



Faculty Handbook

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1.1 INTRODUCTION

The primary purpose of the Faculty Handbook is to provide the faculty of Lawrence Technological University (LTU, Lawrence Tech) with the information they need to function effectively as continuing members of the University community and to successfully serve the primary constituency of the university—its students. The Faculty Handbook provides basic information about the University, its function, operation, and organization. It presents the role of the faculty in the institution, the relationship of the faculty and students, and describes benefits unique to faculty. The Faculty Handbook is the source and official register of policy affecting University faculty. It also identifies the rights and responsibilities of individual faculty members.

The University recognizes three faculty classifications:

- I. Tenured or tenure-track faculty—full-time faculty holding the rank of Distinguished Professor, Professor, Associate Professor, or Assistant Professor. Chapter Two documents the responsibilities, rights, and benefits specific to tenure or tenure-track faculty, and related policies, which include scholarship, teaching, and service.
- II. Non-tenure-track faculty—full-time faculty holding the ranks of Professor of Teaching, Associate Professor of Teaching, or Assistant Professor of Teaching; Professor of Practice, Associate Professor of Practice, or Assistant Professor of Practice; and Instructor.

Non-tenure-track faculty are not eligible for tenure. Chapter Three documents the responsibilities, rights and benefits specific to contract faculty, and related policies, which include teaching, university service, and scholarly activities, as appropriate.

- III. Part-time faculty—adjunct faculty on semester letters of agreement. Part-time faculty are not eligible for tenure. Chapter Four documents the responsibilities, rights and benefits specific to part-time faculty, and related policies, which include teaching.

Chapter Eight, ACADEMIC STANDARDS, documents general academic standards applicable to faculty in all classifications and at all ranks.

Provisions of this Handbook relevant to faculty performance of academic duties are included by reference in the annual employment contracts or letters of agreement. This Handbook is not itself a contract of employment. Its sole purpose is to document the policies and practices adopted by the Board of Trustees to foster and promote the purpose and aims of the University and is subject to change at any time by the Trustees as provided in Chapter Nine, AMENDMENT AND REVISION. This Handbook replaces all previous editions, revisions, and versions of the Handbook.

1.2 HISTORICAL PERSPECTIVE

Lawrence Technological University was originally founded in 1932 by Russell E. Lawrence and his brother E. George Lawrence in response to important needs in the community. During a difficult period in history, the Lawrence brothers recognized the need for a higher education institution which would provide the opportunity for students to earn a high quality, technologically-oriented education, at an affordable cost, in a format which would permit them to work and attend college. They also recognized the importance of quality education to the development of business and industry. Since its founding, Lawrence Technological University has been a leader and innovator in work/study programs, cooperative education, evening curricula, service to nontraditional students, and in its close interaction with business, industry, and academic partners. In addition to its full-time faculty, throughout its history the University has been known for highly qualified part-time (adjunct) faculty,

who are often practicing professionals. The academic philosophy of the University is signified by its motto “Theory and Practice.”

Originally established as the Lawrence Institute of Technology at the Ford Highland Park factory campus, where most students would work during the day and attend evening classes, the Institute relocated to its Southfield campus location and evolved in both the breadth and format of its academic programs, scholarship activity, and role in the community. It attained university status, and the name was changed to Lawrence Technological University in 1989.

Five colleges compose the academic units of the University: Architecture and Design (1962), Arts and Sciences (1967), Engineering (1932), Business and Information Technology (1939), and Health Sciences (2024). All colleges offer both undergraduate and graduate programs. These colleges offer important service to the community through research (basic and applied), continuing education, and professional and cultural activities.

1.3 PURPOSES, LEARNING OUTCOMES, AND ASPIRATIONS

Lawrence Technological University is a member of a recognized group of thirteen independent U.S. universities that are comprehensive doctoral, independent, and technologically focused by mission, vision, and name.

An intentional focus on experiential education, programming agility, industry immersion, interdisciplinary offerings, coops and internships paid at market rates, small class size and one-to-one faculty mentoring, undergraduate and Ph.D.-level research, and one of the largest dual-enrollment programs in the Midwest set LTU apart from all its peers, even within the group of the thirteen universities.

1.3.1. Purposes

The Mission of LTU is to be committed to fostering cross-disciplinary, experiential, and forward-facing education that empowers students to excel in technology, scholarship, and design in all disciplines.

The Vision of LTU is to be the University that transforms lives.

The Defining Pillars that are foundational and guide LTU are:

- Technological eminence
- Research and creative practices focus
- Industry immersion
- Interdisciplinary agility
- Professional excellence

The Motto of LTU is “Theory and Practice.”

1.3.2. Learning Outcomes

The University’s undergraduate and graduate learning outcomes foster students’ intellectual development into knowledgeable professionals, critical thinkers, and ethical leaders. University

faculty members have established the following undergraduate and graduate learning outcomes in the areas of general education and discipline-specific knowledge.

1.3.2.1 Undergraduate Learning Outcomes

Undergraduate University Outcomes encompass the following five learning outcomes of LTU's "general education" core curriculum program:

- Written Communication: LTU graduates who complete the core curriculum will demonstrate professional standards in written communication by mastering the fundamentals of writing mechanics and integrating evidence and analysis within a coherent structure.
- Oral Communication: LTU graduates who complete the core curriculum will demonstrate effectiveness in oral communication through development of content clearly and articulately.
- Critical Thinking: LTU graduates who complete the core curriculum will demonstrate critical thinking skills in reading complex texts and analyzing arguments.
- Quantitative Reasoning: LTU graduates who complete the core curriculum will demonstrate quantitative reasoning capabilities through applying mathematics and statistical methods to solve problems.
- Scientific Analysis: LTU graduates who complete the core curriculum will demonstrate proficiency in principles of science and applying it to solve scientific problems.

Undergraduate Program Outcomes also encompass the following five learning areas with discipline-specific outcomes and additional specific learning outcomes within each undergraduate program:

- Technology
- Leadership
- Teamwork
- Visual Communication
- Ethics

1.3.2.2 Graduate Learning Outcomes

Graduate Learning Outcomes at Lawrence Technological University encompass the following five overarching set of graduate learning areas with discipline-specific outcomes. Program-specific definitions and additional program-specific outcomes are specified by the faculty of the program.

- Advanced Knowledge
- Research and Creative Practice
- Technology
- Communication
- Ethics

1.3.3. Aspirations

The Aspirations of Lawrence Technological University include the following:

- a) To offer, for qualified students, various and appropriate technological degree programs and curricula that prepare them for professional fields or for further academic study.
- b) To offer classes on campus at convenient times and at convenient locations, and online programs of study so that courses are available to employed students and others who otherwise might be unable to attend college; when appropriate to schedule day, evening and online classes which complement each other so that students can optimize the time required to complete their degree programs.
- c) To maintain all programs at a high level of modern theory and current practice through constant review of the curricula.
- d) To encourage the creation and dissemination of new and applied knowledge, including the knowledge supporting teaching and learning, through research, creative practices, and experimentation.
- e) To include in each undergraduate curriculum a core of liberal studies within the framework of the overall purposes of a technological university; to design and present this common academic base in such a way as to encourage students to exercise an awareness of the ideals and institutions of their society; and to illustrate the relationship of these ideals and institutions to a student's personal and professional interests.
- f) To foster leadership development in the four years of study that will encourage students to apply their leadership knowledge and skills as professionals and active citizens.
- g) To conduct all teaching, scholarship, and study in an atmosphere of academic freedom (see below).

1.4 General Faculty Responsibilities

The University policy concerning general faculty responsibilities is described in this subsection.

General responsibilities normally expected of all faculty include:

- a) Upholding ethical behavior and intellectual integrity and maintaining professional standards in every aspect of employment.
- b) Participating in the assessment of student learning and other accomplishments in the University's general education and in specific fields of study.
- c) Respect for, and protection of, both the academic and personal privacy of students and colleagues.
- d) Giving student needs the highest faculty priority.
- e) Respecting the intellectual integrity of students and colleagues, encouraging informed dialogue, and protecting responsible dissent.

- f) Holding classes as scheduled, or, with the approval of the immediate supervisor or dean, to arrange for a suitable substitute if needed, or for alternate course work assignments, and to give sufficient notice of any cancellation.
- g) Confining lecture and related classroom activities to topics which are germane to the course.
- h) Requesting library holdings and acquisitions needed for course requirements.
- i) Being knowledgeable of and adhering to all University policies and procedures, including the University policy on sexual harassment, Title VI, Title IX, equal opportunity, the Family Educational Rights and Privacy Act, and student registration.

1.5 ACADEMIC FREEDOM

The University subscribes to the principle of academic freedom—that is, the right of scholars to freely and responsibly teach, study, discuss, investigate, and publish. Faculty are entitled to freedom in research, and in the publication of the results with assistance within the limits of University resources, subject to appropriate performance of assigned professional responsibilities. Faculty are entitled to freedom in discussing assigned course subjects but must avoid introducing topics which are not germane to the course, while recognizing that learning often involves engaging with challenging or uncomfortable ideas that may push students' boundaries. However, care should be taken to ensure that such discussions are framed thoughtfully and purposefully, in service of the course objectives.

The concept of academic freedom must be accompanied by an equivalent measure of academic responsibility. As members of the larger social community, the faculty have the rights and obligations of any citizen. When they speak or write as citizens, they are free from University censorship or discipline and are expected to make clear that they are not representing or commenting for the University.

When faculty speak, or write as members of the University community, they must exercise professional care to be accurate and to respect the rights of others to express opinions with which they might not agree, in a spirit of courteous debate and healthy intellectual inquiry. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom. Both the protection of academic freedom and the requirements of academic responsibility apply to all faculty.

2.0 TENURED AND TENURE-TRACK FACULTY

In this section the term “faculty” means tenured and/or tenure-track faculty.

2.1 RESPONSIBILITIES

Expectations of tenured and tenure-track faculty are described in this Section. Responsibilities for tenured and tenure-track faculty members are intended to achieve a balanced workload between teaching and scholarship, with a smaller proportion dedicated to service. The specific distribution of workload and responsibilities is determined by the college dean in consultation with department chairs/program directors to ensure that workload assignments align with the college's needs and goals and is consistent with workload distributions across the colleges.

In the spirit of shared governance, each dean, in consultation with department chairs/program directors and with input from the faculty council, will strive to achieve approximate workload parity across different departments while allowing for unique requirements specific to each college. Detailed guidelines and expectations for faculty workloads for each college are available on the college website and on the Provost's website. The faculty member's annual performance review will be based upon the workload assignment adopted.

2.1.1. Faculty Teaching Policy

The teaching of credit-bearing academic courses, studios, labs, etc. is part of the primary faculty responsibility. Academic teaching loads will be equitably established and measured for all full-time faculty by each college, ensuring that university, college, and program accreditation requirements are fully met.

Faculty are expected to teach a number of credit hours per academic year reflective of the workload distribution established for their college (see Section 2.1 above), generally not exceeding nine contact hours per week averaged over the academic year. Exceptions require approval of the department chair/program director and the college dean to ensure workload balance between teaching and scholarship activities.

High-quality and continuously improving teaching is essential. Separate course preparations should not exceed three per semester, and teaching should be limited to two academic disciplines per semester. Teaching usually occurs in the fall and spring semesters, however, there are academic programs and classes distributed over three semesters (11 months) and there may also be classes distributed over 11 months by mutual agreement. Faculty may teach day and evening sections or online, as assigned.

Syllabi must clearly state course objectives, the role of the Student Code of Conduct, academic requirements, evaluation criteria, attendance policy, schedule of topics and exams, required texts, policy on the use of artificial intelligence, and office hours. Faculty should provide fair critique and promptly return student work, use online University-provided course management tools, and specify required textbooks and materials in advance, in accordance with the Higher Education Act of 2008.

Final examinations/evaluations must be administered as scheduled, with exceptions for online, studio, laboratory courses, and courses with fewer than two credits. Final grades will be submitted by the University deadline, and the faculty will provide necessary information to the University Learning Management System. Teaching online requires agreement with the faculty member's supervisor and requires appropriate training and support.

Faculty hired before 2005 may opt to teach 24 credit hours per academic year with no expectation of scholarship.

Release time for scholarship-related or University-related work (e.g., funded research, approved University service activities, assigned administrative responsibilities, etc.) usually is approved in ~20% increments or single-course increments. As examples, a faculty member with an externally funded research grant can request a one-course teaching load reduction per semester to enable carrying out the funded research; or a faculty member serving as Chair of the Senate will be assigned a one-course teaching load reduction. All release time requests will be agreed upon by the faculty member and the department chair/program director, with approval by the college dean. See also section 2.1.4.

