before the Committee and make a statement relevant to the recommendation in question. The Committee may invite a candidate for promotion to appear before it.

3.H Extended Review of Tenured Faculty

This review process is intended as a means to support on-going professional development. The process supports a learning community in which faculty collaborate to exchange feedback and discuss teaching and other aspects of faculty work. The central goal of the process is continuous improvement. The results of this review shall not be used for the purposes of salary determination or promotion in rank.

3.H.1 Responsibility

The Faculty Affairs Committee will administer the process, maintain records, and complete a summary report.

Tenured faculty will be randomly assigned to pairs for peer review once every five years after receiving tenure. Thus, one fifth of tenured faculty will be involved in the review each year. Tenured faculty who are currently on sabbatical or were promoted in the previous four years will not be included in the review process.

By the end of the third week of Fall semester of the academic year, the Faculty Affairs Committee will arrange for one fifth of the tenured faculty to participate in the review. Faculty will be randomly teamed with colleagues from different schools. Each participant will function in two roles: as reviewee with one partner and as reviewer for another partner.

3.H.2 Process

Reviewers will observe at least one class of his/her partner. Participants will meet before the class to discuss the goals of that particular class and any particular aspects of classroom dynamics or teaching about which the reviewee would like feedback. Summaries of teaching evaluations generated from peer visitations, student feedback (standardized, instructor generated, or otherwise), and assessments will be provided by the reviewee to his or her reviewer prior to the classroom visitation.

At that meeting, participants will also discuss the reviewee's activities and concerns regarding advising, teaching, service to the university, research, and other work related to the profession. Some suggestions for discussions are to

- Share a summary of student evaluations
- Share syllabi
- Share the class Blackboard site
- Share the host's Annual Performance Reports

The reviewer will then visit the reviewee's class.

Participants will meet after the visit to discuss the experience. Post observation discussions should be scheduled within 1-2 weeks of the classroom visitation. The post-observation discussion should include any of the following topics not already exhausted in the pre-observation discussion, such as:

- Faculty member's goals and how they are related to the scholarship and teaching
- Teaching observation
- Student evaluations
- Ideas for innovative teaching or assessment techniques
- Scholarship and Research activities
- Advising, contributions to the university and other faculty responsibilities
- Resources needed to allow faculty member to reach his or her goals.

Reviewees will provide in the report at least one set of student evaluations from the time of his/her last review (or, if applicable, promotion). Reviewees may use student or other standardized evaluations, or other measures such as departmental or self-generated forms, student focus group, etc.

The reviewer will write a feedback letter to the reviewee. This letter will identify the points discussed and offer feedback and suggestions as appropriate. Reviewees will then prepare individual reports about the outcomes of the review process.

Reports will be submitted to the Faculty Affairs Committee by Friday of the eighth week of Spring semester.

3.H.3 Summary Report

From the materials submitted by the participants, the Faculty Affairs Committee will complete a summary report. The report will include a summary of the findings, emphasize best practices identified through this process, and highlight common issues. The summary report, for example, might identify areas for additional faculty support and training.

The summary findings will be shared with the Faculty Senate, Department Chairs, and the Provost. The summary report will also be posted on the Faculty Affairs Committee Blackboard site, making it accessible to all voting faculty.

The Faculty Affairs Committee will prepare an Individual Report Table listing the name of each participant and his or her strengths and/or identified needs. This table will be shared with the Provost.

Should a participant have particular need for assistance in faculty development, a member of the Faculty Affairs Committee will meet with that person and the Department Chair or School Dean to discuss strategies to assist the faculty member. The main points of this discussion will be included in the Individual Report Table. At the faculty member's next Extended Review, the Individual Report Table will note the outcomes of the strategies suggested after the previous review.

Should any difficulties be identified with compliance, the Chair of the Faculty Affairs Committee will report the concern to the faculty member's Department chair and notify the faculty member that he or she has done so. Addressing the concern will be the responsibility of the department chair.

Each year, the Faculty Affairs Committee will submit for publication in *Synergies* or the University's website items that highlight the commendable work being done by faculty who have participated in the most recent Extended Review.

3.H.4 Timeline

The Timeline for Extended Review of Tenured Faculty is as follows:

September (end of the third week of classes)--Faculty assignments determined; faculty notified.

October-February--Conferences, classroom visits, teaching evaluations (if applicable) occur

March (Friday of the eighth week of classes)--Reports due to Faculty Affairs Committee

March (ninth week of classes)--Survey of process conducted

April (one week prior to Spring Board Meeting)--FAC report completed; sent to Provost

Section 4: Faculty Policies

4.A Faculty Classroom Expectations

4.A.1 Syllabus - The instructor must provide a detailed, written syllabus for each course. The syllabus should contain, at minimum, the following information:

- The general objectives of each course.
- Expectations of student performance
- Student learning outcomes
- Adequate notice of dates of examinations, when papers are due, when trips are planned, etc.
- The procedures and standards by which the student will be evaluated. Work submitted by the student should be available for inspection for at least one semester after the completion of the course. Records of the student's final performance should be retained.
- Clear attendance expectations.
- The texts, related readings, laboratory or studio supplies, and other materials required for the course. Expected additional costs should also be made known.
- In addition, the instructor should provide adequate notice of any major changes in the procedures of the class.

4.A.2 Textbook Selection

Each semester, the University Bookstore requests that Faculty order textbooks for the following semester. Textbook Order Forms are provided by the Bookstore, and these forms should be completed in full, including an estimate of the number of texts needed, and returned to the Bookstore on or before the deadline indicated. Should the Bookstore encounter difficulty in obtaining texts, the faculty member will be informed and resolution affected.

The faculty member must order complimentary and/or review copies directly from the publisher. Desk Copy Request Forms and a Directory of Publishers are available for Faculty at the Bookstore.

Adjunct Faculty should consult with Department Chairperson or School Dean in the selection of textbooks for their classes and together determine the procedure for placing orders for texts with the Bookstore.

4.A.3 Student Purchase of Faculty-Authored Books or Other Materials

Faculty members who intend to require Baldwin Wallace University students to purchase materials for which they or any other member of the faculty hold the copyright (or a right to receive a royalty or other payment there from) shall obtain the consent of the Dean before making that requirement. In such situations, the Dean may appoint an ad hoc advisory committee to make a recommendation to her/him on the appropriateness of requiring students to purchase the copyrighted material. Members of the committee may be composed of members of the Baldwin Wallace University Faculty and/or appropriate members of the academic

community beyond the University. All such materials are to be sold by the bookstore and not by the instructor in class.

4.A.4 Office and Office Hours

Full-time faculty members are provided with office space for carrying on instructional, administrative, and advising functions.

Faculty members should post their office hours and should observe them.

4.A.5 Class Meetings

Class meeting times are determined by the Department Chairpersons, subject to the approval of the Registrar, and are printed in the schedule issued each semester by the Registrar's Office.

- Meeting times may not be changed without consultation with the Provost or Associate Provost.
- The instructor should meet classes punctually and for the entire period.
- Faculty members who are unable to meet a class should notify the Department Chairperson.
- No faculty member may restrict admission to one of her or his courses without prior approval of the Office of the Provost or the appropriate faculty committee. If such approval is granted, the restriction may not take place until after publication in the University Catalogue.

4.A.6 University Absence Policy

- The policy of the University is that all students are expected to attend all classes. It is realized, of course, that not all students will or can attend all classes. Excused absences from class fall into three main categories:
 - Absences for field trips or activities directly involved with the academic program.
 - Absences for official University functions and activities, such as intercollegiate athletic competitions and co-curricular activities of performing groups or individuals.
 - Absence for death in the family, a serious illness, or a major religious holiday.
- No professor is required to excuse absences in excess of 10% of class meetings.
- It is the responsibility of the faculty member to have a clearly stated attendance policy included in each course syllabus. A professor may have a different policy if he or she wishes and if it is stated in the syllabus.
- Any student who wishes to be excused for reasons of "serious illness" must present documentation to the Student Affairs office.
- Any student who wishes to be excused because of a death in the family must present documentation to the Student Affairs office.
- Any student who wishes to be excused for sports-related events or academic field trips must present the professor with advance notification (e.g., at the beginning of the term for scheduled events, and as far in advance as possible for events scheduled while the term is in progress).

- Regardless of reasons for the absence, the student is responsible for contacting the professor at the beginning of the term for scheduled events, and as far in advance as possible for events scheduled while the term is in progress. *The student is responsible for any work he/she may have missed due to absence, excused or unexcused.* It is up to the discretion of the professor to decide when, where, and how the missed work is to be completed.

4.A.7 Assessment of Student Learning

All faculty members are expected to use educationally sound methods of assessing student progress. Depending on their course objectives, instructors might use such methods as term papers, research papers, oral examinations, in-class examinations, or take-home examinations.

The final examination has traditionally been a significant tool in the measurement of student achievement. The faculty member who chooses not to use a final examination should do so only if he or she determines that such a device is not relevant to the methods and objectives of the course. Since most faculty members of the University do choose to administer final examinations as part of their evaluation procedure, the concluding week of the semester is set aside as the period to be used for such examinations. The last day on which final examinations are scheduled is designated the last day of the semester.

4.A.8 Examination Schedules

Final examinations in regularly scheduled day-session courses will be given during Final Examination Week at the time designated by the Registrar and published to the University community.

Final examinations in evening, weekend, and all summer courses are given during a designated final examination session. In some cases, the last class meeting is designated.

In courses where a final examination is not used, the faculty member should use the scheduled examination time for an educationally valid activity. **Note:** All classes must meet at the time of the scheduled final examination, whether or not a final examination is required.

If a faculty member believes that an out-of-class examination is the most appropriate type of final examination, the examination paper must be due at the time regularly scheduled for that class in the Final Examination Week. In order to permit students to schedule their time and to fulfill their other commitments, out-of-class examinations must be distributed to students at least one week before the date on which they are due.

Final examinations in laboratory courses and other courses meeting on an irregular time schedule, if deemed desirable by the faculty member in charge of

the course, will be given during the last scheduled meeting, normally during the week immediately prior to the Final Examination Week.

A faculty member may, if he or she has two courses or more with the same course number and content, permit a student to take a final examination in the other section if doing so does not inconvenience either the student or the faculty member.

A student who misses an examination without a valid excuse may not be permitted to take a make-up examination. If a student has a valid excuse, he or she may make up the missed examination, and the make-up examination may be scheduled at any time that is agreeable to both the faculty member and the student.

Three final examinations per day are scheduled by the Registrar. The hours scheduled for the final examinations on a given day of Final Examination Week are selected so as to minimize the probability of students having two examinations on a given day.

The Provost may make exceptions to these provisions in consultation with the faculty member(s) who would be affected by the exception.

4.B Non-faculty Classroom Expectations

4.B.1 Guest Speakers in Classes

If guest speakers are invited to give presentations in classes, an honorarium should not be offered.