Guidance or supervision of directed or independent study courses is part of the teaching load or may be compensated accordingly upon approval by the department chair/program director.

Serving on graduate thesis or doctoral-level dissertation committees either as a member or chair is part of service activity. Coordinating or advising internships or coop experiences is compensated at overload rates. Administrative responsibilities, temporarily assigned service, and funded scholarship activities also influence teaching load. The extent of which will be determined by agreement between the faculty and department chair/program director in consultation with the college dean.

Classes with more than 50 students count as two sections for teaching load, credit, and overload pay, while classes with 50 or fewer students count as one section, with no pay or credit reduction for low enrollment.

All conditions affecting teaching assignments shall be recorded in detail on the Academic Appointment (i.e., faculty assignment form) authorized or issued by the Provost and maintained in the Provost's office. Contractual provisions, such as administrative responsibilities, shall expire with the contract and shall be separately agreed to and justified again in any subsequent contract.

2.1.2. Faculty Scholarship Policy

Scholarly and creative activity are integral to the mission of the University and are part of the expectations of all tenured and tenure-track faculty. The specific areas and types of such activity depend heavily on the faculty member's individual specialty, and the level of such expectations are to be consistent with the faculty member's teaching, administrative, and other University responsibilities, but will play a significant role in evaluation.

Scholarship entails systematic inquiry into a subject, attainment of a high level of expertise, and communication of that expertise to peers and others. This implies that faculty members stay current within their areas of specialized knowledge and bring new knowledge to their peer group. Scholarship activity does not always imply a scientific discovery or a technological breakthrough.

Existing knowledge can also be integrated, explained, extended, interpreted and new insights gained and conceptualized. However, scholarship should result in a tangible product for external peer-reviewed dissemination.

Faculty and student scholarship will increase our academic reputation as a creator of knowledge, as a provider of higher education, and high-quality educational experiences for the students. For LTU faculty, scholarship enhances the opportunity for personal growth and development by focusing their passion and interest and helps to define their responsibilities as educators and creators of knowledge.

Scholarship activities fall into five primary categories, mirroring (and extending) those defined by Boyer*: Scholarship of discovery (e.g., basic research), scholarship of integration (e.g., “overlapping academic neighborhoods”), scholarship of application (e.g., applied research), scholarship of creative practice (e.g., design, creative craftsmanship), and scholarship of teaching and learning. LTU also recognizes public-facing or community-engaged scholarship activities that may result in more non-traditional dissemination methods such as policy or government documents, documented community meetings, establishment of public archives, or professionally-oriented commentary via various media outlets. Peer-reviewed scholarship within at least one of these categories and consistent with the expectations of the particular academic field is essential for consideration in tenure and promotion and externally disseminated work of all types is essential for tenure and promotion and the awarding of merit increases.

* SCHOLARSHIP RECONSIDERED: Priorities of the Professoriate, Ernest L. Boyer, The Carnegie Foundation for the Advancement of Teaching, 1990.

All tenured faculty hired after 2005 have an expectation of scholarship, and the evaluation of scholarship will be part of the annual performance review, adjusted according to the individual faculty member’s adopted workload model. The documents that specify the scholarship expectations for each college are posted on the college and Provost’s web pages.

For promotion and tenure, faculty scholarship will be evaluated alongside teaching and service (see specific department-level details on each college website and the Provost’s Office website). The evaluation process will consider the quality, quantity, and impact of scholarly work, including publications, presentations, and creative outputs and the independent evaluations provided by external reviewers. Teaching effectiveness will be assessed through student evaluations, peer review/observation, and contributions to curriculum development, as well as any other appropriate metrics. Service to the University, profession, and community will also be evaluated, including committee work, leadership roles, and outreach activities. This holistic approach ensures that faculty members are recognized for their comprehensive contributions to the University’s mission. For further details see Sections 2.8 and 2.10.

2.1.3. Faculty Service Policy

The University policy on faculty responsibilities for service includes both institutional and discipline-specific service.

Institutional service involves participating in shared governance and decision-making processes, essential for the University’s mission and efficient operations as reflected in each of the individual colleges. This can include curriculum matters, student academic advising, faculty and administrative searches, active participation in faculty meetings, providing input through faculty senate and college

councils, and administrative duties as department chairs/program directors and course coordinators. It encompasses attending university, college, department, and committee meetings, serving on graduate-level thesis and doctoral-level committees, participation in student learning assessment and college- and university-level assessment activities, strategic planning, student recruitment and retention initiatives, advising or mentoring student groups, and, especially, attending University commencement and convocation exercises. All faculty members must actively contribute to institutional service.

Discipline-specific service involves roles in external academic, professional, and governmental organizations, leveraging faculty expertise and enhancing the University's reputation. This includes representing the University's mission and values in external roles (e.g., journal editing and reviewing, federal grant reviewing, conference organization, etc.). Discipline-specific service is strongly encouraged, supported, and recognized in faculty evaluations.

2.1.4. Release Time

Release time may be granted for related academic activities and special duties, the most common of which are described in section 2.1.1 Faculty Teaching Policy.

Faculty members holding designated university leadership roles are eligible to receive one course of release time (~20% of workload value) per semester. The following rotating faculty roles are eligible for release time under this policy:

- a) University Faculty Senate Chair
- b) Director of the Center for Teaching and Learning
- c) Director of Assessment
- d) NAIA Athletics Faculty Representative.

Faculty members with a funded grant or contract for sponsored scholarship will be able to receive one course of release time per semester. For cases involving multiple funded grants or contracts, additional release time will be allowed with the approval of the department chair/program director, college dean, and Provost. Release time will be allowed only when the grants or contracts provide the university with funds to replace the faculty member's course release time with an adjunct faculty member.

2.1.5. Policy on Overload Teaching

Overload teaching assignments, generally, are to be avoided, but they can occasionally provide flexibility in course offerings. However, they can also impose burdens on faculty and, if allowed, are to be made cautiously and temporarily, not as a routine part of faculty responsibilities. Frequent teaching overloads may interfere with the ability of a faculty member to perform satisfactorily in other areas that are required for acceptable performance evaluation, promotion, tenure, and retention.

If the faculty member, chairperson/program director, and dean agree on a teaching overload assignment, the faculty member will be compensated at the current part-time faculty rate or at such other rate as may be specified in a separate agreement. Department chairpersons/program directors

may not receive teaching overload payments. Overload payment will be made in the spring or summer semesters.

2.1.6. Summer Teaching

Summer teaching engagements offered to tenured and tenure-track faculty are not counted in the academic year teaching assignments and are separately compensated at the current part-time rate, with the exception of programs within the College of Health Sciences that are identified as three semester programs and/or except as provided under Section 2.1.1.

2.1.7. Department Chairperson or Program Director

Department chairpersons or program directors (serving in the capacity of chairperson) are normally expected to carry a one-half teaching load assignment in regularly scheduled classes during the academic year. With the agreement of the dean and approval of the Provost, depending on the workload for the department, a chairperson's or program director's release time may be adjusted on a temporary basis.

Appointment as a department chairperson or program director does not affect the faculty member's tenure status.

2.2 RIGHTS

Tenured and tenure-track faculty have the right:

- a) To conduct their teaching, scholarship, and service duties under terms of academic freedom (see below).
- b) To be active participants in the decision-making process as it pertains to curriculum, their class scheduling, course offerings, development of programs, academic personnel selection, and teaching assignments.
- c) To teach within their areas of competence and to be presumed to be an authority in their field and qualified professionally to assess student performance.
- d) To be recognized as scholar-teachers, professionals, and creative individuals.
- e) To dismiss from class, or secure administrative withdrawal of students who constitute a disruptive influence or infringe upon the rights of others.
- f) To be indemnified by the University against all actions brought against them as a result of the responsible and good faith performance of University duties.
- g) To receive written performance reviews by their department chairperson, program director, or division head, pursuant to Section 2.6.
- h) To have reasonable access to their official files, including administrative files in the Office of Human Resources and academic files in the Office of the Provost.
- i) To receive compensation commensurate with professional responsibilities and performance, within the constraints of the financial health of the University.
- j) To have reasonable levels of support, including clerical and technological services and equipment.

2.3 ACADEMIC FREEDOM

The University policy on Academic Freedom is presented in section 1.5.

2.4 RECRUITMENT AND APPOINTMENT

Recruitment of new faculty is the responsibility of the academic deans, with the assistance, advice and recommendation of the faculty and department chairpersons or program directors. Authorized vacancies are publicized, and principal candidates are interviewed on campus by the dean, the chairperson, faculty search committee and selected faculty, the Provost, and, if appropriate, the President. Candidates are normally required to make an oral presentation and to present evidence of scholarly or professional accomplishments. After considering advice from those interviewing the candidates, the dean identifies the selected candidate to the Provost, who forwards a recommendation for the appointment to the President for final approval.

2.5 RETENTION

Faculty are renewed or retained primarily based on satisfactory performance of their regular academic duties, including teaching, scholarship, and service, as described in section 2.1.

2.5.1. Tenure-track Faculty

The short- and long-term needs of the University, changes in programs, requirements for other skills, enrollment trends, individual progress toward tenure, and other factors such as professional conduct appropriate to university faculty and satisfactory performance of regular academic duties may all enter into the decision to retain or not to retain a tenure-track faculty member. The University specifically neither assures that a tenure-track faculty member will be reappointed at the expiration of any appointment period, nor does the option not to reappoint require a statement of cause. All terminations or notifications of non-renewal will be in writing done by December 15 for termination at the end of that academic year.

Tenure-track faculty may also be dismissed prior to the ending date of their current contracts for violation of the conditions of employment or University policy, breach or abuse of academic freedom, gross neglect of or failure to perform regular academic duties, unethical behavior, conviction of a felony, program discontinuation, or declared financial exigency as provided in this Handbook.

In case of an academic violation, a college review committee of at least three tenured faculty members formed by the dean, in consultation with the college faculty council, will review the alleged academic violation. The college review committee will report to the dean within 15 business days whether the evidence supports the allegation. In addition, the dean will hold a disciplinary hearing with the faculty member. After receiving the report by the college review committee and holding the disciplinary hearing, the dean will review with the Provost his/her recommendation for dismissal.

For non-academic violations, after consulting the Office of Human Resources, the dean will review his/her recommendation with the Provost.

2.5.2. Tenured Faculty

Tenured faculty may be dismissed for any of the following: specified cause (after a hearing, as described in section 2.10.9), program discontinuation, or declared financial exigency as provided in this Handbook.

While contracts for tenured faculty are not required to be renewed annually, there is the expectation of continued performance that complies with and does not violate the standards stated in the causes for termination of tenure contained in section 2.10.9. Tenured faculty who receive a documented unsatisfactory annual performance evaluation (see section 2.6) in the fall semester for the prior academic year shall develop a plan for improvement with their immediate supervisor and their dean. (See guidelines for development of improvement plan on the Provost's website). The faculty member's performance will be reviewed again at the end of the next full semester of teaching. If a satisfactory evaluation is achieved, the faculty member returns to the normal cycle of annual performance evaluations. If a satisfactory evaluation is not achieved during this subsequent evaluation, a faculty performance review committee shall be formed by the dean of the college from among the tenured faculty members of the University.

The faculty performance review committee will review the performance of the faculty member (which will remain private and confidential) and make its recommendation to grant or deny additional remediation time to the dean, who will forward it with his/her recommendations to the Provost. The committee should consider evidence of improvement in formulating its recommendation together with any extraordinary events occurring in the faculty member's life. If additional time for remediation is approved by the Provost, a satisfactory evaluation (section 2.6.1) must be achieved during each of the next two full semesters of teaching. If the Provost denies additional time for remediation, a *prima facie* charge of "refusal to perform regular academic duties" shall exist and the Provost shall initiate the procedure in section 2.10.9 to terminate the tenure of the faculty member.

Upon a faculty member's receiving a third unsatisfactory annual performance evaluation during any ten-year period after receiving tenure at the University, a *prima facie* charge of "refusal to perform regular academic duties" shall exist and the Provost shall initiate the procedure in section 2.10.9 to terminate the tenure of the faculty member.

A faculty member who receives an unsatisfactory performance review that he or she feels is unfair and who cannot resolve the issue with the person writing the review may appeal to the next level supervisor, which in most cases will be the dean. If the issue is not resolved, the faculty member can then further appeal to the Provost, whose decision is final.

2.6 PERFORMANCE EVALUATION

Performance evaluation is done at least annually to promote constructive communication and mentoring between the faculty member and the department chair or program director concerning activities and performance of the past year and establishing goals for the next year. The evaluation provides individual recognition to the faculty member and establishes a formal record of his or her accomplishments. The performance evaluation focuses on teaching, scholarship, service and professional conduct expectations which are unique for each individual faculty member.

The evaluation meeting provides an opportunity for the immediate supervisor and the faculty member to discuss the past year's goals and how they were met; to clarify individual and departmental goals; to identify training and development needs appropriate for meeting goals; and to set appropriate goals for the next year(s).

The performance evaluation is completed by the immediate supervisor (usually the department chair or program director) but is a joint effort of the faculty member and the immediate supervisor. The results of the evaluation are also used to support recommendations for reappointment, promotion, tenure, and merit-based pay increases. For faculty members on tenure track, the evaluation meeting also provides an opportunity for the faculty member and the department chair to discuss the progress of the faculty member toward tenure (this is in addition to the required third-year progress review toward tenure - see section 2.10.4.).

2.6.1. Annual Evaluation

All faculty with one or more years of service are evaluated on an annual basis. Evaluation results are available only to the individual faculty member and to authorized administrative officers. The findings of the evaluation shall be summarized as “exceptional,” “satisfactory,” or “unsatisfactory.” The findings will be filed electronically in accordance with the Provost’s Office Guidelines and the University’s privacy policy.

Department-level evaluations take place at the beginning of the fall semester, must be completed by department chairs/program directors by October 31 of the same fall semester, and are based on activities of the previous academic year. The departments shall submit all faculty evaluations to the Provost by the last day of the fall semester.

A process for full-time faculty evaluation is required in each college. This process is normally reviewed annually. However, the process in effect during the prior academic year will be used for the annual evaluation. The evaluation process is determined in each college by the dean and faculty council within the scope of the guidelines below.

The process must:

- a) Be provided electronically following the Provost’s Office Guidelines.
- b) Include self-evaluation by the faculty member.
- c) Include both objective and subjective criteria.
- d) Review the progress of the accomplishment of goals set in the preceding year’s evaluation.
- e) Include evaluation in the three principal areas of teaching, scholarship, and service as established by the workload model adopted by the faculty member, as well as professional conduct.
- f) Include a statement of objectives and expectations for the following year.
- g) Be used in the determination of promotion, retention, tenure, tenure review and merit increase in salary.
- h) Include personal interviews between the faculty member, the immediate supervisors, and also the dean if requested by the faculty member or the dean.

- i) Provide the faculty member with the opportunity to appeal any unsatisfactory annual evaluation to his or her Dean and the Provost.

A primary measure of their success as faculty is the comprehensive assessment and evaluation of their teaching performance, which shall include formal assessment by students and peer-assessment by departmental colleagues. Results of formal course evaluations completed by students will be made available to individual faculty, department chairs/program directors, and deans.

Faculty members are expected to be good academic citizens. Repeated unprofessional behavior toward students, faculty, staff, administrators, or the public as determined by their supervisor can fall within the meaning of “unsatisfactory” performance.

Evaluation of service to the university might include development of curriculum for a new program, participation in or leadership of committees or task forces, administrative duties as program director or course coordinator, development of initiatives for research, teaching, enrollment, or other new programs, or other contributions comparable to these examples, even if not directly academic or scholarly in nature.

In all evaluations, the faculty member shall be provided with an assessment and recommendations for further academic growth and professional development as a member of the University faculty. The evaluation should consider teaching outcomes, (e.g., through student and faculty peer evaluations) in addition to the measures of scholarship achievement and service. Tenure-track faculty members shall be provided with a written assessment of their progression towards tenure.

In the event of a finding of unsatisfactory performance, the faculty member shall be given a prescriptive plan for improvement in accordance with Section 2.5.

2.6.2. Evaluation of Academic Supervisors

Department chairpersons, program directors, or equivalent supervisors will be evaluated annually by anonymous written evaluation by full-time faculty in their respective departments, sent directly to the Provost and the dean of the relevant college, and the dean will take these into account in performance review of the chairperson or program director.

College deans will be evaluated annually by anonymous written evaluation by full-time faculty in their respective colleges, sent directly to the Provost, and the Provost will take these into account in performance review of the dean.

2.7 REAPPOINTMENT

Faculty members hired into tenure-track positions will receive an initial contract for two academic years. Retention beyond the initial two-year contract period will be based on the criteria described in Section 2.5. Reappointment decisions for tenure-track faculty members will be made on an annual basis with subsequent appointments issued one academic year at a time.

Retained faculty will receive contracts by March 1 of each year for appointments to be effective at the beginning of the following fall semester. Tenure-track faculty members whose contracts will not be renewed will be notified by December 15 of the academic year in which the existing contract expires.

2.8 PROMOTION

Faculty holding the rank of assistant professor or associate professor may be considered for promotion to only the next higher rank. Promotion is based solely on merit in scholarship, teaching, and service (e.g., as reflected in annual evaluations) as determined by the faculty member's individual college (as posted on the college and Provost's Office websites) and not on length of service.

Consideration for promotion is normally initiated by a request for review made by the faculty member to the immediate supervisor at the end of the spring semester. Consideration of requests initiated during or after the fall semester may be delayed until the following academic year. Promotions granted during the winter Board of Trustees meeting are effective the following academic year.

Specific expectations to be met by faculty requesting consideration for promotion are available on each of the college websites. In considering requests for promotion, the faculty member and immediate supervisor are to be guided by the college's tenure and promotion guidelines (as posted on the college and Provost's websites). The immediate supervisor then makes a recommendation to the dean based on the performance evaluation. The dean will also request an independent recommendation from the college promotion and tenure committee, the faculty council, or other appropriate college faculty body. This recommendation is based on the candidate's performance as both a member of the faculty and the profession. The dean will then make a recommendation to the Provost no later than the first week in December. This recommendation is to be supported by, at a minimum, the following evidence:

- External letters of support (generally, four or more letters of support are expected).
- Internal letters of support from the dean, department chair/program director, and college promotion and tenure committee, faculty council, or other appropriate college faculty body as consistent with college policy.
- The current CV of the applicant.
- A statement by the applicant supporting the application.

The Provost may concur, deny, or return the dean's recommendation for further review. If a promotion is denied, the faculty member may request a meeting with the Provost to discuss his/her application.

The Provost's recommendation for promotion will be forwarded to the President who will determine whether it is to be submitted to the Academic Affairs Committee of the Board of Trustees for review at its regularly scheduled Winter meeting. If in agreement, the Academic Affairs Committee will forward its recommendation to the Board of Trustees for further action.

2.9. MENTORSHIP

The university recognizes the essential role of mentorship in the professional development of all faculty members. Although normally conducted by senior faculty working with junior faculty, mentorship is essential over a wide range of faculty effort, and a faculty member may be a mentor for a colleague in one area while being mentored by another colleague in a different area. All tenured faculty members carry a special responsibility for the mentoring of untenured faculty to provide them with the greatest possible opportunity for achieving promotion, tenure, and professional distinction. At the same time, all faculty are responsible for being receptive to appropriate mentoring.

2.10 TENURE

Upon adoption of this Handbook by the Board of Trustees, the tenure policies contained in previous versions of the Faculty Handbook shall be superseded by the policies in this Handbook.

2.10.1. Concept of Tenure

The granting of tenure is one of the most significant professional milestones a faculty member can attain. Barring exceptional circumstances, such as gross misconduct, financial exigency, or program discontinuation, it guarantees the faculty member's continued employment and administrative support. Tenure is meant, above all else, to safeguard the faculty member's academic freedom in teaching and research without arbitrary or capricious administrative interference and is an endorsement from the University administration of a faculty member's professional direction and discretion. The decision to grant tenure is based on two complementary judgments: (1) the scholarly achievements and leadership potential of the faculty member both within their professional community and the University community, and (2) the extended anticipated future programmatic needs of the University. A tenured faculty member is expected to maintain and continue the highest standards of academic achievement through scholarship, teaching performance, service, and professional conduct. Granting of tenure represents a substantial financial obligation of the University and an equally substantial professional and ethical obligation of the faculty member.

2.10.2. Eligibility for Tenure

For the purposes of the policies stated below, a year is defined as a minimum of two semesters of full-time employment at the University.

ASSISTANT PROFESSOR, ASSOCIATE PROFESSOR – In general, faculty within these ranks, not previously tenured at the University, who have not been awarded tenure within the first six years of service in these ranks, will be released. Recognition for all or a portion of previous academic experience may be given at the time of hiring by mutual agreement of the University administration and the faculty member.

PROFESSOR – Faculty hired at the rank of professor may be tenured or, otherwise, must be tenurable and must be submitted for tenure consideration within their first year. A review must be made at the time of the appointment to determine whether the candidate is tenurable. In general, no faculty may continue service at the rank of Professor past the June annual Board of Trustees meeting following the appointment unless tenure is awarded. Exceptions require mutual agreement between the University administration and the faculty member.

Eligible faculty who are not awarded tenure because of a reduction in institutional need will be released and may not continue to teach at the University on a tenure-track faculty line, except that a one-year terminal contract may be granted on the recommendation of the dean and the approval of the Provost.

Consideration for tenure is not optional for eligible faculty. Only the ranks of assistant professor, associate professor and professor, and no others, may be awarded tenure at the University. Tenure applies only to academic faculty appointments and not to administrative positions or other assignments.

2.10.3. Award of Tenure

Prior to the fall semester, the dean of each college will identify those faculty whose appointments require them to apply for tenure. The dean will notify the individuals, department chairpersons or program directors and college faculty council or another designated faculty body. The schedule for submission of all documentation for tenure and promotion cases is published yearly and is available on the Provost's website.

Faculty applying for tenure are to submit a formal, written petition supported by comprehensive portfolios that present an accurate documentation of their goals and accomplishments in teaching, scholarly activity, and service to the University, their profession, and the community. Portfolios should include the following:

- a) Teaching – Faculty are to describe their areas of competence, philosophy of teaching, and their own appraisal of their teaching effectiveness. They are also to provide documentation of results wherever appropriate. Factors such as teaching productivity, effectiveness, and student preparedness for subsequent courses must be included.
- b) Scholarship– Faculty are to describe their scholarly activity, with particular emphasis on scholarly achievement while at the University. This may include a bibliography of papers published, reports submitted, or other writings or documentable creative endeavors disseminated. Any additional documentation of scholarly accomplishments should also be included. Letters (generally four or more) from external peers acknowledging the faculty member's scholarly and creative achievement are required.
- c) Service – Faculty members should describe service to the University, profession, and community. This description should indicate the role played and, where appropriate, the outcome of the service activity.

The chairperson/program director will make a recommendation to the dean based on teaching performance, departmental needs, and the individual's overall professional and scholarly activity. The faculty council or other designated faculty body will make an independent recommendation to the dean based on the candidate's performance as a faculty member and professional.

The dean will forward all portfolios accompanied by his/her assessment and recommendation, including information relevant and appropriate in tenure cases, to the Provost by the first week in December, but no later than January 1 and will inform the candidate of his or her recommendation. In

the event of a negative recommendation, the candidate may request a hearing with the Provost. The Provost may concur with or reject the dean's recommendation or may request further review.

The Provost will forward his/her tenure recommendation, together with the preceding recommendations, to the President who will recommend action to be taken by the Board of Trustees at its regularly scheduled Winter meeting. Only formal action by the Board of Trustees, as recorded in its minutes, designates tenure at the university. The Provost will promptly inform the faculty member of the Board's action. Tenure granted during the winter Board of Trustees meeting is effective the following academic year.

A faculty member may petition the University Faculty Senate to review a denial of tenure only on the grounds that the University did not properly follow its official procedures. If the Senate finds that the process followed was not in accordance with established procedures, it must state its findings and include a description of the procedural deficiencies. The Senate may recommend to the Provost that the application for tenure be reconsidered.

The university does not guarantee that any non-tenured faculty member, otherwise eligible, will be offered reappointment or tenure. In addition, the department chairperson or program director, dean, and Provost all have the responsibility, in a tenure decision, to give due consideration to the long-term academic requirements of the university, its resources, and the number of tenured faculty already appointed in the discipline.