4.B.2 Student Assistants

Students Assistants may do the following: grade tests, provide lectures, tutor students, create tests and quizzes, meet with study groups, and conduct research for the professor.

Guidelines

Each class for which a course assistant is used should have a statement in the syllabus explaining the role that the course assistant will play.

Course assistants should usually not be used as a substitute when the professor cannot be in the class.

The professor should grade any assignment that is used as part of the student's grade. An exception is that course assistants may be used to grade objective tests. Although it is not encouraged, if the professor wishes to have a course assistant grade subjective material, the professor must also grade the material. The professor is responsible for determining and recording the student's final grade. A faculty member should have no more than one course assistant per semester. A student should usually be a course assistant in no more than one course per semester.

Students who register for internship credit as a course assistant will register with the departmental prefix and 060. Supervising faculty will not receive any compensation for advising students under this number.

When a laboratory assistant, course assistant, or grader has access to grades and/or other confidential information about students, the supervising faculty member shall be responsible for assuring the assistant's or grader's compliance with ethical standards regarding the confidentiality of such matters.

4.B.3 Classroom Visitors

Audit Status

- In an audit status, a student enrolls in a course on a seat-available basis with the permission of the instructor. Audits are not permitted until after credit-seeking students have had a sufficient opportunity to enroll in the course.
- Audit assumes that the student has fulfilled some minimal requirements as determined by the instructor. Those requirements would usually be in terms of class attendance. That is, audit would not normally require and/or permit a student to have her or his work in the course evaluated by the instructor—e.g., quizzes, papers, exams, etc.
- However, if an instructor and an audit student agree to such requirements, such an exception is permissible. If the student has fulfilled the requirement for audit as determined by the instructor, then the fact that the student audited the course appears on her or his transcript. If a student registers for audit but does not fulfill the audit requirements, the audit does not appear on her/his transcript.

Arrangement for audit for various categories of students will be determined as follows:

- Full-time students. Full-time students may enroll for an audit at no charge provided that the total number of hours taken (credit + audit) does not exceed 23.
- Part-time students. Part-time students may audit courses according to the conditions mentioned above at a reduced charge. Part-time student status is determined by the number of hours being taken for credit. Part-time students should consult the cashier for current audit charge information.
- Alumni. The alumni audit program applies to Baldwin Wallace graduates only. All alumni audits will be coordinated by the Office of Adult and Continuing Education if the courses involved are the evenings or weekends. Administrative processing of all audits occurs through the Registrar's office

4.C Academic Honesty

4.C.1 Definition of Academic Honesty

Baldwin Wallace is committed to the growth and learning of its students and believes strongly that such growth and learning prospers best within a community of trust. We believe that academic honesty, the fair and straightforward representation of what one has learned, researched and/or written, is the foundation of a healthy environment for learning. Instructors, administrators, staff, and students alike are responsible for

upholding high ethical standards of academic honesty in all academic endeavors, and the academic community of Baldwin Wallace supports the policy that any form of academic dishonesty is a serious breach of ethics and shall be dealt with appropriately. This policy includes any and all instances of scientific misconduct or misconduct in science, which is defined as “fabrication, falsification, plagiarism, or other dishonest practices. It does not include honest error or honest differences in interpretations or judgments of data.”

Administrative responsibility

All department chairpersons, supervisors and deans are expected to make sure that the employees under their supervision understand and carry out their responsibilities for developing, supporting, and maintaining academic honesty in the Baldwin Wallace community.

Instructor’s Responsibility

It is the responsibility of all instructors to remind their students about the University Academic Honesty policy, to help their students develop documentation and cooperative learning skills appropriate to the instructors’ disciplines and subject matter. In this effort, all instructors should tell students when it is appropriate for them to collaborate on an assignment and when it is not, explaining carefully the reasons for the distinctions and the penalties for inappropriate cooperation. They should also provide the students with models for documentation that are based upon the newest revision of the chosen style guide and are consistent with current usage within the discipline. To this end, Baldwin Wallace has adopted a standard text that includes updated style guides for the MLA, APA, Chicago, AIP, and CBE styles of documentation. Instructors who wish to teach a method of documentation not covered in the style manual should provide the students with instructions about how to document according to that style and devote class time to explaining the documentation style and its advantages.

Staff Responsibility

All staff persons are responsible for supporting the instructors’ teaching and assessment of academic honesty in student work. Staff should help to explain to students why academic honesty is important in academic life and in the workplace, and should refer students back to their professors, to the Learning Center, or to the Writing Lab for any additional instruction that the students need.

Student Responsibility

It is the students’ responsibility to pay attention to the instruction in class, to learn the principles and mechanics of academic honesty, and to apply that knowledge in all of their work across the curriculum and outside of the classroom. Students are expected to understand and comply with the limits of collaboration imposed by each instructor, and to know how and when to document appropriately in the APA, MLA, Chicago, AIP, and CBE styles. Students who are unclear about the

rules and mechanics of documentation are expected to seek clarification from their professors, from the Writing Lab, or from the Learning Center.

Academic honesty violations

Behaviors that manifest academic dishonesty can be classified in three ways.

The first is claiming someone else's work as your own, including but not limited to the following examples:

- Using answers that someone else has given on a test
- Turning in a paper for which someone else did the original research and writing
- Quoting from another person without acknowledging that you are quoting and without giving the source of the quotation.
- Plagiarism, a specific form of false claim, is defined as using someone else's words or ideas, images, or other intellectual property, written, recorded, or spoken without identifying the source from which they come
- Using someone else's sentence structure, written, recorded, or spoken without identifying the source from which it comes
- Using the structure of someone else's argument, written, recorded, or spoken without identifying the source from which it comes
- Paraphrasing or rewording another's words or ideas, written, recorded or spoken, without identifying the source from which they come
- Missing or inadequate attribution of direct quotations.

The second is seeking an unfair advantage over other students in taking a test or fulfilling an assignment. Some examples of such behavior may include but are not limited to the following:

- Copying from another student's paper, or otherwise communicating with him/her during an examination
- Allowing another student to copy from one's exam paper
- Unauthorized use of notes or electronic devices during an exam
- Copying another student's homework or allowing another student to copy one's homework, or
- Acquiring a copy of an examination without the permission of the instructor.

The third is fraud. Examples include but are not limited to the following:

- Signing the name of an academic advisor or any instructor, staff member, or administrator to an official form or document
- Writing a paper or taking an exam for someone else
- Fabricating research material, interviews, or other sources for a project
- Creating, participating in, or using the services of any group or organization that promotes or contributes to academic dishonesty on the Baldwin Wallace University campus or in the global academic community.

4.C.2 Process for Academic Honesty Violations

(Note: The Policy for Responding to Allegations of Scientific Misconduct is separate process than what is detailed below and can be found on file in the Office of the Provost.)

Accusations against an Instructor

Instructors, staff, or students wishing to make an accusation of academic dishonesty against an instructor should contact the Grievance Review Board.

Accusations against Staff or Administrators

Instructors or staff wishing to make an accusation of academic dishonesty against a staff member or administrator should contact the staff member's or administrator's supervisor.

Students wishing to complain of suspected academic dishonesty against a staff member or administrator should contact the Associate Academic Dean for instructions about how to proceed.

Accusations against Students

Instructors, staff, or students wishing to make an accusation of academic dishonesty against a student should contact the Associate Provost.

4.C.3 Sanctions for Academic Honesty Violations

The following are the minimum sanctions that students who violate academic honesty shall incur:

First Offense

- Reduction in grade, as determined by the instructor. Such reductions may include failure or grade of zero on the test, paper, or project in question. This failure or zero may result in failure for the course.
- Notification of the student's faculty advisor.

Second Offense

- Failure of the course in which the academic dishonesty took place.
- Notification of the student's faculty advisor.

Alternative sanctions may include:

- Academic Probation.
- Academic Suspension.

Third Offense

- Academic Suspension or Expulsion from Baldwin Wallace University.

4.D Forgiveness Policy

All undergraduate students can retake any course only once and the new grade replaces the previous grade in their GPA calculation. While both grades would still appear on a university transcript, the first grade would not count toward the GPA and would be designated as such. The total number of forgiveness credit hours (attempted a second

time) shall not exceed 10 and does not apply to courses attempted/taken/planned beyond 90 credits.

4.E Student Evaluation of Instruction

Student evaluation of instruction constitutes one element in the process of making decisions on promotion and tenure. Using a systematic procedure of student evaluation does not substitute for other established evaluation guidelines.

Guidelines for student evaluation of instruction are as follows

I. For Non-Tenured Faculty

- Student evaluation forms are to be used in all classes during the faculty member's first year of teaching at Baldwin Wallace
- During the faculty member's second year, and in succeeding years prior to the granting of tenure, the faculty member will select at least 13 credit hours of course work for the student evaluation. During these years, it is expected that each course taught would be evaluated at least once in a three-year period, and if requested by the faculty member, new courses will be evaluated the first time they are taught; evaluation of all courses is not recommended as routine practice.
- Part-time faculty members will be expected to participate in evaluation for the first 23 hours of their instruction at Baldwin Wallace. After reaching 23 hours, the part-time person is asked to select one-half of her or his course work each year for evaluation.
- Persons who are teaching courses in graduate programs are expected to use evaluation forms in the same manner as those teaching undergraduate courses
- The evaluation instrument for the procedures described above will be the CourseEval. This instrument is provided by the Office of the Provost. An Associate Dean and/or the appropriate Department or School Chairperson will give assistance to the faculty member in interpreting the results, which will be available to all three parties.

II. For Tenured Faculty

- Tenured members of the faculty are expected to use student evaluation procedures periodically. It is suggested that each course taught by a given faculty member should be evaluated at least once every three years, and that each new course should be evaluated the first time it is taught.
- The faculty member may develop evaluation forms and procedures that are most suitable to his or her purposes. The University supports the use of CourseEval, unless another standardized system is requested by the faculty member and approved by the Office of the Provost. Faculty members are also encouraged to use essay forms of evaluations

4.F Faculty Leave Policies (Including Sabbaticals)

Unpaid Leave of Absence

- A faculty member with tenure may apply in writing for an unpaid leave of absence through their Department Chair/Dean to the Provost with indication of the manner in which her or his teaching responsibilities will be met during the absence.
- In an event a member of the teaching staff with tenure is granted an unpaid leave of absence, the question of whether the leave will be credited toward time required for promotion will be determined by the Department Chairperson, the Provost, and the President.
- No leave of absence prior to the time tenure is established counts toward tenure.
- Eligible faculty members for FMLA should consult the employee handbook for those guidelines.

Sabbatical Leaves

The sabbatical program operates under the following guidelines:

- A faculty member with tenure is eligible to apply in writing no sooner than the sixth year of full-time service to the University for a sabbatical leave to occur in the following year of service. Full-time tenured faculty members may apply for subsequent sabbaticals no sooner than the sixth year following completion of the previous sabbatical.
- During a sabbatical leave of absence, the faculty member will continue as a member of the faculty but will be relieved of all University duties except as may be specially arranged. Time spent on leave without pay may, under certain conditions, count toward service required for a sabbatical. The Faculty Development Committee establishes and publishes the deadlines for application.
- Faculty members are encouraged to take advantage of the opportunity for sabbatical leaves for the purposes of professional development and institutional enrichment. Upon the review and recommendation of the Faculty Development Committee, the University will make every reasonable effort to assure that faculty members have the opportunity to take a sabbatical leave.
- The salary of a person on sabbatical leave is as follows:
 - Full academic year → half salary
 - One semester → full salary
- If a faculty member takes a one semester sabbatical, he or she will receive load credit for his or her typical load (not including overload) for that semester and will take on a typical workload for the other semester. The faculty member's chairperson will determine what constitutes "typical" load for that person. Semesters during which the faculty member has been on reassigned time, administrative duty, or maternity, parental, disability, or other leave will not disadvantage the faculty member in calculation of typical load nor in calculation of time between sabbaticals. Examples: (a) If a faculty member typically teaches four classes in the fall and three in the spring, and wishes to take a sabbatical in fall semester, that person will receive load credit equivalent to the typical load he or she carries during fall semester (i.e. four classes) and will teach three courses during spring semester. (b) If a faculty member typically receives load credit for teaching and reassigned time equivalent to 23 hours for the academic year, the faculty member will receive load credit of 11.5 contact

- hours during the semester of sabbatical and will do work equivalent to 11.5 contact hours during the remaining semester.
- Sabbatical leaves may not be used by individuals who wish to teach at other institutions. Exceptions may be granted in cases involving awards and research grants which bring honor to the individual and the University.
 - A sabbatical leave may not be used as part of the last year of service before retirement.
 - Sabbatical leaves of absence are not cumulative.
 - Persons receiving a sabbatical leave must return for one full academic year of service after leave.
 - Persons returning from a sabbatical leave are expected to present a written or verbal report detailing the work done while they were on leave; a copy of this report should be sent to the Academic Dean, Chairperson, and the Faculty Development Committee.
 - The University will continue to pay its share of the group insurance, major medical programs, and retirement costs for all persons who are on sabbatical leave.

The process of considering a sabbatical leave is as follows:

1. The faculty member submits an application to the Faculty Development Committee by the date announced during the academic year prior to the year for which the sabbatical is requested.
2. Letters of support for the proposed sabbatical leave should be submitted by the appropriate Department Chairperson that indicate and recommend the manner in which teaching responsibilities will be handled during the absence of the faculty member requesting the sabbatical.
3. The Provost will submit sabbatical leave applications to the Faculty Development Committee by the first week of spring semester of the academic year preceding the year in which the sabbatical is to be taken. The Committee will consider the applications and make its recommendation to the Provost by the first week in February.
4. The Provost will notify a faculty member of tentative approval of the sabbatical request by the first week in March.
5. The President of the University submits recommendations to the Academic Affairs Committee of the Board of Trustees, and through them to the full Board of Trustees. Action for approval is taken at the spring meeting of the Board of Trustees.
6. The Provost, and/or Department Chairperson, and the Faculty Development Committee should be notified of any change in the proposed sabbatical leave.

In the event that the University cannot afford the number of sabbatical leaves recommended by the Faculty Development Advisory Committee, leaves will be approved by the Board in accordance with the following prioritized criteria.

1. award of Fulbright or other comparable grant
2. first-time sabbatical request
3. length of time since last sabbatical
4. length of time at the University

5. cost of staffing courses during sabbatical
6. value of proposed sabbatical project to the University
7. applicant's contribution to University in all areas of faculty work

Sabbatical Leaves for Department Chairpersons or Associate Deans

Typically, Department Chairpersons/Associate Deans give up this responsibility during their sabbaticals. At least two months prior to the beginning of the sabbatical the Chairperson/Associate Dean shall inform the Dean as to whether another member of the faculty will be serving in this role.

The arrangements for compensation will be negotiated with the Provost at the time the sabbatical is granted.

Section 5: Curricular Policies

The curriculum is a central part of the University program and requires constant and systematic attention by the Faculty and the University Curriculum Committee. Consideration of the curriculum will be carried out within the context of the following basic principles:

- The curriculum of the University is a primary responsibility of the faculty, and no alterations in it may be made without the approval of the Faculty. Procedures for curricular change shall be reasonable and shall be uniformly applied, and no action designed to improve the quality of the curriculum shall infringe upon the academic freedom of the individuals involved.
- Additions, deletions, or major alterations of courses or programs that carry academic credit require the approval of the sponsoring Department(s) and School(s) as well as that of the University Curriculum Committee and the Faculty.

5.A Curricular Formation and Changes

A proposal for a new or modified course should include the Department prefix; the course level for a new course (100, 200, etc.) or course number for a modified course; the number of credit hours; the catalog title; prerequisites, if any; the catalog description; and a rationale for the addition or modification, including a statement of the way in which any new or modified course will complement, supplement, or supersede the other courses making up the curriculum either of the sponsoring department or other departments. Additional information that would be helpful includes more detailed description of the course and description of any impact the new or modified course will have upon requirements for the major, availability of seats in core course, staffing, and total number of hours and courses in the Department's curriculum. In general, unless the Provost has already approved the addition of staff, the University Curriculum Committee will not approve proposals that would increase the number of teaching hours required to cover the Department's offerings.

Other considerations that may be relevant to a course or program proposal include these:

- The economic effects of the change on the programs of the rest of the University;
- The availability of instructors having the requisite professional qualifications: unless the addition of staff has been approved by the Provost, the University Curriculum Committee will not approve items that increase staffing needs.
- The availability of adequate library, audiovisual, computing, and/or laboratory resources to support the course or program under consideration;
- The University's desire to emphasize those areas common to the usual undergraduate program of the discipline involved with minimal duplication of topics between different courses either within a single Department or in separate Departments
- The University's desire to encourage the offering of interdisciplinary courses;
- The consistency of the course or program being considered with the academic standards of the University as perceived by the Faculty
- The testimony of such consultants as the faculty or its authorized representatives shall consult
- Analysis of teaching loads, enrollments, and the resources of the Department(s) affected by the proposal.

A proposal for change, after being approved by the sponsoring Department, should be submitted for approval by the appropriate School. If School approval is obtained, the request supplying the information indicated in section II A (above) is to be sent to the University Curriculum Committee. The University Curriculum Committee will consider the request, conferring if necessary with members of the sponsoring Department. If the University Curriculum Committee approves the requested change, it will recommend the change to the Faculty Senate.

If the University Curriculum Committee does not approve a request for a curricular change, the sponsoring Department or School may appeal the Committee's decision to the Senate Executive Committee.

No permanent curricular alteration may be implemented or advertised before the approval of the Faculty is obtained.

5.B Four-Year Course Policy

In order to accurately represent potential course offerings for current and prospective students the University Curriculum Committee recommends the following policy:

Every course listed in the Baldwin Wallace University Catalog must be offered, enrolled and taught at least once within four academic years. If a course does not meet this requirement, then the course will be dropped from the next published catalog.

The Department/School responsible for any course that does not meet this requirement will receive a reminder from the Registrar. The reminder will be sent during the fall semester of the third academic year of the catalog and, if no action has been taken by the department or school, another notification of the need to offer and conduct the course or

drop it from the catalogue will be sent during the fall semester of the fourth academic year of the catalog.

5.C Experimental and Special Topics Courses

It is the intention of the University to encourage creative curricular experiments

Experimental Courses

To facilitate this objective, experimental courses may be offered once or twice by obtaining the approval of:

- The Department in which the course is to be offered
- The School in which the course is to be offered; and
- The appropriate Curriculum Committee

After the course has been offered a maximum of two times as an experimental course, the sponsoring Department must either drop the course or submit a proposal through its School and the Curriculum Committee to the General Faculty asking for the addition of the course to the curriculum on a permanent basis.

Special Topics Courses

To facilitate the objective of encouraging creative curricular experiments, special topics seminar courses may be initially offered once or twice by obtaining the approval of:

- The Department in which the course is to be offered
- The School in which the course is to be offered

After the course has been offered a maximum of two times within a two year period as a special topics seminar course, the sponsoring Department must either drop the course or submit a proposal through its Department and the appropriate Curriculum Committee (Department/School Curriculum Committee and/or Core Curriculum Committee) to the General Faculty asking for the addition of the course to the curriculum on a permanent basis.

5.D Policies for Credit Bearing Courses

Courses and programs offered by the University for academic credit must:

- Correspond to the description approved by the Faculty Senate. Alterations in the course content or structure that would substantially alter this description require the concurrence of the faculty. In case of doubt, the appropriate curriculum committee will determine whether a change is substantial enough to require consideration by the Faculty Senate.
- Have a course title that reflects, as closely as possible, the course description. Course titles are proposed by the Department or School in which the course is to be offered and must be approved by the School, University Curriculum Committee and Faculty Senate.
- Have a course number that is to be assigned by the Registrar in consultation with the Department or School in which the course will be offered.
- Exhibit evidence of logical development, coherent planning, and continuing review by the instructor and the Department or School.

- Be graded on an A/B/C/D/F basis including the option of using pluses and minuses, unless approval is obtained from the appropriate curriculum committee and the Faculty Senate to grade it on an S/U basis.
- Be offered, enrolled, and taught at least once within four academic years. If a course does not meet this requirement, then the course will be dropped from the next published catalog. The Department or School responsible for any course that does not meet this requirement will receive a reminder from the Registrar. The reminder will be sent during the fall semester of the third academic year of the catalog and, if no action has been taken by the Department or School, another notification of the need to offer and conduct the course or drop it from the catalogue will be sent during the fall semester of the fourth academic year of the catalog.

5.E Off-Campus Study and All Other Programs

Off-campus study and all other programs offered under the auspices of the University which involve the granting of academic credit require the approval of the Departmental or School Curriculum Committee and the Faculty Senate in the same manner as a regular or experimental course.

5.F Courses Making Use of Electronic Resources

Faculty members are encouraged to make full use of electronic resources in their pedagogy. However, because the possibility exists of substituting electronic contact time for classroom contact time, fairness to the students and congruence with the mission of the University and with current policies require inclusion of electronic resources among matters considered in curricular policies.

Whenever a faculty member decides to substitute electronic contact for class time, the following guidelines should be followed:

- If the substitution involves less than 5% of the scheduled class contact time, no action is required.
- If the substitution involves between 5% and 20% of the scheduled class time, the Registrar should be notified and the course section marked as a Web-intensive course, for example, BUS208W.S01.
- If the substitution involves more than 20% of the scheduled contact time, the course or course section should be considered a new course and offered initially as an experimental course, requiring the approval of the Department, School, and the appropriate Curriculum Committee before it is taught. Once it has been offered once or twice, the course should be evaluated before it is resubmitted for approval as a permanent offering.