2.10.4. Midterm Tenure Review

Tenure-track faculty members must complete a midterm tenure review during (or before) their seventh academic semester of employment. The dean and faculty of each college determine the process and requirements for midterm tenure review. The process and requirements for each college are available on the college and Provost's websites.

The dean of each college shall notify the tenure-track faculty member and Provost's Office (prior to or) in the sixth semester indicating that the faculty member will be required to complete the midterm tenure review.

2.10.5. Adjustments to the Tenure Probationary Period

The University recognizes that certain events may arise in a tenure-track faculty member's personal life that can affect his or her performance in the categories used to evaluate the candidate's suitability for tenure. Faculty members therefore may request that the tenure clock be stopped and that certain years be excluded from consideration during the tenure probationary period. Any faculty member may ask that one or possibly two academic years do not count toward his or her tenure decision for any of the following reasons:

- a) Serious health conditions that make the faculty member unable to perform the functions of his or her job.
- b) Dependent care of newborn, newly adopted, or foster children.
- c) Dependent care of seriously ill or injured spouses, children, registered same-sex domestic partners, or parents.

- d) Events occurring beyond the control of the faculty member that impact their ability to effectively work toward achieving tenure (e.g., pandemic, disasters, acts of God, etc.) that are approved by the Provost.

The request shall be made in writing to the appropriate dean prior to the beginning of the next academic year and approved by the Provost.

For additional information refer to the “Tenure and Promotion Processes” document on the Provost’s website.

2.10.6. Program Management and Furlough

To avoid major disruptions caused by program discontinuation, the Board of Trustees may adjust academic staffing to comport with enrollment experience upon recommendation from the administration. In the case of enrollments that are increasing in courses, faculty positions may be expanded. In the case of enrollments that are declining in courses, faculty positions may be curtailed. As part of each fiscal year budget, the administration shall recommend minimum enrollment levels for undergraduate and graduate courses to the Board. Courses offered with enrollment below these levels shall be examined, on a case-by-case basis, to determine whether they will be offered.

The University administration remains committed to first retaining faculty positions of tenured faculty in a department. In furlough decisions, faculty rank is given the highest consideration for retention. Tenured faculty with less than a full load can execute the right to be assigned a full schedule by replacing, as an instructor, any non-tenured, part-time, and adjunct faculty for classes that he or she is qualified to teach, upon approval of the dean. A full schedule of courses may be met, including online courses, and with approved teaching reductions based on external research or grant funding.

Tenured faculty who are unable to be assigned a full schedule of courses within their departments shall receive consideration to teach courses in other programs or departments where they are qualified. If reassignment is not possible and a furlough decision has been made, written notice will be given to the faculty member. If appropriate courses are not available in the subsequent semester, the faculty member may be placed in furloughed status. Faculty members may be furloughed for a maximum of three years, after which, if the faculty member is not recalled, the employment relationship between the faculty member and the University is terminated.

2.10.7. Program Discontinuation

Any program discontinuation which results in the termination of a tenured faculty member must be accomplished by the action of the Board of Trustees. It is expected that the Provost will consult with the affected college before a recommendation of program discontinuance is made to the Board of Trustees. The Provost may request that the affected college submit a written advisory report with recommendations.

In the event of a program discontinuation, the Provost will make a reasonable effort to reassign tenured faculty to another academic program, to avoid termination. If termination is necessary, 12 months’ notice will be given, which at the option of the Provost may be in the form of a one-year terminal contract and which may involve reassignment to another academic program for the terminal year.

2.10.8. Financial Exigency

Before a tenured faculty member is terminated because of financial exigency, a formal declaration of financial exigency must be made by the Board of Trustees. Before the Board of Trustees declares financial exigency, the following shall occur:

- a) At least 30 days' notice of the possibility of financial exigency shall be given to the Faculty Senate by the Provost.
- b) The Provost will furnish to the Faculty Senate the financial information upon which its judgment is based that financial exigency exists.
- c) After fulfilling the two obligations above, the Provost will meet with the Faculty Senate for joint consultation to examine the need to declare financial exigency.
- d) In the event a declaration of financial exigency is made by the Board, the University will try to reassign tenured faculty to another academic program to avoid termination. If termination is necessary, 12 months' notice will be given, which may, at the option of the Provost, be in the form of a one-year terminal contract.

2.10.9. Termination for Cause

Termination for the cause of a tenured faculty member may be accomplished only by the action of the Board of Trustees. The following circumstances are grounds for termination of tenure:

- a) Breach or abuse of academic freedom.
- b) Gross neglect of or failure to perform regular academic duties.
- c) Unethical behavior.
- d) Conviction of a felony.

As a first step in any potential termination for cause, the Provost will meet with the faculty member, provide notice – a written description of the charges - and establish a time for a hearing before a panel of faculty appointed for that purpose (i.e., the Hearing Panel, see section 6.2.9).

The Hearing Panel will consist of two members from each of the five colleges and one member at large. Members of the Hearing Panel shall be selected from the ad hoc Committee for Tenure Removal (see Section 6.2.9), which will consist of four tenured faculty members from each college (or less if four are not available), plus two tenured faculty members at large, none of whom shall hold an administrative appointment other than department chairperson or program director.

Members of the ad hoc Committee for Tenure Removal are randomly selected by a drawing from a pool of all tenured faculty members in the presence of one representative from the Provost's office and one from the Faculty Senate (see Section 6.2.9). Tenured faculty members selected in this manner cannot be excused from serving on the ad hoc Committee.

The same selection procedure, with the Provost and the Faculty Senate Chair present, will be used to create the Hearing Panel from the ad hoc Committee on Tenure Removal. If such a Hearing Panel is

formed, the identity of the hearing panel members shall remain confidential unless publicized by the charged faculty member.

Both the charged faculty member and the Provost may make three peremptory challenges to potential Hearing Panel members, but the charged faculty member may have unlimited challenges for specifically enumerated causes, as concurred with by the dean of the challenged Hearing Panel member's college. If, upon a successful challenge to a selected Hearing Panel member, there are no alternate tenured faculty members from the challenged college, alternate Hearing Panel members may be selected from other colleges. If such challenges preclude two tenured faculty members from each college sitting on the Hearing Panel, the appropriate number of random selections will be made from the "at-large" faculty list.

The hearing shall be scheduled for no earlier than 30 days or later than 60 days after the notice. The faculty member may, at the discretion of the Provost, be suspended from duty upon notification of the charges; however, the salary and benefits will continue until action of the Board of Trustees. The exception to this provision is the objectively verified and documented dereliction of duty amounting to willful abandonment of the position. If the appropriate supervisor determines that the faculty member is derelict and the Provost concurs, the salary of the faculty member will be suspended upon written notice to the faculty member.

The Provost may seek outside counsel or may appoint a member of the faculty to present and prosecute the charges. The Hearing Panel will elect its chairperson who will preside over all panel proceedings. The hearing shall be formal and either private or open, at the faculty member's option. The faculty member may appear and be heard, may be represented by legal counsel and/or another tenured faculty member from the University, and may present and examine all witnesses and evidence. If the faculty member or his or her representative refuses to participate in the hearing the Panel will proceed without him or her. The Provost will be present and may be assisted by legal counsel. An electronic recording produced by the University shall be the sole official record of the hearing. The electronic recording shall be kept and will be made available to the faculty member charged. All evidence presented at the hearing will be recorded.

If both the faculty member and the Provost are represented by legal counsel, the Hearing Panel, upon request, shall also have the assistance of legal counsel.

Within 30 days of the close of the hearing, the Panel shall submit a report and recommendations to the President. A majority of the Hearing Panel may recommend either reinstatement or dismissal of the faculty member charged. Individual members of the Hearing Panel may submit dissenting opinions as part of the report. Copies of the majority and any dissenting opinions will be supplied to the faculty member. The President shall forward the report and his/her own recommendation to the Board of Trustees.

Within five days of receipt of the majority opinion, the faculty member may request a hearing before the Board of Trustees and may receive such a hearing within 30 days. The request shall be submitted in writing to the President who shall then certify the appeal and forward the Hearing Panel's findings to the chairperson of the Board of Trustees. The Board of Trustees may either affirm the Hearing Panel's decision or accept the appeal and schedule a hearing of its own. At such a hearing, the Provost will present the charges. The provisions of the initial hearing will apply, except that the chairperson of the Board of Trustees will preside over the hearing.

Within thirty days after the report has been filed and a faculty-requested hearing conducted, the accused faculty member shall be informed in writing of the final disposition of his/her case by the Board of Trustees.

A faculty member whose tenure is terminated for cause may not be employed by the University and will be dismissed directly.

2.11 CONSULTING

The University encourages faculty to be active in their professional fields and engage in professional development. Consulting is an important example of such activities and may be considered in the evaluation of performance and should be documented in the annual performance plan. Consulting is voluntary and is in addition to the complete performance of academic, scholarly, and service obligations, and may not impose time demands of more than one-fifth of university full-time responsibilities.

The University is not a party to faculty consulting activity, which is a relationship between the faculty member and the client. If University resources are used, a prior agreement and an equitable reimbursement plan is required. Faculty may engage in outside consulting activity, provided the schedule of the activity is approved by the chairperson or program director and the dean.

Professional consulting is to facilitate faculty development purposes and is not to be considered as time away from campus on a regular basis for other routine, income-producing purposes. Consulting activity cannot conflict with the duties of a faculty member, or any other assigned duties or required office hours. The faculty member's primary employment is only through the University.

2.12 CONFLICT OF INTEREST

Unless authorized by the dean, faculty may not accept outside employment from any party doing business with the University. Faculty are required to report to their dean any relationships with any party known to be doing business with the University.

Other than nominal gifts, faculty may not accept any direct or indirect payment or considerations from students or their representatives, or may faculty make sales of merchandise or services directly to students or recommend the purchase of merchandise or services for which faculty members may receive a fee or other consideration. Exceptions to this provision include reasonable and customary royalties earned by faculty authors; other exceptions may be considered on an individual basis by their dean.

The University prohibits full-time faculty from teaching undergraduate or graduate courses at other educational institutions during the academic year when similar courses are offered by the University. Faculty are required to obtain approval from the dean in advance of teaching any academic courses or continuing education courses at other postsecondary institutions.

The University also prohibits full-time faculty from being employed full-time at the same time in any other organization.

2.13 MEETING CLASSES

Faculty members are required to meet all class, studio, and laboratory sessions as scheduled with respect to time and meeting locations with respect to scheduled time. If unable to do so, the faculty member must report circumstances in advance to the department chairperson or program director, or, if that person is not available, to the office of the dean. Arrangements for a substitute or alternative disposition of the class period will be handled by the chairperson or program director if the faculty member has not already made appropriate arrangements. Faculty should not cancel a class or change the time or location of a class without specific approval of the department chairperson, program director, or dean except in extraordinary circumstances. Exceptions should be governed by standards of good judgment and common sense.

2.14 COMPENSATION

Compensation is reviewed once per year through a formal, written performance evaluation process. The annual salary is normally paid semi-monthly for the 12-month period. Faculty with 11-month assignments will have a salary adjustment equal to eleven ninths of their base salary, plus any increment based on the additional duties. Returning to a nine-month position involves the reverse of this conversion.

Additional compensation may be made to faculty through the University for participation in continuing education, accreditation work, some forms of corporate-sponsored research, summer teaching, and overload teaching as described elsewhere in this Handbook, or for other professional duties over and above normal full-time responsibilities.

2.15 BENEFITS

The Employee Handbook - Section 1000: Benefits, provided by the University to all employees, including faculty, is maintained, distributed, and updated as necessary by the Office of Human Resources, and is posted on the University website. That Office also maintains copies of current benefit brochures.

Short-term disability for faculty is compensated at one hundred percent of salary during the contract term and is available if needed, until the long-term disability benefit takes effect. Maternity, paternity, and FMLA benefits are described in the Employee Handbook - Section 1000: Benefits. The long-term disability benefit is the same for all University employees and is described in the Employee Handbook - Section 1000: Benefits.

2.16 FACULTY DEVELOPMENT

Faculty development is necessary for faculty to remain current in their field. Breaks in the normal academic year can be used for faculty to improve their skills and expertise as faculty. Summer periods can be used to enhance knowledge, pursue scholarly activities, and to further develop professionally. Professional summer employment can contribute measurably to faculty development.

Consulting is allowed for the purpose of faculty development. Faculty may apply for support for development activities such as funding for seminars, academic programs, and other opportunities

approved by the dean (subject to availability of funds). Support may include complete or partial reimbursement for costs of participation, travel, and per diem.

To be eligible for reimbursement, faculty must submit requests to the chairperson, program director, or dean in advance of registering for the activity. In determining the amount of reimbursement, the chairperson, program director, or dean will consider the event's potential benefit to the University and to the individual, the availability of funds, and the time required for participation. Faculty members who enroll in courses at another institution of higher learning when similar courses are offered by the University will not be reimbursed for such courses.

The University schedules professional development days as part of the academic schedule. Faculty members are strongly encouraged to take advantage of these workshops, and attendance is considered in performance evaluations.

2.17 TRAVEL AND COURTESIES

Financial assistance may be provided for full-time faculty participation in professional meetings and similar activities which may benefit the individual and the University. Preference is given to faculty who are presenting papers, other scholarly work, or who have significant leadership roles in the activities. Faculty may be requested to assume part of the costs, depending on the nature of the activity and availability of funds. The deans make this determination based on travel requests submitted by faculty through immediate supervisors.

Upon approval by the dean, the University may pay part or all of the cost of membership in a limited number of professional, technical, or scholarly societies for faculty who are active representatives and whose participation results in benefit to the University.

2.18 PERSONNEL FILES

The official academic file of a faculty member is maintained in the Office of the Provost. Faculty may review their academic file at reasonable intervals by submitting requests to the Provost who will schedule a time when the file may be reviewed in the presence of an office representative. After such reviews, faculty may receive, at cost, copies of any or all file contents.

In addition, faculty members have similar reasonable access to their administrative personnel file in the Office of Human Resources.

Faculty may provide items for inclusion in their files, which will be marked and included. Personnel files shall be maintained according to applicable federal and state laws and faculty shall have all rights provided by such laws.

2.19 DRUG-FREE/WEAPON-FREE/TOBACCO-FREE WORKPLACE

It is the policy of the University to provide a drug-free, a weapon-free, and a tobacco-free workplace.

The manufacture, distribution, dispensing, possession or use of any controlled substance (including all forms of tobacco and vaping) is prohibited in any workplace under the control of the University.

The University forbids the possession of offensive or defensive weapons on campus, with the exception of Campus Safety Officers, regardless of the faculty being legally licensed to possess such weapons.

A faculty member found to be in violation of these prohibitions will be subject to disciplinary action, including termination of tenure for cause, if applicable.

2.20 LEAVES OF ABSENCE

2.20.1. Purpose of Leaves of Absence

Leaves of absence for professional purposes are among the most important means by which faculty teaching effectiveness may be enhanced, their scholarly efforts expanded and enriched, and an institution's academic programs and reputation strengthened and enriched. A sound program of leaves is, therefore, of vital importance to the University, and it is the obligation of faculty members to make use of all available means, including leaves, to promote their professional competence. The major purpose is to provide an opportunity for continued professional growth and new, or renewed, intellectual achievement through study, research, writing, and travel. Leaves may also be provided in appropriate circumstances for projects of direct benefit to the University and for public or private service outside the University. Leaves of absence are of two types: sabbatical and unpaid.

2.20.2. Sabbatical Leave

The University may grant a sabbatical leave with pay and benefits to qualified faculty members, with six or more years of continuous University service in a tenured position. Six or more years of service are required since any previous sabbatical leave for consideration again. Sabbatical leaves may be granted for the purpose of pursuing scholarly activities, professional development, government or community service, skill training, or academic improvement. Such leave will be subject to the following conditions:

- a) The faculty member shall submit a written proposal requesting a sabbatical leave. The request should be submitted to the chairperson of the faculty council and to the dean of the college. The proposal should state the objective of the leave, proposed accomplishments, leave duration, date of leave, proposed date of return, along with any special conditions or considerations. The proposal should clearly show how the leave will benefit the faculty member and how the leave will allow the faculty member to benefit the department, college, and university. The faculty council and the dean must provide letters stating their recommendations regarding the leave. The faculty council letter must be submitted to the dean prior to the dean's letter and the dean's letter should be provided to the applicant and the faculty council. The dean's letter shall provide assurance that the college teaching and service commitments will be met in the absence of the applicant. The proposal, together with the faculty council letter and the dean's letter, will be submitted to the Faculty Senate for the sole purpose of providing advice to the Provost. The Senate will rank all proposals in order following the guidelines for the sabbatical leave, stating reasons and rationale for the rank order, and submit to the Provost. If the Faculty Senate believes that a proposal is not acceptable, it should state so and provide the reasons for its finding.

- b) Sabbatical proposals must be approved by the Provost with the advice of the college dean and Faculty Senate.
- c) The number of faculty receiving paid leave per academic year will be recommended by the Provost. The Provost's recommendation is made to the President. The President must approve the number of sabbatical leaves available each year considering the budget, possible guidance from the Board of Trustees, and the needs within the faculty of the college of the applicant.
- d) A faculty member on sabbatical leave may teach at another institution if such teaching is included as part of an approved sabbatical leave plan.
- e) The duration of each paid leave shall not exceed two consecutive semesters exclusive of any summer semester.
- f) No faculty member shall be granted more than one sabbatical leave in any six-year period.
- g) The faculty member will receive full salary for a one-semester sabbatical and one-half of the annual salary for a two-semester sabbatical, with full continuation of all employee benefits.
- h) A faculty member on leave who receives outside compensation during the leave shall report the amount and circumstances to the Provost. University pay may be reduced to maintain a faculty member's total combined income at the regular salary.
- i) Within 30 days of returning to normal University responsibilities following the leave, faculty shall submit a written report to the dean on the outcome of their work during the leave and identify its academic and/or financial benefits to the institution. A copy of the report will be submitted to the Provost and maintained in the academic file in the Office of the Provost.
- j) Seniority of faculty shall continue during sabbatical leaves, and sabbatical leaves shall not affect faculty rights to be evaluated for annual salary increases or promotions.
- k) In accepting a sabbatical leave, the faculty member agrees to return to the University for a period equal to or greater than the leave time. Faculty members who choose not to return for the full leave time are obligated to reimburse the University for the proportional amount of the salary and benefits paid during the leave period, as computed on a daily basis.

2.20.3. Leaves of Absence Without Pay

Faculty may receive unpaid leaves of absence from their normal academic responsibilities for personal or professional reasons. Such leaves will be subject to the following conditions:

- a) Faculty shall submit written requests to their direct supervisor and the dean, stating the reasons for such leave, the duration, date of return, and any special conditions or considerations, such as possible impact on the tenure probationary period.
- b) Unpaid leaves are subject to approval of the Provost upon the advice of the dean.

- c) In general, faculty are eligible for consideration for leaves of absence without pay after three years of continuous service to the University.
- d) Durations of unpaid leaves can be up to two consecutive semesters and shall not normally exceed one academic year.
- e) Seniority of faculty shall continue during leaves of absence, and leaves shall not affect faculty rights to be evaluated for annual salary increases, promotion, sabbatical, tenure or eligibility for tenure.
- f) Faculty on leave shall be eligible, upon request, for continuation of University employment benefits, provided benefit costs are paid by the faculty member.

2.21 DISTINGUISHED PROFESSOR

A faculty member in the rank of professor may, by nomination of the dean (or by the Provost, if the nominee is a dean), and recommendation of the Provost to the President for review by the Trustees, be appointed “Distinguished Professor.” This appointment may only be achieved by individuals with national and international recognition of accomplishments.

The President of Lawrence Technological University, with the support of the Provost and representing the Board of Trustees, will confer the title University Distinguished Professor on select faculty members who have held the rank of Professor at Lawrence Tech for at least three years. This University Distinguished Professorship will continue while the recipient remains a faculty member at the university. The Distinguished Professor title will be awarded very selectively, and it will convey high honor for the Professor’s accomplishments.

The guidelines and requirements for promotion to the rank of Distinguished Professor are on file in the Office of the Provost.

2.22 EMERITUS STATUS

Emeritus status is available to retiring faculty who meet the following criteria:

- a) They have served the University for a minimum of ten years, are tenured, and have attained the rank of professor.
- b) They have made contributions in teaching, scholarship, and service and have demonstrated excellence in at least one of the areas, as recognized by peers, students, and external organizations.
- c) They have been nominated by other faculty members of their college. A nominating letter, along with other supporting material (CV, letters of recommendation) addressing the above criteria, should be sent to the college faculty council. The recommendation must be reviewed and approved in writing by the college faculty council, dean, and Provost, who will forward it to the President of the University. The President’s acceptance constitutes the award of emeritus status upon retirement.

Emeritus faculty are entitled to use University facilities as determined by the Provost and may perform services in keeping with their interests and the needs of the University. It is understood that facilities include use of the library, access to shared office space, and a continued university email

account. Other special privileges, such as a University telephone extension, voice mail account, parking assignment, etc. may also be provided on a temporary basis, as appropriate.

3.0 NON-TENURE-TRACK FACULTY

In this section the term “faculty” means non-tenure-track, full-time faculty (see Chapter 1, Section 1.1).

Non-tenure-track faculty are not eligible for the award of tenure. While very unusual, it is possible to move from the non-tenure track to the tenure-track (and vice versa) upon recommendation of the college dean and approval by the Provost; but time spent as a non-tenure-track faculty does not apply toward the award of tenure (or sabbatical) for individuals who may subsequently apply for and be appointed to tenure-track positions. Non-tenure-track faculty are not eligible for emeritus status. Any other ranks or titles, including professors of practice and instructors, which might be established by the University for non-tenure-track faculty shall not be tenure-track positions. Non-tenure-track faculty are subject to employment discontinuance without cause based on the program management requirements of the University.

3.1 RESPONSIBILITIES

Expectations and responsibilities of non-tenure-track faculty are described in this section.

As full-time University faculty, non-tenure track faculty (see Chapter 1, Section 1.1) are expected to fulfill their roles primarily in teaching with only limited service and scholarly activities.

Faculty with the rank of Instructor are teaching faculty only, with no responsibilities or expectations for scholarship and only minimal expectations for service (e.g., attending faculty meetings).

Scholarship, to some degree, is expected of all full-time faculty (tenured, tenure-track, and non-tenure-track). Responsibilities for non-tenured faculty members are intended to achieve a workload encompassing mostly teaching with smaller portions dedicated to scholarship and service. This workload expectation can vary by college. The specific distribution of responsibilities is determined by the college dean in consultation with the department chair/program director and faculty to ensure that workload assignments align with the college's needs and goals and are consistent with other colleges.

In the spirit of shared governance, each dean, in consultation with department chairs/program directors and with input from the faculty council, will strive to achieve approximate workload parity across different departments while allowing for unique requirements specific to each college. Detailed guidelines and expectations for faculty workloads for each college are available on the college and Provost's Office websites.

The faculty member's annual performance review will be based on performance within the workload assignment adopted.

3.1.1. Faculty Teaching Policy

Teaching credit-bearing academic courses, studios, labs, etc. is a significant part of the primary faculty responsibility. Academic teaching loads will be equitably established and measured for all full-time faculty by each college, ensuring that university, college, and program accreditation requirements are fully met.

Faculty are expected to teach the number of credit hours per academic year reflective of the workload assignment established for their college (see Section 3.1 above), generally not exceeding 12 contact hours per week, averaged over the academic year. Exceptions require approval of the department chair/program director and the college dean to ensure workload balance between teaching, scholarship, and service activities.

High-quality and continuously improving teaching is essential. Separate course preparations should not exceed three per semester, and teaching should be limited to two academic disciplines per semester. Teaching usually occurs in the fall and spring semesters, however, there can be academic programs with classes distributed over three semesters (11 months) and there can be classes distributed over 11 months by mutual agreement.

Syllabi must clearly state course objectives, the role of the Student Code of Conduct, academic requirements, evaluation criteria, attendance policy, schedule of topics and exams, required texts, and office hours. Faculty should provide fair critique and promptly return student work, use online University provided course management tools, policy on the use of artificial intelligence, and specify required textbooks and materials in advance, in accordance with the Higher Education Act of 2008.

Final examinations/evaluations must be administered as scheduled, with exceptions for online, studio, laboratory courses, and courses with fewer than two credits. Final grades will be submitted by the University deadline, and faculty will provide information to the University Learning Management System as requested to ensure consistent delivery of curriculum across the University. Teaching online requires appropriate training and support.

Guidance or supervision of directed or independent study courses is part of the teaching load or may be compensated accordingly upon approval by the department chair/program director. Faculty with release time will have an approximate 20% reduction per course, as agreed between the faculty member, their department chair/program director, and the college dean.