In no case should faculty members teaching a course under the “weekend format” (compressed format found in weekend and some minimester sections) substitute electronic contact time for class contact time. However, since the weekend format lends itself particularly well to supplementary material conveyed electronically, faculty

members teaching these sections are encouraged to use electronic resources to enhance the learning experience of their students.

For non-Web-intensive sections, faculty members are encouraged to communicate to students via the course schedule when a given course or section has substantial supplementary electronic content.

5.G Interdisciplinary Programs

Interdisciplinary programs may be structured differently than departmental programs.

- Interdisciplinary programs are represented by an Advisory Council.
- Hence, changes being proposed by an Advisory Council to one of these programs will require letters of support from any departments or schools affected by the proposed changes.
- Proposals move directly to the University Curriculum Committee (UCC) for approval and, pending approval, move to Senate for final approval.

5.H Hybrid Courses

Structure

The hybrid course model generally includes having the class meet in-person for a class period on the first day of class, for the midterm, and then for the final. The initial class serves multiple purposes:

- Provides an opportunity for the faculty and students to meet and establish a sense of community.
- Allows the instructor to describe the course learning outcomes and clearly establish the course goals
- Allows technical and administrative personnel to meet the class and provide support.

Criteria

- Principle 1: Good Practice Encourages Student-Faculty Contact
Lesson for online instruction: Instructors should provide clear guidelines for interaction with students
- Principle 2: Good Practice Encourages Cooperation Among Students
Lesson for online instruction: Well-designed discussion assignments facilitate meaningful cooperation among students
- Principle 3: Good Practice Encourages Active Learning
Lesson for online instruction: Students should present course projects
- Principle 4: Good Practice Gives Prompt Feedback
Lesson for online instruction: Instructors need to provide two types of feedback: information feedback and acknowledgement feedback
- Principle 5: Good Practice Emphasizes Time on Task
Lesson for online instruction: Online courses need deadlines.

- Principle 6: Good Practice Communicates High Expectations
Lesson for online instruction: Challenging tasks, sample cases, and praise for quality work communicate high expectations
- Principle 7: Good Practice Respects Diverse Talents and Ways of Learning
Lesson for online instruction: Allowing students to choose project topics incorporates diverse views into online courses.

5.I Service Learning

Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and engage in critical, reflective thinking on the service activity in such a way as to develop their academic skills, gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. It is designed to engage students in activities that address human and community needs within an academic framework.

Service learning in credit bearing courses takes various forms ranging from optional alternative assignments to a required part of a course to the Plus One Option below. It differs from volunteer work in that the participating students provide service directly related to course content and are required to reflect upon the connections between their service work and the course material they are studying.

Plus-One Option: A student initiated service-learning opportunity that allows students to receive one credit hour for a service-learning experience linked to a course in which they are enrolled. The proposed service-learning must enhance course objectives.

Guidelines & Criteria:

- The Plus-One Option is not available in a course in which service-learning is already embedded.
- Students must have at least a sophomore status with a 2.5 GPA or better.
- The student is responsible for initiating the proposal with the instructor.
- The service-learning must be completed concurrently with the course. If a student drops the main course, they must drop the one credit service-learning option.
- If the additional credit causes the student to exceed 18 credits, additional fees will be incurred according to University policy
- Students may enroll in no more than one Plus-One Credit Option per semester.
- Students may earn a maximum of four Plus-One credits to apply toward graduation.
- Grading for the service-learning component will be determined by the course instructor and student and can be either a letter grade or S/U (in accordance with University policy) and will be separate from the main course.
- Students will earn credit for the learning that takes place, not for an accumulation of service hours.
- Students will develop a Learning Contract as part of the application process. The contract must include information about The proposed experience must substantiate the awarding of one credit hour.
 - the community partner(s),

- type of service experience,
- evaluation and
- how the service-learning experience is connected to the learning objectives of the course.
- Students will either engage in a minimum of 30 hours of direct service or complete a project equivalent to a minimum of 30 hours of work as approved by the course instructor. Students will need to estimate the number of hours involved with site visits, direct service, research, project work, etc.
- The course instructor will determine whether learning objectives have been met.
- The additional credit may not apply toward a student's major, minor, or core requirements without the approval of the Department or School.
- Students must attend a service-learning training & orientation coordinated by the Office of Community Outreach, prior to beginning their service-learning experience.
- The Director of Service-Learning will check the conduct record of student applicants to ensure students are in good standing and suitable to represent the University in an off-campus experience.
- The proposed experience must substantiate the awarding of one credit hour. Students will either engage in a minimum of 30 hours of direct service or complete a project equivalent to a minimum of 30 hours of work as approved by the course instructor. Students will need to estimate the number of hours involved with site visits, direct service, research, project work, etc. The course instructor will determine if learning objectives have been met.
- The additional credit may not apply toward a student's major or minor without the approval of the Department or School.

5.J Assessment of Alternate Format Courses

Courses delivered in alternate formats must meet the same learning objectives as their full semester counterparts.

5.K May Term

The May Term is an extension of Spring Semester that begins the Monday after graduation and runs through the last weekday in May.

In the May term, faculty can offer stand-alone courses or begin a course during the regular Spring semester or minimester B and extend it into May.

May term courses must adhere to the following stipulations:

- Students may enroll in only ONE May Term course per year
- Faculty may teach only ONE May Term course per year
- Students will not be required to enroll in any May Term course. May Term courses may meet major, minor, or core requirements only if the requirement they meet can also be met in other terms.
- Faculty will not be required or pressured to teach in any May Term course
- This extension of spring semester will not change the parameters for student course loads. Students' full time load will still be 12-18 credit hours.

- This extension of spring semester will not change spring faculty workload. Faculty will teach the same number of credit hours for the same rate of pay that they would normally be teaching in the 16 week Spring Semester.
- May Term courses may be counted as part of the faculty's regular spring term load or as overload within the established limits of overload teaching and at the discretion of the department.
- Establishment of this May Term will not constitute a change from the current 9 month contract for faculty to a 10 month contract. Compensation will not be affected.
- Registration for May Term courses will take place during the regular registration for Spring Semester
- Any program fees for May Term courses will be billed along with tuition, according to the regular billing schedule for spring semester courses.
- The deadlines for adding, dropping, converting to S/U, or auditing May Term courses will be the same as for the traditional 16 week semester. Refunds of program fees for dropped May Term courses will follow the same schedule as refunds for tuition of minimester B courses.
- For purposes of billing, the first meeting of a May Term class must take place before the beginning of the first Summer Session class, currently May 9 which is during exam week. This first class can be a general orientation class introducing the syllabus and course policies, an orientation to any travel, service learning, or experiential learning that the course will involve. A specific community hour time slot will be set aside for the initial meeting of all May Term classes at a date agreed upon by the appropriate body within Faculty Governance
- Students staying on campus for May Term courses will be offered dorm space in a designated residence hall and a reduced meal plan at an additional housing and meal plan charge.
- May Term courses that include travel will adhere to all established regulations and guidelines concerning field trips and academic travel that have been set forth and administered by the Explorations/Study Abroad Advisory Council and the Explorations/Study Abroad Office.
- May Term courses that include service learning will adhere to all established guidelines and procedures for service learning and must be coordinated with the Office of Community Outreach.

Departments should make every effort not to schedule May Term courses that have the potential to compete for enrollment with Summer Session courses because of content overlap.

5.L Administrative Withdrawal

Students enrolled in minimester or immersion courses are subject to administrative withdrawal after having missed two minimester classes or one immersion class, at the discretion of the instructor.

5.M Curricular Investigation

The Faculty Senate, or a committee of faculty members authorized by it, shall have the authority to investigate the adequacy, appropriateness, and/or necessity of any portion of the University curriculum.

Such an investigation may be initiated by:

- A vote of the Faculty Senate
- An action of the appropriate Curriculum Committee in response to a concern raised by individual faculty members or Departments/Schools. The Curriculum Committee will follow this procedure:
 - The person(s) with the concern will be asked to submit a form, available from the appropriate Curriculum Committee, which outlines the nature of the concern and identifies the party or parties involved.
 - Upon receipt of the completed form, the Committee will decide if further action is warranted. If further action is to be taken, an investigation in consultation with the involved parties will be initiated by the Curriculum Committee, or the Faculty Senate will be consulted regarding other appropriate action.
 - Results of any investigation will be forwarded to the parties involved.
- If these actions do not resolve the issue, the Curriculum Committee will recommend action to be taken by the Faculty Senate.

Section 6: Academic Organization

6.A General Organization – For the most up-to-date organizational chart, please click [here](#).

6.B Administration of Colleges and Schools

6.B.1 School Deans

6.B.1.1 Selection

6.B.1.2 Responsibilities

6.B.2 School Associate Deans

6.B.2.1 Selection

6.B.2.2 Responsibilities

6.B.3 Department Chairperson

6.B.3.1. Basic Principles

1. Department shall have an important voice in determining the procedure for selecting its own Chairperson.
2. Departments may differ in procedures for selecting the Chairperson.
3. Department Chairpersons normally have three-year terms but may continue their term in conformity with the procedure outlined below.
4. Final approval of the Chairperson is made by the Dean of the School.

6.B.3.2. Selection

1. Every three years, each Department is to meet and ballot for the purpose of adopting a procedure for selecting its Chairperson for the next three years. One of the following procedures will be chosen:

- a. Appointment by the School Dean;
 - b. Election by the Department with final approval by the School Dean;
 - c. Rotation among the tenured members of the Department with final approval by the School Dean;
 - d. Other, with final approval by the School Dean.
2. Each Department that opts to elect its Chairperson proceeds with the election by secret ballot.
 3. If a Department includes two members and they cannot agree on procedure, the Senate Executive Committee, after consultation with the Associate Dean or Dean, chooses the procedure for selecting the Chairperson.
 4. One year or more after the selection of a Chairperson, the Department may initiate the selection of a new Chairperson by petition of a majority of the Department and procedure desired by a majority of the Department.
 5. If a Department wishes to have the School Dean appoint its Chairperson, the School Dean will make her/his selection within 30 days.

6.B.3.3 Responsibilities

The Department Chairperson is responsible for the daily management and the long-term leadership of the Department. Management functions include oversight of staff, facilities and equipment, student problems, faculty concerns, course offerings, and interactions with other campus departments and constituencies. The Department Chairperson is also responsible for providing strategic leadership that ensures the maintenance and enhancement of the Department's academic program. This includes recruitment and retention of high quality faculty, attention to the curriculum in the form of new or revised courses and programs for majors or minors, assurance that the Department's long-run needs for space and equipment are met, implementation of an effective assessment plan, and the development of opportunities for students to enhance their academic program with internships, field experience or study abroad experiences.