Serving on graduate thesis or doctoral-level dissertation committees either as a member or chair is part of service activity. Coordinating or advising internships or coop experiences is compensated at overload rates. Administrative responsibilities, temporarily assigned service, class size, and, occasionally, funded scholarship activities also influence teaching load. The extent of which will be determined by agreement between the faculty and department chair/program director.

Classes with more than 50 students count as two sections for teaching load, credit, and overload pay, while classes with 50 or fewer students count as one section, with no pay or credit reduction for low enrollment.

All conditions affecting teaching assignments shall be recorded in detail on the Academic Appointment (faculty assignment form) authorized or issued by the Provost and maintained in the

Provost's office. Contractual provisions, such as administrative responsibilities, shall expire with the contract and shall be separately agreed to and justified again in any subsequent contract.

3.1.2. Faculty Scholarship Policy

Scholarship is normally an expectation for all full-time faculty although the degree of such effort can vary depending whether they are tenured, tenure-track or non-tenure-track faculty. Scholarship activity is beneficial to the mission of the university, enhances the educational experience of the students, and is an opportunity for professional and personal growth of the faculty. Non-tenure-track faculty are encouraged to conduct a level of scholarship but are expected to follow the guidelines established in the workload policy specific for each college.

At Lawrence Technological University scholarship activities fall into five primary categories, mirroring (and extending) those defined by Boyer*: scholarship of discovery (e.g., basic research), scholarship of integration (e.g., “overlapping academic neighborhoods”), scholarship of application (e.g., applied research), scholarship of creative work (e.g., design, creative craftsmanship), and scholarship of teaching and learning.

Each college has defined the scholarship expectations appropriate to all faculty members in that college and these are posted on the college and Provost's Office websites.

* SCHOLARSHIP RECONSIDERED: Priorities of the Professoriate, Ernest L. Boyer, The Carnegie Foundation for the Advancement of Teaching, 1990.

3.1.3. Faculty Service Policy

The University policy on faculty responsibilities for service is described in this Section. It includes both institutional and discipline-specific service.

Institutional service involves participating in shared governance and decision-making processes, essential for the University's mission and efficient operations. This includes curriculum matters, student academic advising, faculty and administrative searches, active participation in faculty meetings, providing input through faculty senate and college councils, and administrative duties as program directors and course coordinators. It also encompasses attending university, college, department, and committee meetings, serving on graduate-level thesis and doctoral-level committees, participation in student learning assessment and college- and university-level assessment activities, strategic planning, student recruitment and retention initiatives, advising or mentoring student groups, and attending University commencement and convocation exercises. All faculty members must actively contribute to institutional service.

Discipline-specific service involves roles in external academic, professional, and governmental organizations, leveraging faculty expertise and enhancing the University's reputation. This includes representing the University's mission and values in external roles (e.g., journal editing and reviewing, federal grant reviewing, conference organization, etc. – Note: These activities may also be considered scholarly activities because they involve critical evaluation of scholarly work and contribute to the advancement and dissemination of knowledge in the field). Discipline-specific service is strongly encouraged, supported, and recognized.

3.1.4. Release Time

Release time may be granted for related academic activities and special duties.

Release time for University-related work or scholarship-related work (e.g., approved University service activities, assigned administrative responsibilities, funded research, etc.) usually is approved in ~20% increments or single-course increments. As examples, a faculty member serving as Chair of the Faculty Senate is assigned a one-course teaching load reduction, or a faculty member with an externally funded research grant can request a one-course teaching load reduction per semester to enable carrying out the funded research. All release time requests will be agreed upon by the faculty member, the department chair/program director, and the college dean.

Faculty members holding designated university leadership roles are eligible to receive one course of release time (~20% of workload value) per semester. The following rotating faculty roles are eligible for release time under this policy:

- a) University Faculty Senate Chair
- b) Director of the Center for Teaching and Learning
- c) Director of Assessment
- d) NAIA Athletics Faculty Representative.

Release time for a funded research will be allowed only when the grant or contract provides the university with funds to replace the faculty member's course release time with an adjunct faculty member.

3.1.5. Policy on Overload Teaching

Generally, overload teaching assignments will be avoided, but they can occasionally provide flexibility in course offerings. However, they can also impose burdens on faculty and, if allowed, are to be made cautiously and temporarily, not as a routine part of faculty responsibilities. Frequent teaching overloads may interfere with the ability of a faculty member to perform satisfactorily in other areas that are required for acceptable performance evaluation, promotion, and retention.

If the faculty member, chairperson or program director, and dean agree on a teaching overload assignment for the academic year or summer semester, the faculty member will be compensated at the current part-time faculty rate or at such other rate as may be specified in a separate agreement. Overload payment will be made in the spring or summer semesters.

In unusual circumstances, involuntary overload teaching may be assigned on a temporary basis for not more than two consecutive terms, followed by one semester with no involuntary overload teaching. If such involuntary overload teaching must be assigned, the faculty member's service and scholarship obligations shall be reduced for purposes of the annual evaluation.

3.1.6. Summer Teaching

Summer teaching engagements offered to faculty on academic year contracts are not counted in the academic year teaching assignments and are separately compensated at the current adjunct pay rate,

with the exception of programs within the College of Health Sciences that are identified as three semester programs and/or except as provided under Section 3.1.1.

3.2 RIGHTS

Non-tenure-track faculty have the right:

- a) To conduct their teaching, scholarship, and service duties under terms of academic freedom (see below).
- b) To be active participants in the decision-making process as it pertains to curriculum, class scheduling, course offerings, development of programs, academic personnel selection, and teaching assignments.
- c) To teach within their areas of competence and to be presumed to be an authority in their field and qualified professionally to assess student performance.
- d) To be recognized as teacher-scholars, professionals, and creative individuals.
- e) To dismiss from class, or secure administrative withdrawal of students who constitute a disruptive influence or infringe upon the rights of others.
- f) To be indemnified by the University against all actions brought against them as a result of the responsible and good faith performance of University duties.
- g) To receive written performance evaluations by their department chairperson, program director, or division head, pursuant to section 3.5.
- h) To have reasonable access to their official files, including administrative files in the Office of Human Resources and academic files in the Office of the Provost.
- i) To receive compensation commensurate with professional responsibilities and performance, within the constraints of the financial health of the University.
- j) To have reasonable levels of support, including clerical and technological services and equipment.

3.3 ACADEMIC FREEDOM

The University policy on Academic Freedom is presented in Section 1.5.

3.4 RECRUITMENT AND APPOINTMENT

In general, non-tenure-track faculty are recruited by the department chairperson/program director with faculty input, as appropriate, and are hired with the dean's approval, subject to review by the Provost and President.

3.5 ANNUAL EVALUATION

The University's primary mission is teaching so that students will achieve acceptable learning in their chosen curricula. The performance of non-tenure-track faculty is reviewed each year by the dean or department chairperson or program director and, as appropriate, by faculty having expertise in the discipline.

All faculty with one or more years of service are evaluated on an annual basis. Evaluation results are available only to the individual faculty member and to authorized administrative officers. The findings of the evaluation shall be summarized as “exceptional,” “satisfactory,” or “unsatisfactory.” The findings will be filed electronically in accordance with the Provost’s Office Guidelines and LTU’s privacy policy.

Department-level evaluations take place at the beginning of the fall semester, must be completed by department chairs or program directors by October 31, and are based on activities of the previous academic year. The departments shall submit all faculty evaluations to the Provost by the last day of the fall semester.

A process for full-time faculty evaluation is required in each college. This process is normally reviewed annually. However, the process in effect during the prior academic year is used for the annual evaluation. The evaluation process is determined in each college by the dean and faculty council within the scope of the guidelines below.

The process must:

- a) Be provided electronically following the Provost’s Office Guidelines.
- b) Include self-evaluation by the faculty member.
- c) Include both objective and subjective criteria.
- d) Review the accomplishment of goals set in the preceding year’s evaluation.
- e) Include evaluation in the areas of teaching, service, and scholarship. Teaching effectiveness and teaching productivity are important components of the evaluation. Faculty scholarship and service will be evaluated based upon their specific college workload model. Faculty members with the rank of Instructor will be evaluated on teaching only.
- f) Include a statement of objectives and expectations for the following year.
- g) Be used in the determination of promotion, retention, merit increase in salary.
- h) Include personal interviews between the faculty member, the immediate supervisors, and also the dean if requested by the faculty member or the dean.
- i) Provide the faculty member with the opportunity to appeal any unsatisfactory annual evaluation to his or her dean and the Provost.

A primary measure of their success as faculty is the comprehensive assessment and evaluation of their teaching performance, which shall include formal assessment by students and assessment by departmental colleagues. Results of formal course evaluations completed by students will be made available to individual faculty, department chairs and deans.

Faculty members are expected to be good academic citizens. Repeated unprofessional behavior directed toward students, faculty, staff, administrators, or the public falls within the meaning of “unsatisfactory” performance.

Evaluation of service to the university can include development of curriculum for a new program, participation in or leadership of committees or task forces, administrative duties as program director

or course coordinator, development of initiatives for research, teaching, enrollment, or other new programs, or other contributions comparable to these examples, even if not directly academic or scholarly in nature.

In all evaluations, the faculty member shall be provided with an assessment and recommendations for further academic growth and professional development as a member of the University faculty. The evaluation should particularly consider teaching outcomes (e.g., through student and faculty peer evaluations), in addition to the measures of scholarship achievement and service defined as part of the specific college faculty workload model.

3.6 PROMOTION

After a period of five years in rank, faculty holding the rank of Associate Professor of Teaching, Assistant Professor of Teaching, Associate Professor of Practice, or Assistant Professor of Practice may request to be considered for promotion to the next higher rank during the annual performance evaluation process. Consideration for promotion is normally based on a request for review made by the faculty member to the immediate supervisor prior to the fall semester of the sixth year. Consideration of requests initiated after the fall semester may be delayed until the following academic year.

For promotion, specific expectations to be met by faculty requesting consideration for promotion are available on each of the college websites. Teaching effectiveness will be assessed through student evaluations, peer review/observation, and contributions to curriculum development. Scholarship, if accomplished by the faculty member, will be evaluated based on internal and, if appropriate, external evaluations and the accomplishments of the faculty member. Service to the institution, discipline, and community, including committee work, leadership roles, and outreach activities will be evaluated based upon specific expectations available on the college websites. This holistic approach ensures that faculty members are recognized for their comprehensive contributions to the University's mission.

In considering requests for promotion, the immediate supervisor makes a recommendation to the dean based on the performance evaluation. The dean will also request an independent recommendation from the college Promotion and Tenure committee, the faculty council, or other appropriate faculty body. This recommendation will be based on the candidate's performance as both a member of the faculty and the profession. The dean will then make a recommendation to the Provost, no later than the first week in December, supported by a thorough substantiation (e.g., this includes internal letters from the dean, college Promotion and Tenure committee, department chair or program director, and, if appropriate, at least two external letters, the current CV of the applicant, and a statement by the applicant supporting the application for promotion). The Provost may concur, deny, or return the dean's recommendation for further review. If a promotion is denied, the faculty member may request a meeting with the Provost to discuss his/her application.

The Provost's recommendation for promotion will be forwarded to the President who will determine whether it is to be submitted to the Academic Affairs Committee of the Board of Trustees for review at its regularly scheduled winter meeting. If in agreement, the Academic Affairs Committee will forward their recommendation to the Board of Trustees for further action. Promotions granted during the winter Board of Trustees meeting become effective the following academic year.

3.7 CONSULTING

The University policy on **Consulting** is presented in section 2.11.

3.8 CONFLICT OF INTEREST

The University policy on **Conflict of Interest** is presented in section 2.12.

3.9 MEETING CLASSES

The University policy on **Meeting Classes** is presented in section 2.13.

3.10 COMPENSATION

The University policy on **Compensation** is presented in section 2.14.

3.11 BENEFITS

The University policy on **Benefits** is presented in section 2.15.

3.12 FACULTY DEVELOPMENT

The University policy on **Faculty Development** is presented in section 2.16.

3.13 TRAVEL AND COURTESIES

The University policy on **Travel and Courtesies** is presented in section 2.17.

3.14 PERSONNEL FILES

The University policy on **Personnel Files** is presented in section 2.18.

3.15 DRUG-FREE/WEAPON-FREE/TOBACCO-FREE WORKPLACE

The University policy on **Drug-Free/Weapon-Free/Tobacco-Free Workplace** is presented in section 2.19.

4.0 PART-TIME FACULTY

In this section the term “faculty” means part-time faculty (see Chapter 1, Section 1.1).

Part-time faculty are essential to the goals of the University and are highly valued for their wide range of professional qualifications, their demonstrated dedication to good teaching, and their current expert knowledge in theory and practice. They bring strengths and variety to classrooms in the University.

Part-time faculty are not eligible for the award of tenure or sabbatical. In addition, time spent in this position does not apply toward the award of tenure for individuals who may subsequently apply for and be appointed to tenure-track positions. Part-time faculty are not eligible for emeritus status. Any other ranks or titles which might be established by the University for such part-time faculty shall not be tenure-track positions. Part-time faculty are hired to teach individual university courses and are not regular full-time University employees or tenure-track or non-tenure-track faculty. Part-time faculty are subject to employment discontinuance without cause based on the program management requirements of the University.

4.1 RESPONSIBILITIES

Professional expectations of part-time faculty are described in this section. As part-time University employees, part-time faculty are expected to fulfill their roles in instructional duties as agreed upon in their contracts and work assignments, as well as all other University policies. Failure to fulfill these expectations will be considered as part of the faculty member’s performance evaluation.

4.1.1. Faculty Teaching Policy

Teaching of credit-bearing academic courses, studios, labs, etc., is the primary faculty responsibility. University, college, and program accreditation requirements will be fully met. Primary academic teaching expectations are:

- a) High quality and continuously improving teaching.
- b) Clearly stating the following within a syllabus distributed to students by the beginning of the first week of the semester: course objectives and procedures, the role of the Student Code of Conduct, academic requirements which are consistent with course objectives, relevant student evaluation criteria and processes (including a statement on the expected quality of writing and other communication, if applicable), policy on attendance, policy on the use of artificial intelligence, if applicable, a schedule of topics (consistent with the official course syllabus), identification of the required text and any other materials, and contact information for help outside of class time. Colleges and their faculty may specify further additions to the syllabus when it contributes to the course and students’ learning experiences.
- c) Providing fair critique and timely return of all student work consistent with department expectations.
- d) Use of University online course management tools in accordance with University policies including appropriate use of the course Canvas page.

- e) Specifying in advance all required textbooks and course materials, as required by the Higher Education Act of 2008, to enable the University to make the information available.
- f) Administering a final examination in each course at the time and place indicated in the final exam schedule. Exceptions:
 - 1. Online courses.
 - 2. Studio courses.
 - 3. Laboratory courses.
 - 4. Courses with fewer than 2 credits.
 - 5. Research courses.
 - 6. Other courses for which college faculty and administration mutually agree to an alternative such as a take-home examination.
- g) Submitting final grades by the University deadline.
- h) Teaching methodologies. The University seeks to offer its instruction in a variety of ways, including traditional classroom settings, online instruction, remote instruction, or combinations of these and other methods. Instructors shall be provided with appropriate training and technical support for the methods chosen. Principles of academic freedom and the instructor's authority remain in full force.

4.2 RIGHTS

Part-time faculty have the right:

- a) To conduct their teaching activities under terms of academic freedom (see Section 4.3).
- b) To be active participants in the decision-making process as it pertains to curriculum.
- c) To teach within their areas of competence and to be presumed to be an authority in their field and qualified professionally to assess student performance.
- d) To be recognized as teachers and professionals.
- e) To dismiss from class, or secure administrative withdrawal of students who constitute a disruptive influence or infringe upon the rights of others.
- f) To be indemnified by the University against all actions brought against them as a result of the responsible and good faith performance of University duties.
- g) To request and receive written performance evaluations by their immediate supervisor or division head.
- h) To have reasonable access to their official files, including administrative files in the Office of Human Resources and academic files in the Office of the Provost.
- i) To have reasonable levels of support, including clerical and technological services and equipment.

4.3 ACADEMIC FREEDOM

The University policy on Academic Freedom is presented in section 1.5.

4.4 RECRUITMENT AND APPOINTMENT

Part-time faculty are recruited by the department chairperson or immediate supervisor with faculty input, as appropriate, and are hired with the dean's approval.

Part-time faculty, not on annual contracts, are employed on a single semester basis through a Letter of Agreement which provides the assignment of duties. Letters of Agreement are only issued after the department chair and/or program director has determined that a teaching assignment exists that the faculty member can fulfill, the Provost's Office has confirmed the part-time faculty member's credentials, and Human Resources has completed a background check.

4.5 PERFORMANCE EVALUATION

Part-time faculty performance is reviewed each semester by the department chair and/or program director based on students' evaluations and additional departmental evaluations.

4.6 DRUG-FREE/WEAPON-FREE/TOBACCO-FREE WORKPLACE

The University policy on **Drug-Free/Weapon-Free/Tobacco-Free Workplace** is presented in section 2.19.

5.0 UNIVERSITY ADMINISTRATIVE ORGANIZATION

This section includes descriptions of the University's academic administrative organization and executive positions.

5.1 GOVERNING BOARD

The University is organized as a non-stock, non-profit, trusteeship corporation whose purpose is entirely educational. It is governed by a Board of Trustees consisting of 15-25 persons who serve three-year renewable terms. The board is responsible for the overall policy of the institution and approval of the following: faculty promotion and tenure; the University's plan of organization; major expansion of facilities; the budget; establishment and discontinuance of all academic programs; and, upon the recommendation of the faculty, awarding of degrees, certificates, and diplomas.

The officers of the corporation are a Chairman of the Board; a President, who is also the Chief Executive Officer; a Secretary; a Treasurer; and a Provost; all of whom are appointed by the board. The board may appoint such standing and special committees as it deems advisable. Typically, the board operates with five standing committees – academic affairs, executive, finance, philanthropy and alumni engagement, and strategic planning – and an ad-hoc governance and nominating committee. The University President serves as an ex-officio member of the Board of Trustees.

5.2 PRESIDENT

The President of the University is the Chief Executive Officer of the Corporation, appointed by and reporting to the board. The President is responsible for all activities and programs of the University including its fiscal, administrative, and academic well-being. Reporting directly to the President are the Vice President for Academic Affairs and Provost, Vice President for Finance and Administration and Chief Finance Officer, Vice President for Philanthropy and Alumni Engagement, Vice President for Enrollment Management, Senior Vice President for Research and Economic Development, Executive Director of the Centropolis Accelerator, and the Director of Marketing and Public Affairs. The President is an ex-officio member of all University committees, councils, senates, groups, etc.

5.3 PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

The Provost is the Chief Academic Officer of the University, appointed by the Board of Trustees and reporting to the President. The Provost is responsible for all degree and non-degree academic programs, the delivery of academic and student services, and academic policy and planning. Reporting directly to the Provost are the Academic Deans, the Dean of Students, the Dean of Graduate Studies, the Associate Provost and staff in the Provost's Office, and Athletics. The Provost also oversees University Assessment, the Student Success Center, and the Library. All academic personnel actions, the academic budget, and curriculum control and quality are responsibilities of the Office of the Provost.

5.4 ACADEMIC DEANS

The academic deans are the chief academic officers of their respective colleges and are responsible for establishing the strategic direction of their colleges and for the implementation of University policy, planning, development and quality of academic programs and scholarship, including research. They promote professional development, recruitment, supervision and evaluation of the faculty, and representation of their college, their profession, and the University in the community. Reporting to the deans may be associate and assistant deans, department chairpersons, program directors, division heads or other academic administrators, and faculty. Upon the recommendation of the Provost, the deans are appointed by the President and approved by the Trustees.

5.5 DEAN OF GRADUATE STUDIES

The Dean of Graduate Studies is responsible for assuring consistency and quality within and among the University's Ph.D., Doctoral, and master's programs. The dean is appointed by the Provost, chairs the graduate council, oversees its advising capacity, and serves as the council's principal voice to the council of academic deans.

5.6 DEAN OF STUDENTS

The Dean of Students is responsible for promoting student activities including student government, housing and dining services, the counseling center, disability services, retention programs, student discipline, and career services. Reporting to the Dean of Students are Career Services, International Programs, Student Housing, Student Activities, Dining Services, and Student Accommodations and Access.

The Dean of Students and the Associate Vice President and CHRO are designated officers of the University who review concerns of students, faculty and staff related to prohibited discrimination on the basis of race, sex, national origin, religion, or handicap.

5.7 ASSISTANT AND ASSOCIATE DEANS

Assistant and associate deans are appointed by the dean with the advice of the faculty and with the approval of the Provost and support the work of college deans and perform duties consistent with the mission and goals of their college.

5.8 DEPARTMENT CHAIRPERSONS AND PROGRAM DIRECTORS

Department chairpersons and program directors are faculty members appointed by the dean, with the advice of the faculty and the approval of the Provost, to coordinate academic and personnel activities at the department level. Faculty report to the dean through department chairpersons or program directors and receive their primary work assignments from the chairperson or program director. Chairpersons or program directors also participate in the process of faculty evaluation and have a direct input on faculty personnel actions.

5.9 FACULTY

Faculty have the primary responsibility for delivery of academic programs, student academic mentoring, curriculum, course content and method of instruction, scholarship, and service.

6.0 GOVERNANCE

6.1 INTRODUCTION

The faculty's role in matters of University shared governance with common mission and mutual dedication is understood to be very important to the decision-making process. Faculty participation in governance promotes diversity of ideas, shared responsibility, collaboration, collegiality, and institutional excellence. It is the right of all faculty members to participate in governance without fear of retaliation in subsequent decisions on promotion, salary, and conditions of employment. It is the shared responsibility of the central administration, deans, department chairs, program directors, faculty senate and faculty councils to work together.

6.2 GOVERNANCE STRUCTURE

The University President, Provost and Trustees receive advice from the faculty through the following bodies in keeping with the University's tradition of shared governance, common mission, and mutual dedication throughout the University. Faculty have primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction and scholarship. In addition, faculty are asked to serve on ad-hoc committees such as the appointment of faculty, promotion of faculty and award of tenure, criteria for assessment of faculty performance, selection of college officers, determination of college and department priorities, and the vision for the future of the University.

The following subsections provide information on the most relevant bodies that influence faculty governance, faculty expectations, and student curriculum. Additional ad-hoc committees are formed either by the faculty, by the Provost, or other administrative units as needed.

6.2.1. Faculty Senate

The Faculty Senate is the official faculty body constituted by the University to represent and promote University-wide faculty aims based on the principle of shared governance for the purpose of furthering academic excellence and contributing to the long-term success of the University, and the well-being of the faculty. Membership of the Faculty Senate consists of full-time faculty elected to serve by the full-time faculty at large. The Faculty Senate's by-laws and charter are on file in the Office of the Provost and are available to all faculty in the Faculty Senate Canvas/Learning Management System.

6.2.2. Faculty Councils

Organized to meet its own structural requirements, each college has a faculty council that advises the dean on academic and other matters. The councils are independent of administrative channels and may consider any issues they believe appropriate but are particularly involved with faculty and curricular concerns within their colleges. Membership of the faculty councils consists of full-time college faculty.

Advice of faculty councils is not binding on academic deans but is considered significant to administrative decision-making.

6.2.3. Council of Academic Deans

The Council of Academic Deans consists of the academic deans, the Dean of Students, and the Dean of Graduate Studies and is chaired by the Provost. The council provides the principal advice to the Provost on academic, scholarly, and administrative affairs.

6.2.4. Graduate Council

The Graduate Council consists of faculty with academic program and research experience or interests at the Ph.D., Doctoral, or master's levels, and representatives from academic-service functions (e.g., Registrar). All members are appointed by the Provost on recommendation by the college deans. This group oversees and recommends graduate policies and procedures for all Ph.D., Doctoral, and master's programs, as well as reviewing all proposed new graduate programs. The Dean of Graduate Studies is the Chair of the Graduate Council.

6.2.5. Academic Standing Committee

The Academic Standing Committee consists of the Dean of Students, the Director of Admissions, and faculty representatives from all the colleges. Members are appointed by the Provost upon recommendation of the deans, and the group is chaired by the Dean of Students. The committee acts on petitions from students who have been suspended from the University for academic reasons.

6.2.6. Library Committee

The Library Committee advises the Director of the Library on service and policy issues. It consists of five faculty members, one each from all the colleges, one of whom serves as chairperson. Members are appointed by the deans. The Director of the Library is an ex-officio member.