A summary of responsibilities of the Chairperson is provided below. Some of these responsibilities are likely to be carried out solely by Chairpersons, while in other cases tasks may be shared among other Department members. When a task is delegated, it is the Chairperson's job to ensure that it is accomplished in a thorough and timely manner. Ultimately, the Chairperson bears responsibility for the duties the Department must undertake, whether he/she performs them, supervises them, or delegates them.

Some of the Chairperson's responsibilities are carried out over the course of the academic year, some over the summer, and some over the entire calendar year. In many cases, circumstances dictate the timing of the responsibility, i.e., if office remodeling occurs during the summer, the Chairperson is responsible for overseeing the process during the summer. In other cases, the timing is determined by the Chairperson's other commitments, and in still others the timing is dictated by the University's academic and administrative calendar. Departments may differ not only in timing of various responsibilities but also in the intensity of the effort. For

example, some Departments may do extensive recruiting of adjunct staff over the academic year. In addition, unique circumstances in particular Departments may call for additional tasks not listed or described (see section G).

A. Staff Management

The Department Chairperson is the administrative manager and leader of the Department. The Chairperson supervises the office staff, laboratory staff (if any), and attends to the daily operation of the office (and laboratories), as well as to the Department's long-term needs for secretarial and general office support.

B. Faculty Support

The Department Chairperson serves as the manager and leader of the Department's faculty. The Chairperson is responsible for ensuring that courses are staffed, faculty/student problems are resolved, and timely evaluation of the faculty occurs. The Chairperson is responsible for asserting the Department's long-term needs for faculty, supervising faculty searches, obtaining the resources required to meet the professional needs of the faculty, and supporting appropriate faculty development opportunities.

C. Student Support

The Department Chairperson is responsible for meeting short-term academic needs of students and for leading Department efforts to strengthen recruitment, advising, and programming for students. Short-term managerial functions include making decisions on requests for transfer credit, granting or withholding special exceptions or exemptions associated with the Department's academic program, handling student problems, and ensuring departmental communication with students regarding programs and courses. Long-term leadership responsibilities include promoting the benefits of the Department's academic programs and pursuing internship opportunities that will enhance students' academic preparation.

D. Curricular Issues

The Chairperson performs managerial duties pertaining to the Department's curricular offerings and provides the leadership necessary for the long-term development of quality academic programs. The Department Chairperson is responsible for creating and implementing the Department's annual course schedule and for administering all changes to it. The Chairperson administers the Department's assessment efforts and all requests/proposals for changes in the curriculum. The Chairperson leads the Department in discussions of departmental programming, courses, and pedagogy, and oversees implementation of all long-range plans to enhance the Department's academic program.

E. Budgeting/Facilities and Resource Management

The Department Chairperson has management and leadership responsibilities related to handling and monitoring departmental needs for equipment, supplies, academic resources, and space. The Chairperson writes all budget requests, monitors changes in needs, and advocates on behalf of the Department to ensure that both its short-term and long-term needs are met.

F. Communications

The Department Chairperson is the primary spokesperson for and representative of the Department with on-and-off campus constituencies. Managerial duties include report writing, communicating by phone and email with various constituencies, and serving as the primary liaison between the administration and the Department. Leadership responsibilities include representing and advocating the Department's needs with the administration, other University offices, alumni, and the larger community.

G. Additional Tasks Unique to Individual Departments

Particular features unique to specific Departments may call forth additional responsibilities. Additional managerial duties may include data collection and report writing related to discipline-specific accreditation agencies. Leadership activities may include working with other University offices/departments whose responsibilities overlap with the Department's academic discipline, i.e., the Writing Lab, the Counseling Center.

Section 7: Faculty Governance Structures and Procedures

The term “governing faculty” at Baldwin Wallace University refers to those faculty members who hold voting rights, are eligible to be elected to the Faculty Senate or other faculty committees, and can hold the position of President of the Faculty, Vice-President of the Faculty, or Secretary of the Faculty. They are the only faculty members who can be present when the faculty meets in executive session.

Term faculty contracts vary in the proportion of time spent teaching, advising, and performing university service, and include directors who teach as well as hold administrative responsibilities. (Note: “term faculty” are not adjunct faculty, but are full-time employees rather than being employed on a course-by-course basis.)

7.A. Faculty Forum

The President of the Senate may call for a faculty forum for informal consideration of any issue, the purpose of which will be to gain a sense of the faculty about the issue being discussed. No official votes will be taken at Faculty Forums. Any faculty member or governance unit may request that the Senate call a forum. Upon approval, the Senate must disseminate time, place and topic of the forum at least one week prior to the meeting date.

7.B The Faculty Senate

7.B.1 Function

The Senate is the principal instrument through which the faculty of the University exercises its responsibilities in establishing all matters of educational policy at the University, in advising the President of the University and Administration as to faculty opinion in other matters, and in serving as liaison between faculty and officers of the University and its Trustees.

7.B.2 Authority

Actions taken by the Senate are considered to be actions taken on behalf of and by the faculty, except when (1) the Senate refers a matter to the faculty for its decision, or (2) a Senate decision is overridden by the faculty. The Senate speaks for the faculty, unless the faculty determines that it will speak for itself.

7.B.3 Initiatives

Proposals for Senate action may be initiated through Committee Chairs, or through action by individual Senators. Individual members of the faculty may petition Senators for Senate action, and requests may also be made by the President of the Faculty, the President of the University, or other Officers of the University.

7.B.4 Senate Composition

1. The Senate will be comprised of two senators from each School; one will serve and represent the School on the Executive Committee (the “Executive Senator”), the other represents the School. In addition, 7 at-large Senators will represent the faculty as a whole. The total number of Senators will be 23.

2. Senators will each serve two-year terms that are staggered (a new Senator is elected from each School annually). Senators may serve a second consecutive term, but must then take a two-year break from Senate service.

3. A quorum for the approval of Faculty Senate action is defined as 2/3 of the total number of Senators.

4. A Student Senate liaison will serve as an *ex officio* representative the Faculty Senate. The student representative will not be a voting member, but will be permitted to speak at Senate meetings.

5. One faculty senator will act as *ex officio* representative to the Student Senate and shall attend Student Senate meetings by invitation.

7.B.5 Senators

7.B.5.1 Procedures for Electing Senators

1. *Executive Senators*

One Executive Senator from each School will be elected no later than the 10th week of classes of the semester preceding the Fall term during which that Senator will begin serving. The School Dean will notify the current Senate President of the election results.

2. *School Senators*

One Senator from each School will be elected no later than the 10th week of classes of the semester preceding the term during which that Senator will begin serving. The School Dean will notify the current Senate President of the election results.

3. *At-large Senators*

Persons desiring to run or nominate others (with consent) for at-large Senate seats should submit the nominee’s names by the end of the 10th week of classes of Spring semester to the Senate President.

The Senate President is then responsible for submitting the nominees to the entire faculty for electronic vote to be completed by the end of the 12th week of Spring semester.

The faculty will rank their top three or four choices (depending on number rotating off Senate) from among the nominees.

The three or four nominees receiving the most votes will be elected to the Senate. Any one School may have a maximum of three at-large Senators. The person receiving the next highest number of votes will serve as an alternate as specified under “Replacement of a Senator.”

7.B.5.2 Removal of a Senator

Any Senator can be removed from his or her position because of absenteeism, or for just cause as determined by two-thirds of the Senators. In addition, elected Senators may also be removed by two-thirds vote of the electing School.

7.B.5.3 Replacement of a Senator

1. Senators

The School is responsible for replacing an elected Senator who has resigned, been removed, or is on temporary leave (e.g., sabbatical) from the Senate. When a Senator resigns or is removed, a replacement Senator will complete the term. When a Senator is on temporary leave, the replacement Senator serves only for the duration of the leave.

2. At-large Senators

If an at-large senator resigns, is on temporary leave, or is removed from the Senate, the candidate who received the next highest total number of votes in the previous election will become the replacement Senator, provided that person is not from a School already represented by three at-large Senators. If the replacement candidate is from a School already represented by three at-large Senators, the person with the next highest number of votes will fill the vacancy. A Senator on temporary leave will finish the elected term upon his or her return.

7.B.5.4 Senator Qualifications

Full-time faculty members as defined in Section I.A. are eligible for election to the Senate after the completion of their first semester as voting faculty members.

7.B.5.5 Senator Responsibilities

1. Executive Senators represent the interests, needs, and concerns of their School to the Executive Committee and University Administrators.
2. Senators represent the interest, needs, and concerns of their School to the Senate as a whole, and thus are expected to communicate Senate proposals and actions to their Schools.
3. At-large Senators represent the interests, needs, and concerns of the faculty as a whole to the Senate, and thus are expected to communicate Senate proposals and actions to colleagues across Schools.
4. All Senators vote on matters brought to the Senate by committees, individual Senators, or administrators.

7.B.6 Quorum for a Senate Meeting

Two-thirds of the full Senate is considered a quorum and must be present for the Senate to conduct business.

7.C Committee Structure

The committee structure for faculty governance will include the Executive Committee of the Senate, Advisory Councils, and Review Boards. Subcommittees, task forces, university-wide search committees (including the present Personnel Committee), and short-term committees that require faculty participation will be appointed and approved by the Senate. The administration must request faculty participation on such committees through the Senate. Except in extraordinary circumstances, the work currently handled by faculty-wide task forces will be delegated to one of the seven advisory councils or an ad hoc committee of Senators.

7.C.1 Executive Committee

The Executive Committee of the Senate will be composed of the officers of the Senate (one Executive Senator from each school, President and Secretary).

Duties of Officers

1. President

The President of the Senate chairs Senate meetings and Executive Committee meetings; sends the Senate meeting agenda to faculty, communicates new policies to faculty, and prepares the annual report for distribution to all faculty members.

2. Secretary

- takes attendance at faculty Senate meetings
- keeps records of attendance, records minutes of the faculty Senate
- maintains a continuing agenda of committee actions
- prepares and distributes the minutes of the faculty Senate within ten days of a meeting
- sends--in digest form--minutes of Senate meetings to the faculty
- maintains the Faculty Governance Blackboard site
- distributes the Senate's annual report to all faculty members by August
- is responsible for all correspondence and of the Senate, including annual updates to the faculty handbook

Role of the Executive Committee

The Executive Committee determines the time and place for faculty Senate meetings, determines the agenda for those meetings, prepares a budget for any necessary faculty Senate functions, and serves as direct liaison to the administration. The officers may restrict attendance at Senate meetings if such a step is warranted by the agenda. In emergency situations, the Executive Committee may act on behalf of the Senate when requested by the President, the Provost, Academic Deans, or on its own initiative.

The Executive Committee's primary responsibilities are:

- to represent the faculty voice to administration, trustees, and the larger campus community. The Senate President attends the President's Cabinet and Leadership Council.
- to monitor the workflow of committee work, determining which items approved by committees shall become policy and which shall be sent to the Faculty Senate or the full faculty for approval
- to determine to which committees, task forces, ad hoc working groups policy questions shall be sent for deliberation and discussion
- to determine when additional task forces, ad hoc committees, and working groups shall be needed; and to populate these groups.
- to monitor whether relevant stakeholders are included in policy discussions, and to ask that individuals or groups be included in such discussions when appropriate.
- to communicate faculty legislative action to the appropriate administrative offices.
- to monitor and approve faculty workload on committees, and to approve faculty participation on task forces, working groups, and committees.
- to keep and report minutes of their meetings.

Executive Committee membership:

- School represented
- Only full-time tenured faculty may serve

The Executive Committee will appoint a secretary from its group who will record and post minutes on the Faculty Governance Blackboard site.

7.C.2 University Curriculum Committee

i. Function: To make recommendations on all curricular issues particularly pertaining, but not limited to, course offerings, University core, majors, minors, and graduate studies.

ii. Policies and Procedures: See "Curricular Policies and Principles".

Responsible for oversight and approval of new majors, minors, and courses proposed by departments and schools, including addition of courses to the University Catalogue recommended for approval by Honors, Explorations, Carmel, Service Learning, and Adult Education Advisory Councils. Responsible for designating "X" courses.

UCC Committee membership:

- School represented
- Any tenure-track faculty may serve
- University Registrar is a standing member of the UCC as ex officio
- Ex officio student member (appointed by Student Senate)

7.C.3 Core Curriculum Committee

Responsible for oversight of all elements of the Core curriculum.

CCC membership:

- School represented
- Any tenure-track faculty may serve
- Ex officio student member (appointed by Student Senate)

7.C.4 Faculty Affairs Committee

This committee is responsible for all affairs related to faculty development and concerns. The committee's general responsibility is to oversee faculty development and welfare.

The Faculty Affairs Committee

- is responsible for matters related to faculty welfare, including policies that affect faculty development and professional life such as human resources, work load, and related issues
- is responsible for overseeing the Extended Review of Tenure Faculty (ERTF) process

FAC membership:

- School represented
- Only full-time tenured faculty may serve
- Administrators will be invited as ex officio members as needed/appropriate
- Members must take at least a two-year hiatus from the committee after serving a two-year term

7.C.5 Faculty Development Committee

The committee reviews applications and makes recommendations for sabbaticals, faculty development grants, and some student scholarship grants.

FDC membership:

- School represented
- Any tenure-track faculty may serve
- Ex officio administrative member required
- Ex officio student member by invitation of the committee

7.C.6 Promotion and Tenure Committee

This committee makes recommendations to the Academic Dean on all applications for promotion and tenure. This committee also makes recommendations to the faculty and to the Academic Dean on policy and procedural matters related to promotion and tenure.

PTC membership:

- School represented
- Only full-time tenured faculty may serve
- Members must take at least a two-year hiatus from the committee after serving a two-year term

Membership: One elected representative and one alternate from each School. The regular and alternate members for each School must be tenured and must not be

members of the same Department. The Conservatory of Music and the School of Education will elect alternates who have not served in a supervisory or evaluative capacity toward prospective candidates for tenure or promotion. Prospective candidates are those who would be expected to apply for tenure or promotion during the three years following the current election. It will be the responsibility of the Deans of the two mentioned Schools to provide his or her respective School with a list of likely tenure or promotion applicants for the subsequent three years so that elections will result in minimum disruptions to the normal deliberative process of the Review Committee.

Function: Promotion and Tenure Review Committee advises and makes recommendations to the Academic Dean on all applications for promotion and tenure. The Review Committee also makes recommendations to the faculty and to the Provost on policy and procedural matters related to promotion and tenure. Specifically the functions of the Promotion and Tenure Review Committee are:

- a. To make all recommendations for promotion and tenure to the Provost. (When needed, consultations will take place with the Provost, the Review Committee, the School Dean, and the Department Chairperson). The Review Committee Chairperson shall submit all of the Committee recommendations to the Provost.
- b. To consider all proceedings and recommendations confidential.
- c. To establish and publish criteria upon which it will base its recommendations.
- d. To carry out prior to October 1, with input from the Provost, an annual workshop on the respective roles of Department Chairpersons, School Deans, the Provost, and the Promotion and Tenure Review Committee, and instructions for applying for promotion and tenure.

Policies and Procedures:

- a. Recusal - Members of the Review Committee will excuse themselves from the Review Committee's deliberations and actions on applications for promotion or tenure from members of their own Departments, or, in the cases of the Conservatory of Music and School of Education, from candidates for promotion or tenure for whom they have served in a supervisory or evaluative capacity. In those Schools, when both School representatives must recuse themselves, a qualified alternate will be chosen from that School for consideration of that one case.
- b. The School of Business will elect an alternate, when necessary, who has not served in a supervisory capacity toward prospective candidates for tenure and promotion within the three academic years preceding election to committee. Prospective candidates are those who would be expected to apply for tenure or promotion during three years following the previously mentioned election.
- c. See also the "Promotion Guidelines and Procedures" statement in Section II of this Handbook.

7.C.7 Salary and Budget Committee

Salary and Budget Committee (SBC): The Salary and Budget Committee:

- monitors and acts as the faculty's voice in the decisions concerning the budget processes of the University
- makes recommendations concerning faculty compensation
- communicates its work to the Faculty Senate/full faculty
- receives and acts upon requests for information and/or action related to salary and budget matters from the faculty and/or the Faculty Senate

SBC membership:

- School represented
- Any tenure-track faculty may serve
- Administrative representative required

7.C.8 Grievance Review Committee (GRC)

This committee considers academic appeals, judicial cases, student-Faculty Affairs, and individual Faculty Affairs.

GRC membership:

- School represented
- Only full-time tenured faculty may serve
- Administrators will be invited as needed/appropriate
- Students will be invited as needed/appropriate
- Members must take at least a two-year hiatus from the committee after serving a two-year term

7.C.9 Assessment Committee

The committee implements, reviews, and makes recommendations regarding the plan for assessment of academic achievement at Baldwin Wallace University. The committee assists the University Assessment Director in analyzing assessment data and in implementing the assessment plan. This committee is school represented and the University Assessment Director serves as an *ex officio* member.

7.D Advisory Councils

7.D.1 General Procedures and Policies

- a. Advisory Councils will be made up of seven school elected members and one *ex officio* Senator, who will not be eligible to serve as chair of the committee. The *ex-officio* Senator will report on actionable items from advisory committees to the Senate on a regular basis.
- b. Each School will elect its members to the Advisory Councils after the elections of at-large Senators have been completed and before the end of the spring term, so that the entire faculty governance structure will be in place before the next academic year. The elected council members' names will be reported to the current President of the Senate.

- c. Advisory Council members can only serve one two-year term. Faculty members may be re-elected to an Advisory Council after a two-year lapse from that council. Faculty members may be on no more than one Advisory Councils at any one time. Moreover, faculty members who serve on a review board may not be on an advisory committee. Appropriate administrators will also serve as *ex officio* members of each of the committees. There will be student representation on the following councils: Curriculum, Special Academic Programs, and Student Affairs. There will be two students on the Grievances Review Committee who will participate in student-faculty concerns only, and two students on Faculty Affairs who will only participate in assessing student related grants. Two student representatives for each of the above Advisory Councils and Review Committees will be elected by the Student Senate. With Senate approval, each Advisory Council may add additional *ex officio* members with specialized knowledge of the council work. The Senate has the jurisdiction with regard to formation of any additional councils in order to fulfill legal and/or contractual obligations of the university.
- d. The first council meeting of the year will be called by the *ex officio* Senator on that committee before the end of September. At that meeting, a Chairperson (who may not be a Senator) and a Secretary for the year should be elected, and the names of the officers sent to the office of the Academic Dean. Unless stated otherwise in the statement of purpose, Advisory Councils are expected to meet at least twice each semester. All Advisory Councils are expected to meet at times that do not conflict with teaching, coaching, or other contractual activities of their faculty membership.
- e. All matters for consideration by councils must be presented to the Senate, which will then charge the appropriate council(s) with the task. If a subcommittee is deemed necessary to perform certain tasks, Senate approval is required to form that subcommittee from an existing Advisory Councils.

7.D.3 Military and Veteran Advisory Council -

7.D.4 Carmel Living and Learning Center Program Advisory Council

7.D.5 Explorations/Study Abroad Program Advisory Council

Mission - The mission of the Explorations/Study Abroad Advisory Council is to contribute to the internationalization of Baldwin Wallace University by reviewing and approving off-campus curricular offerings and exchange programs, as well as scholarships and funding for study abroad programs, and by supporting and creating policies that meet national best practices. Through representation across each academic school, the council ensures that BW's off-campus programs maintain the academic integrity and rigor expectant of BW's, and meet the holistic needs of BW's students.

Structure - Explorations/Study Abroad Advisory Council is comprised of one Faculty per each academic school. Voting will be the sole responsibility of the faculty members. The

Council will have a faculty chair, and the Program Director will serve as program chair. Members of the council are asked to commit to a 2-year term. The council meets monthly.

Rationale - The council is charged with the following:

- Coordinate and communicate study abroad best-practices to the campus community.
- Process requests for off-campus study.
- Support academic rigor as pertains to off-campus travel.
- Review and evaluate outcomes of programs.
- Gate-keepers for academic policy regarding risk and liability.
- Review applications for funding as related to field trips and exploratory travel.
- Diversify study abroad opportunities through exchange programs and faculty-led programs.
- Provide campus with resources to increase knowledge and participation in Explorations programs.
- Advocate for study abroad at BW and nationally (as warranted).

7.D.6 Center for Academic and Career Excellence Advisory Council

7.D.7 Faculty Information Technology Advisory Council (FITAC)

This Council

- serves as a forum for consideration of issues related to information technology, in particular those affecting the work and teaching of BW faculty and curriculum
- communicates its work to the Faculty Senate
- receives and acts upon requests for information and/or action related to information technology matters from the faculty and/or the Faculty Senate.

7.D.8 Student and Academic Services Advisory Council

This council will concern itself with all the affairs related to student life at the University, including, but not limited to, athletics, student organizations, and extracurricular activities. The committee will make recommendations toward the establishment, revision, and review of policies relating to student life. In addition, the council will review constitutions of new student organizations.

This committee shall develop and revise policy in matters related to instructional support services and those facilities involved in delivering direct educational experiences, acting as liaison between the faculty and directors of the library, academic advising, career services, admissions, Learning Center, bookstore, physical plant (on matters related to academic delivery), and informational technology. It shall review such issues as staffing patterns, funding, extent and type of services offered, hours of operation, and allocation of resources for each of these units. It shall conduct periodic formal evaluations of each unit to gauge its effectiveness in supporting the academic mission of the university and make recommendations for corrective action as necessary. It shall also provide students with an opportunity to express their views on matters regarding support services.