6.2.7. Assessment Committee

The Assessment Committee coordinates policy and procedures related to both college and University assessment programs. The committee's principal responsibility is to promote improvements in learning through implementation of the University's plan for academic assessment.

The committee is advisory to the Council of Academic Deans, and its members and chairperson are appointed by the Provost with advice from the Deans.

6.2.8. Additional Credit Review Committee

The Additional Credit Review Committee is chaired by the Registrar and has a faculty representative from each of the five colleges, nominated by the colleges, and a representative from the Faculty Senate. It reviews all applications from students for additional transfer credit, and for guest credit.

6.2.9. Committee on Tenure Removal

A Hearing Panel of the ad hoc Committee on Tenure Removal, selected in accordance with Chapter 2 of this Handbook, shall hear all cases brought under section 2.10.9 for removal of tenure from a

tenured faculty member. The ad hoc Committee will consist of four tenured faculty members from each college (or less, if four are not available), plus two tenured faculty members at large, none of whom shall hold an administrative appointment other than department chairperson or program director.

Members of the ad hoc Committee shall be randomly selected by a drawing from a pool of all tenured faculty members in the presence of one representative from the Provost's office and one from the Faculty Senate. Tenured faculty members selected in this manner cannot be excused from serving on the ad hoc Committee.

6.2.10 Faculty Academic Misconduct Committee

The faculty Academic Misconduct Committee is an ad hoc committee selected to advise the Provost on issues and situations involving faculty academic misconduct. The committee has at least five members. All five colleges will be represented by at least one tenured faculty member or tenure-track faculty member for colleges with limited tenured faculty.

6.2.11 Additional Committees

There are additional University committees which include members beyond the faculty (i.e., Staff and Administration).

6.3 FACULTY VOTING PROCEDURE

The collective opinion of the faculty, when desired, shall be represented by a vote of the faculty in accordance with this section. Such a vote may be called by the Provost or by the Faculty Senate. A vote called by the Provost may be advisory or determinative on the issue presented, and the Provost will specify before the vote whether it is advisory or determinative. A vote called by the Faculty Senate shall be advisory except on curricular issues.

Any such vote shall be called with advance written notice of at least two weeks before the polls open, with amendments in writing by the calling party permitted until one week before the polls open. The entire notice period shall fall during the fall or spring semester. Only the following faculty members may vote:

- a) Distinguished Professor
- b) Professor (tenure and non-tenure tracks)
- c) Associate Professor (tenure and non-tenure tracks)
- d) Assistant Professor (tenure and non-tenure tracks)
- e) Professor of Practice
- f) Associate Professor of Practice
- g) Assistant Professor of Practice
- h) Instructor

7.0 ACADEMIC PROGRAMS

7.1 ACADEMIC PROGRAM SCHEDULE

Academic programs are scheduled in a variety of day, evening, weekend, and online offerings, and in a variety of locations on and off campus, for the convenience of students. The University may also offer courses for professional development or continuing education, not for academic credit, upon approval by the Provost.

7.2 PROGRAM CONTROL

Graduate and undergraduate academic programs of the University are organized under the colleges. The colleges and their programs are described in the University undergraduate and graduate catalogs.

Academic issues in curricula, and determination of material covered in each course, are resolved by the appropriate faculty members in each program and consultation with the department chair/program director and, if appropriate, the dean. Faculty members have academic freedom to choose the most effective and efficient way to teach all material specified in the University's course description, subject to the schedule, classroom, or online requirements set by the University.

7.2.1. New Programs

New degree programs or changes to existing ones require approval at several levels. New program proposal outlines are available on the Provost's website. When major changes or new programs are anticipated, faculty are required to make informal inquiries before preparing a proposal to determine whether the activity is appropriate under university operating guidelines.

Any faculty member, program director, or department chair may propose a new academic program using the forms provided on the Provost's website. The proposal is submitted to the relevant department chairperson, program director, or immediate supervisor, who sends it to the department faculty for review and approval. The proposal is then sent by the dean to the college faculty council for review and approval. The dean then forwards the proposal to the Academic Council of Deans for their first reading.

For undergraduate program proposals, following the Academic Council of Deans first reading, the dean will present the proposal to the Faculty Senate for review and comments. The proposal is then returned to the program director or department chair to be put into final form. The final proposal is then presented to the Academic Council of Deans by the college dean for their second reading and decision. Upon approval, the Provost submits the proposal to the Academic Affairs Committee of the Board of Trustees. Upon approval, the Provost then submits the proposal to the Board of Trustees for their decision.

For graduate program approvals, following the Academic Council of Deans first reading, the college Graduate Council representative presents the proposal to the Graduate Council for review. The Graduate Council makes their recommendation to the Dean of Graduate Studies who then returns the approved proposal to the program director or department chair to be put into final form. The final proposal is then presented to the Academic Council of Deans by the college dean for their second

reading and decision. Upon approval, the Provost submits the proposal to the Academic Affairs Committee of the Board of Trustees. Upon approval, the Provost then submits the proposal to the Board of Trustees for their decision.

Upon approval by the Board of Trustees, the Provost will send the program description to the Registrar for catalog listing and return to the originating department.

7.2.2. New Academic Courses

Any faculty member, program director, or department chair may propose a new course using the forms provided on the Provost's website. The proposal is submitted to the relevant department chairperson, program director, or immediate supervisor, who sends it to the department faculty for review and approval. The proposal is then sent by the dean to the appropriate committee or college faculty council for review and approval. The committee or the college faculty council returns the new course proposal to the dean for final approval.

Upon approval by the Dean the course description will be sent to the Registrar for catalog listing and return the information to the originating department.

8.0 ACADEMIC STANDARDS

8.1 GRADING SYSTEM

Academic Regulations in the University undergraduate and graduate catalogs govern the University grading system.

8.2 UNAUTHORIZED ATTENDANCE AND ENROLLMENT

Faculty are required to take attendance and identify anyone present who is not on the official class roster. The unregistered attendees shall be directed to the Registrar to verify their enrollment and must provide proof of enrollment before being added to the roster and attending further classes.

8.3 EXAMINATIONS AND EVALUATIONS

A dedicated period for final evaluation is scheduled at the end of each semester. The timing of these evaluations is included in the semester's overall class schedule. Final evaluations are required for all courses and sections, except as outlined in Sections 2.1.1, 3.1.1, and 4.1.1 of this Handbook.

Final evaluations may assume various formats, including traditional examinations, research papers, final projects, presentations, portfolios, studio reviews, case studies, reflective essays, or other formats, depending on the nature of the course. Exceptions may apply to courses with fewer than two credits, laboratories, seminars, studios, or similar formats.

Final evaluations are expected to be more comprehensive than regular semester tests or critiques, and common finals may be given in some courses. Final evaluations will be given during the times normally scheduled. Any changes to the scheduled time require prior approval from the dean.

During the summer sessions final evaluations are conducted during the last days of the scheduled classes.

8.4 GRADE REPORTS

Faculty are required to submit grade reports at the end of each semester by the deadlines and in the manner specified by the Registrar. These reports must include grades for all students in the course and must be determined honestly, fairly, and without bias, following appropriate grading criteria and university policies. Grades will not be posted publicly, even if student identities are concealed or coded.

The grades entered in the grade report are the official record of the grades for the students. Only the faculty of record may access the grade roster for each course. The last date of class attendance must be reported for students receiving grades of "F," "W," or "WF."

In addition to the standard A-F grades, faculty may assign a temporary grade of "I" (Incomplete), if appropriate. A student can request an "I" grade in writing to the faculty or the faculty may recommend it to the student. The conditions and procedures for issuing an "I" grade, student responsibilities upon receiving an "I" grade, the faculty member's responsibilities for evaluating the

remaining course work and issuing a grade for the course, and the timeline for this process are outlined in the Academic Regulations section of the University catalogs.

8.5 GRADE CHANGES

Any changes to grades previously submitted must be made using the Change of Grade form, issued by the Registrar. Grade changes are allowed only to correct errors in calculation, transcription, or scoring, or to resolve grades of “I” (Incomplete).

When a grade change is necessary and justified, the faculty member of record initiates the process by completing and signing the Change of Grade form. The form is then forwarded to the department chair, program director, or immediate supervisor, who reviews it, signs, and dates it. The signed form is then submitted to the Registrar for final processing.

Appeal Process: If a student disputes their grade, they should first meet with the faculty member of record to discuss the issue. The faculty member should review the grading criteria and address the student’s concerns. If the issue is not resolved, the student can submit a formal written appeal, outlining the reasons they believe the grade is incorrect, along with any supporting evidence. The faculty member will review the appeal, reassess the grading, and determine whether a grade change is warranted. If the student remains unsatisfied with the faculty member's decision, the student may escalate the appeal to the department chair, program director, or immediate academic supervisor, who will conduct a further review. The department chair, program director, or immediate academic supervisor will make the final decision and, if necessary, facilitate a grade change by submitting a Change of Grade form to the Registrar.

8.6 CLASSROOM ETHICS AND DISCIPLINE

Faculty members must take reasonable steps to prevent unethical practices and violations of the Academic Honor Code in their courses, as these actions undermine university integrity and respect for faculty. Violations are addressed in the Student Code of Conduct.

Faculty should monitor all tests, examinations, and evaluations. Test, examination, and evaluation questions should be varied across semesters to prevent predictability and ensure academic integrity.

Faculty are responsible for maintaining order in the classroom. If a student disrupts the class, the faculty member should issue a warning and report the incident to their supervisor for appropriate action. Faculty may not exclude a student from class without prior authorization, except in situations where the student poses a danger of significantly disrupting the class. In such cases, the student should be asked to leave, and Campus Security should be notified immediately. Faculty will not physically confront or verbally provoke students.

Incidents of misconduct, whether in the classroom, on campus, or in university-related activities off campus, should be reported promptly to the faculty member’s supervisor and the Dean of Students for action under the Student Code of Conduct. Faculty members do not have the authority to impose disciplinary penalties independently, but they are responsible for reporting violations in a timely and fair manner.

8.7 CLASSROOM VISITORS

Faculty may invite visitors to observe, present, collaborate, critique, or for any number of reasons. An external visitor is generally allowed to attend no more than ten percent of a class's contact hours. Exceeding this limit requires prior authorization from the faculty member's immediate supervisor, as it may impact the course content significantly or divert students' attention from course content and objectives. Both the immediate supervisor and dean have the authority to visit and observe any class session.

9.0 AMENDMENT AND REVISION

The Faculty Handbook is established by the Board of Trustees and can be amended only by the action of the Board of Trustees.

Revisions to the Faculty Handbook can be proposed by any faculty member, faculty group, any member of the administration, and the Board of Trustees at any time.

Any modifications proposed by faculty or administration shall be forwarded, in writing, to the Faculty Senate and the Provost for consideration. The Faculty Senate may forward the modifications to an appropriate committee or may review them in the Senate. The Faculty Senate should seek broad input from faculty members in each college throughout their review process.

The Faculty Senate will forward its recommendations to the Provost in a timely manner. If the Faculty Senate experiences or anticipates a delay in responding to the Provost, the Provost shall be informed by the Chair of the Senate and a timeline for response determined. Once received, the Provost will forward recommendations to the Academic Council of Deans for review by them and their faculties. That Council will then forward its recommendations to the Provost.

If the Provost, the Faculty Senate, and the Academic Council of Deans agree, the Provost will present the recommendations to the President and the Academic Affairs Committee of the Board of Trustees. The Provost will notify the Academic Council of Deans and the Faculty Senate if his/her recommendations differ from their recommendations. The Academic Affairs Committee will make its recommendation to the Board of Trustees for consideration. Proposed modifications become policy only through action by the Board of Trustees.

If there is disagreement by either the Provost, the Faculty Senate, or the Academic Council of Deans on proposed modifications, the Provost will work with each to seek changes that will produce agreement. If an agreement cannot be reached, then the Academic Council of Deans and/or Faculty Senate can request that the Provost forward the recommendations to the Academic Affairs Committee with his/her comments. The Academic Affairs Committee may then schedule an open hearing, including appropriate faculty, where the Chair of the Senate will present the Senate view, and one of the deans will present the position of the Academic Council of Deans. If deemed appropriate by the Academic Affairs Committee, the view of other faculty members may also be heard. The Academic Affairs Committee will make its recommendation to the Board of Trustees for consideration at its next regularly scheduled meeting.

After modification of the Faculty Handbook is approved by the Board of Trustees, a revised copy of the Faculty Handbook will be available to all faculty and will be published on the Provost's website.