This council shall

- develop and revise policy in matters related to instructional support services and those facilities involved in delivering direct educational experiences
- act as liaison between the faculty and directors of the library, academic advising, career services, admissions, bookstore, and physical plant (on matters related to academic delivery)
- review such issues as staffing patterns, funding, extent and type of services offered, hours of operation, and allocation of resources for each of these units
- conduct periodic formal evaluations of each unit to gauge its effectiveness in supporting the academic mission of the University and make recommendations for corrective action as necessary
- provide students with an opportunity to express their views on matters regarding support services
- consult on affairs related to student life, such as athletics, student organizations, and extracurricular activities and make recommendations toward the establishment, revision, and review of policies relating to student life.

7.D.9 Service-Learning Program Advisory Council

The Service-Learning Advisory Council is a core group of faculty members representing the academic schools who promote and advocate for service-learning on campus by providing advice and direction to the Director of Service-Learning.

- School represented
- Designates “S” courses
- Oversees “Plus One” service learning option

7.D.10 Honors Program Advisory Council

- Designates “H” courses

7.E Review Boards

7.E.1 Institutional Review Board (IRB)

Membership: According to federal regulations IRBs shall consist of at least five members with distinctive backgrounds in order to ensure adequate review of the breadth of research projects conducted at the institution. The members of the IRB should be diverse in terms of race, gender, cultural backgrounds, and sensitivity to community attitudes. No IRB may consist entirely of one gender or profession. Each IRB must include a nonscientist and a person not otherwise affiliated with the institution. At its discretion, an IRB may invite individuals with expertise to assist in the review of proposed research, although these invited experts may not vote with the IRB. At Baldwin Wallace, the IRB is to be chaired by a tenure-track member of the faculty whose role it will be to ensure committee membership and operations comply with federal requirements.

Function: The Institutional Review Board (IRB) is a committee mandated by federal law to protect the rights and welfare of human subjects participating in research activities. The law is specific to research conducted or supported by a federal department or agency. However,

a majority of research institutions, including Baldwin Wallace University, voluntarily apply this regulation (45 CFR 46) to all research conducted at their site, regardless of status or source of funding. The IRB achieves its primary function, protecting the rights and welfare of subjects participating in research including their rights to give informed consent and to have their safety protected from undue risk, by educating researchers.

7.E.2 Institutional Animal and Care Use Committee (IACUC)

Function – The IACUC serves to safeguard the rights and welfare of animal subjects involved in the conduct of research by BW faculty, students, and staff. The IACUC is housed under the Office of Responsible Research.

7.E.3 Discrimination Investigators

Function: The BW Discrimination Investigators have the responsibility to investigate complaints of sexual misconduct and other discrimination allegations which have allegedly occurred within the Baldwin Wallace University Community. Any person wishing to lodge a complaint, learn more about the process or seek additional training may contact the following.

7.F Ombudspersons

- Serve as an advisor to faculty to assist them in determining the viability of their complaints and issues.
- Direct faculty to appropriate offices, committees, and university rules and policies.
- Serve when appropriate as an informal mediator of early-stage complaints, to mediate as an impartial party rather than as an advocate for faculty involved in complaints.

APPENDIX 1 - Procedures for Handling Grievances and Student Complaints

Function and General Statement of Policy

The Grievances Review Committee was created in part to provide a means by which individual students and faculty might seek help in the resolution of conflicts between individual students and faculty members, such as charges of personal or racial prejudice, grade grievances, and unethical or unprofessional behavior.

The primary role of the Grievances Review Committee in the review of complaints is to foster, to the extent practicable, amicable and equitable, adjustments of disputes after fair and impartial exploration of the facts.

Procedures for Handling Faculty Concerns and Grievances

Cases of faculty concerns will be addressed as they arise and the Grievances Review Committee will make recommendations to the Provost. If the Provost is named in the complaint then the recommendations and supporting information will go to the President of the University.

Specifically, the following issues fall under the jurisdiction of faculty concerns:

1. To work on the professional concerns of the faculty and the grievances of individual faculty members.
2. To submit all recommendations about individual grievances in writing to the faculty members who make the complaints, to the President of the University, to the Provost, and to other appropriate administrators.
3. To submit all general recommendations regarding professional matters to the Faculty, the President of the University, the Provost, and other appropriate administrators.
4. To consider confidential the proceedings, recommendations and records related to individual grievances.
5. To report annually, or more frequently, to the faculty on the number and general nature of the individual grievances brought before the Review Committee, on the results of the Review Committee's considerations of these grievances and on the professional issues involved in the grievances and their consideration.

Procedures and Policies for Handling Faculty Grievances

This statement was developed by the former Faculty Concerns Council assisted by legal counsel for the University and the Provost.

1. General Statement of Policy: The Grievances Review Committee is responsible for considering complaints or appeals of faculty with regard to such matters as promotion, tenure, contracts, salaries, assignments, or space.
2. Request for Hearing: A faculty member desiring to submit a complaint or appeal for hearing by the Grievances Review Committee shall submit her/his request to the Grievances Review Committee in writing, setting forth a concise statement of the nature of the complaint and a brief summary of any previous steps taken in the matter.

The Grievances Review Committee will fix the date and place for the hearing after consultation with the parties involved.

Recusal: A member of the Grievances Review Committee will disqualify herself/himself if he/she feels that professional or personal involvement would impair her/his impartial judgment on a case. A substitute Grievances Review Committee member shall in such event be appointed by the Executive Committee for that particular case.

Functions and Procedures of the Grievances Review Committee in Non-Article IV Cases:

The role of the Grievances Review Committee in reviewing complaints not initiated pursuant to Articles IV of the By-Laws of the University Trustees (regarding tenure) is to seek or promote an equitable solution to problems affecting faculty members through an objective examination of all the facts available. The Grievances Review Committee may decline to grant a hearing if, upon review of the complainant's request or through its preliminary inquiry, the Grievances Review Committee determines that the case presented is not appropriate for the Grievances Review Committee's consideration. If a hearing is granted, the procedure for the conduct of the hearing shall be such as the Grievances Review Committee deems appropriate in each case.

Functions and Procedures of the Grievances Review Committee in Article IV Cases: The role of the Grievances Review Committee in hearing appeals initiated pursuant to Article IV of the By-Laws of the University Trustees involving dismissal of tenured faculty members or non-reappointment of non-tenured faculty members is to impartially consider the relevant evidence brought before it, together with the recommendation of the Provost, and to submit a written recommendation to the Provost and to the President of the University. In such cases, the Grievances Review Committee will create an ad hoc committee as required by Article IV of the University by-laws. That ad hoc committee will follow the rules and procedures set forth below.

1. The Grievances Review Committee hearing will be private, but the complainant shall be entitled to be present throughout the hearing together with one legal counsel and one advisor of his/her own choice; and the administration shall be entitled to be represented throughout the hearing by the Provost of the University or his/her delegate, one member of the administration designated by the President, and by legal counsel for the University.

2. At the request of either party or of the Grievances Review Committee, a representative of a responsible professional association shall be permitted to attend the proceedings as an observer.

3. Witnesses shall be separated upon request by the complainant or the administration.

Correspondence between the Grievances Review Committee and all others in regard to the case, records of the hearing, documents and exhibits pertaining to the case, will be kept private and accessible only to the complainant, the Administration, their respective advisors and legal counsel, and to members of the Grievances Review Committee.

Evidence

1. The Grievances Review Committee shall review all relevant evidence, including records and other exhibits and testimony of witnesses. Witnesses may be presented by the complainant and the Administration, and will be subject to interrogation by the Grievances Review Committee and to cross-examination by the complainant and the Administration. Where a witness cannot or will not appear, but the Grievances Review Committee determines that the interests of justice require admission of her/his statement, the Grievances Review Committee will identify the witness, disclose her/his statement, and may, in its discretion, provide for interrogation.

2. The Grievances Review Committee will not be bound by strict rules of legal evidence and may admit any evidence that is of probative value in determining the issues involved. The Grievances Review Committee may grant adjournment to enable the complainant or the representative of the administration to investigate material evidence as to which a claim of

surprise is made. Every possible effort will be made to obtain the most reliable evidence available.

Presenting Evidence; Burden of Proof; Findings and Recommendations

1. In a case involving the dismissal of a tenured faculty member, the burden of proof shall be on the Administration. In a case involving the non-reappointment of a non-tenured faculty member, the burden of initially going forward and the burden of proof shall rest on the faculty member.
2. After the party having the initial burden of going forward has stated her/his case, presented her/his evidence, including the testimony of her/his witnesses (subject to interrogation by the Grievances Review Committee and to cross-examination) and offered a brief summation of her/his evidence, the Grievances Review Committee shall adjourn the hearing and meet privately to determine whether or not the party having the burden of proof has presented sufficient evidence to sustain that burden, if not subsequently rebutted.
3. In the case of an appeal from the dismissal of a tenured faculty member, if the Grievances Review Committee finds that the Administration has not met its burden of proving a good cause for dismissal, the Grievances Review Committee shall not reopen the hearing and shall submit its written recommendation to the Provost, with a copy to the President, setting forth its findings and recommending that the dismissal be reconsidered and the complainant reinstated. The Grievances Review Committee may make such further recommendations concerning conditions for reinstatement as it finds appropriate.
4. In the case of appeal of a decision not to reappoint a non-tenured faculty member, if the Grievances Review Committee finds that the faculty member has not met her/his burden of proving that considerations violative of her/his academic freedom significantly contributed to the decision not to reappoint her/him, the Grievances Review Committee shall submit its written recommendation to the Provost, with a copy to the President, setting forth its findings that the complaint failed to meet such a burden of proof.
5. However, in such a case, if the Grievances Review Committee determines that the decision not to reappoint the complainant may not have been founded upon adequate consideration of all relevant factors, including the complainant's teaching ability, the Grievances Review Committee may, upon request of the complainant and after the Grievances Review Committee has made and submitted its findings to the allegations of violations of academic freedom, as provided above, grant the complainant's request and separately investigate the matter following procedures adopted pursuant to paragraph (d) hereof, which procedures may include reconvening hearings for the purpose of receiving additional evidence relevant to such issue, and shall make such report or recommendation to the Provost as may be appropriate in such non-Article IV cases.
6. If the Grievances Review Committee determines that the party having the burden of proof has sustained that burden, the Grievances Review Committee shall reconvene the hearing as promptly as possible to consider the evidence on behalf of the opposing party, including the testimony and cross-examination of witnesses and their interrogation by the Grievances Review Committee. At the request of either party, the Grievances Review Committee may afford additional opportunity for the presentation of further material evidence and testimony in support or rebuttal of the position of the party having the burden of proof.
7. Upon conclusion of all relevant evidence, the Grievances Review Committee will grant the complainant an opportunity to offer a final argument and summation and shall receive the recommendation of the Provost. Thereafter, the hearing shall be adjourned, and the committee shall meet privately to deliberate and make its findings and recommendations in the case. The

Grievances Review Committee's recommendations shall be part of the record and shall be submitted to the Provost with a copy to the President and a copy to the Complainant.

8. In any case involving a complaint by a non-tenured faculty member concerning a decision not to reappoint her/him, if the Grievances Review Committee determines that considerations violative of such complainant's academic freedom did not significantly contribute to the decision not to reappoint her/him but finds that such decision may not have been founded upon adequate consideration of all relevant factors, including the complainant's teaching ability, the Grievances Review Committee may, upon request by the complainant and after the Grievances Review Committee has made and submitted its findings and recommendations as to the allegations of violations of academic freedom mentioned previously, grant the complainant's request and separately investigate the matter following procedures adopted pursuant to the above paragraph hereof (which procedures may include reconvening hearings for the purpose of receiving additional evidence relevant to such issue) and shall make such report of recommendation to the Provost as may be appropriate in such non-Article IV cases.

Record; Retention of Records

1. A verbatim record of the proceedings will be taken and typewritten copies will be made available to the complainant without cost to her/him, at her/his request. The findings of fact and the decision of the Grievances Review Committee will be based solely in the hearing record.
2. At the conclusion of each case (including any subsequent review or appeal), the Grievances Review Committee shall retain in its own file a copy of its recommendation and shall forward the record in the case (including all exhibits) to the President or her/his delegate for safekeeping in a confidential records file, separate from personnel files, and accessible only to the persons described in paragraph e-i mentioned previously; this recommendation is to be retained therein until destroyed or disposed of in accordance with the University's record-retention policy. Such files shall not be removed from the office in which they are stored. After such conclusion of each case, any person authorized to have access to any such confidential file shall first notify the Chairperson of the Grievances Review Committee and the President or her/his delegate of her/his reasons for examining the file, and after opening such file, shall record in it the reason for her/his examination and the date thereof.

Procedures for Handling Student Complaints

Students bringing complaints to the department chair, Deans, or Provost should always be referred first to the faculty member for resolution of the issue. If the student has spoken to the faculty member and is still not satisfied, he or she may take the issue to the department chair. If the student is not satisfied by the department chair's resolution, he or she may go to the Dean or Associate Dean of the School in which the situation took place. If the Dean or Associate Dean cannot satisfy the student, then he or she may appeal to the Grievances Review Committee following the procedures outlined below.

The Grievances Review Committee will consider academic appeals, judicial cases, student-faculty concerns, student complaints that have not been resolved at the department level, and faculty concerns. For all grievances except academic appeals, three to five faculty members from the Grievances Review Committee will be selected to hear the particular case and make a recommendation to the appropriate Dean (Provost or Dean of Students, depending upon the grievances). Academic appeal cases will be heard by all members of the Grievances Review Committee.

If a grievance involves a particular School, that School's faculty member on the Grievances Review Committee is recused from the case. In addition, specific considerations must be made depending upon the case or appeal.

1. Academic appeals cases will be heard by this Committee. Recommendations by the Committee to place students on probation or suspension, as well as to reinstate once-suspended students will be made to the Provost. Representatives from the Learning Center, Registrar's Office, Provost's Office and Dean of Students Office may serve if required.
2. In the case of judicial issues, the committee has appellate jurisdiction of cases brought by student against student or by faculty or staff against student, as specified in the Judicial Code. A member of the Dean of Students' staff calls the courts to session when the committee is needed for a case.
3. Student-faculty problems or complaints that have not been resolved at the department level (personal or racial prejudice, grade grievances, and unethical or unprofessional behavior) will also be addressed by this committee in an effort to seek help in the resolution of conflicts. Recommendations will be made to the Provost.
4. Grade changes will be considered only if documentation supplied by the student indicates the grade issued by the faculty member is disputable, based on that faculty member's syllabus and class policy.

Recusal

A member of the Grievances Review Committee will disqualify herself/himself if he/she feels that professional or personal involvement would impair her/his impartial consideration of a complaint. A substitute Review Committee member shall in such event be appointed by the President of Student Senate (in the case of an undergraduate student member) or by the Chairperson of the graduate program (in the case of a graduate student member). Another faculty member from the Grievances Review Committee will be appointed by the committee to substitute for the recused member.

Filing of Complaint

1. A student desiring to submit an academic complaint against a faculty member, or a faculty member desiring to submit an academic complaint against a student, shall make an appointment to meet with any member of the Grievances Review Committee. At that meeting, the Grievances Review Committee member will explain the purposes and procedures of the Grievances Review Committee and ascertain the exact nature of the complaint. He/she will then provide the petitioner with the Grievances Review Committee's complaint form and instruct the petitioner how to fill out the form. The complaint shall be put in writing, shall be attached to the form, and shall include the following information:
 - (a) A statement of the specific grievances to be investigated.
 - (b) A factual summary of the circumstances leading to the grievances.
 - (c) A presentation of supporting evidence to substantiate the grievance
 - (d) A statement indicating whether any previous attempts have been made to solve the problem, what those attempts were, and their results.
2. The petitioner shall submit this statement to the Grievances Review Committee member with whom he/she initially consulted, and that Grievances Review Committee member shall forward copies to the other participant and to the Associate Provost.

The Grievances Review Committee member with whom the case was initiated shall also promptly notify the other members of the Grievances Review Committee and make available to them copies of the petitioner's materials.

The Chairperson shall promptly (and, whenever practicable, within seven days after receipt of the complaint) call a meeting of the Grievances Review Committee to review the complaint and conduct whatever preliminary inquiry that the Grievances Review Committee desires in order to determine whether the case presented is appropriate for the Grievances Review Committee's consideration.

3. Within one week of that initial assessment meeting, the Chairperson shall notify both the participants and the Provost whether or not the Grievances Review Committee will hear the case. If the Grievances Review Committee determines not to mediate a grievance, a written statement indicating the reasons why the Grievances Review Committee will not accept the complaint will be submitted to the parties concerned and to the Provost.

4. If the Grievances Review Committee determines that the case presented is appropriate for the Grievances Review Committee's consideration, after consultation with the parties involved, the Grievances Review Committee Chairperson shall fix the date and place for a resolution meeting to consider the complaint, and submit in writing to the parties involved and to the Provost, in writing, confirmation of the resolution meeting's time and place, any request for further materials, and an outline of the procedures that will be followed during the resolution meeting.

Procedures for Resolution Meetings

Because the Grievances Review Committee's role is to seek amicable and fair resolutions rather than legal rulings, the procedures for the conduct of resolution meetings shall be such as the committee in each case deems best suited to its role and shall observe the following guidelines.

1. Privacy and Use of Advisors: Resolution meetings will be private, but each participant together with one advisor of her/his own choice shall be entitled to be present throughout the meeting. Advisors will act only in advisory capacity and will not offer comments or questions or otherwise directly participate in the proceedings.

2. Evidence:

a. The Grievances Review Committee shall not be bound by rules of legal evidence and procedure and may consider any evidence that, in its discretion, it deems appropriate for a fair and impartial consideration of the complaint.

b. The Grievances Review Committee shall review all evidence that it deems to be relevant, including records and other exhibits and testimony of witnesses. The Grievances Review Committee will conduct the examination of witnesses, who shall then be subject to reasonable cross-examination by the student and faculty member involved. At the discretion of the Grievances Review Committee or upon request of any participant, witnesses shall be separated. Where a witness cannot or will not appear but the Grievances Review Committee determines that a fair and impartial consideration of the complaint requires consideration of her/his statement, the Grievances Review Committee in its discretion may permit and consider the statement of the witness in writing.

3. Recommendation: Upon conclusion of the Grievances Review Committee's consideration of evidence with respect to a complaint, the resolution meeting shall be adjourned, and the Grievances Review Committee shall meet privately to deliberate and determine upon its recommendation to the Provost with respect to such complaint. The Grievances Review Committee's recommendation with supporting rationale and pertinent exhibits shall be submitted

to the Provost in writing within one week of the date of the hearing. A copy of the recommendation will be given to each of the disputants.

4. Majority Action: The action of a majority of the entire Grievances Review Committee shall be the action of the Grievances Review Committee. A report of dissenting opinions may be included in the recommendation.

5. Records: At the Grievances Review Committee's discretion or upon request of any participant, a verbatim record may be kept by means of one tape recording, which shall be retained at all times in the possession of the Provost for safekeeping. Any participant may, at her/his own expense, provide for typing of the tape record, provided that the transcription is done at a time and place determined by the Chairperson to assure confidentiality of the record. The tape recordings will be kept by the Provost until one year after the date of recommendation.

When a case is concluded, the Chairperson of the Grievances Review Committee shall turn over to the Provost all original materials pertaining to the case. All other copies of the materials shall be destroyed. The Provost will keep the original materials on file until one year after the date of recommendation.

Determination by Provost and Appeal Therefrom

Upon receipt by the Provost of recommendation and transcript from the Grievances Review Committee, the Provost will make her/his determination with respect to the complaint, and advise the student and faculty member involved of her/his determination, in writing, with a copy to the Grievances Review Committee. In making her/his determination, the Provost will carefully consider, but will not be bound by the Grievances Review Committee's recommendation. In cases where the Provost is the defendant, the President of the University shall receive the information and make a ruling on the case.

The student or faculty member involved in the complaint, may, within seven days of receipt of such written determination from the Provost, appeal such determination to the President by filing written notice of appeal with the Provost and the Office of the President.

The President is requested to communicate her/his determination in writing to the student, faculty member, the Provost, and to the Grievances Review Committee and all other concerned parties.

Non-Exclusion Procedure

This procedure is not intended to and shall not supplant

1. The responsibility and authority of the Provost and the Vice President for Student Affairs to endeavor to resolve all disputes between students and faculty members, whether or not a complaint with respect thereto has been filed with the Grievances Review Committee;
2. The responsibility and authority of the Provost to take or authorize preliminary or final action in resolution of an academic dispute when in the discretion of the Provost such action is required in the interest of any parties to the dispute or the University, notwithstanding that the dispute may be the subject of a complaint pending before the Grievances Review Committee. In any such case, the Provost, upon taking such action, shall immediately notify the Grievances Review Committee of the action taken. If the action taken is preliminary, the Grievances Review Committee may still continue its consideration of the complaint.

Advising on Policy Issues

An additional purpose of the Grievances Review Committee is to advise on ongoing policy issues, consult with the Senate regarding the execution of policies and serve during formal complaint procedures in which the Grievances Review Committee makes decisions and recommends sanctions.

The Grievances Review Committee has made several additional recommendations on policy and procedure. These recommendations can be found in the Faculty Handbook under “Student Complaints About Faculty Members” and “Personnel Files.”