



Lees-McRae College

# Faculty Handbook

# In Montibus, Ex Montibus, Pro Montibus

“In the Mountains, Of the Mountains, For the Mountains”

Nestled in the Blue Ridge Mountains of Western North Carolina, Lees-McRae is a four-year, coeducational residential college offering diverse baccalaureate degrees, strong athletic programs and an outstanding faculty. The College offers online programs and degree-completion opportunities in surrounding communities to nontraditional learners. All academic programs incorporate a broad core curriculum and field-specific career preparation and experiential learning with an emphasis in leadership and service.

This document is published under the authority of the Executive Committee of Faculty Senate and the Board of Trustees of Lees-McRae College. The College reserves the right to make changes in the provisions of this handbook. The College will attempt to minimize the inconvenience to faculty, should changes be necessary.

The Faculty Handbook includes expectations, policies, and procedures specific to those employees holding faculty contracts.

Revised and approved by Faculty Senate in April 2018 | Approved by the Board of Trustees in September 2018

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# >> 0.0 General Information

## 0.1 Mission Statement

Lees-McRae College educates and inspires students to approach life and work from a creative, collaborative, and critical perspective in preparation for diverse careers and environments.

## 0.2 About the College

Lees-McRae is a four-year, coeducational residential college offering diverse baccalaureate degrees, strong athletic programs and an outstanding faculty. The College offers online programs and degree-completion opportunities in surrounding communities to nontraditional learners. All academic programs incorporate a broad core curriculum and field-specific career preparation and experiential learning with an emphasis in leadership and service.

## 0.3 Use of Faculty Handbook

The Faculty Handbook is the official document governing the relationship between the college and the faculty. The Faculty Handbook shall be used by all those concerned to define faculty positions, appointments, rights, responsibilities, duties, evaluation, promotion, and anything else specific to the faculty-college relationship.

It is recognized that faculty are employees of Lees-McRae College and will therefore also abide by the rules and regulations outlined in the Employee Handbook that are not addressed within the Faculty Handbook. Specifically the sections of the Employee Handbook that this may refer to are: Non-Discrimination Policies, Organizational Expectations, Benefits Administration, Campus and Facilities, and General Information.

# >> 1.0 Faculty Positions and Appointments

## 1.1 Faculty Positions

### 1.1.1 Teaching Faculty

Lees-McRae College is committed to providing consistency of the intellectual life of the campus by employing highly qualified full-time faculty. Adjunct faculty are employed to fill short-term vacancies, enrich the curriculum with expertise in areas not represented by the full-time faculty, and fill needs beyond the teaching load limit of the full-time faculty.

#### 1.1.1.1 Full-time Faculty

Full-time teaching faculty members have responsibilities as described in Section 2.4. Teaching faculty must complete Professional Activity Reports (PARs) (appendix 1) and Annual Performance Reviews (appendix 2) as part of their annual assessment and are subject to formal review for promotion and contract conversion.

#### 1.1.1.2 Adjunct Faculty

Adjunct faculty are at will employees who teach less than a full-time load. Adjunct faculty must meet the same requirements for professional, experiential, and scholarly preparation as their full-time faculty counterparts in the same discipline. In general, this means an adjunct faculty member who teaches credit-bearing courses must possess, at a minimum, the master's degree with at least 18 graduate hours in the teaching field. Appointments are made as at will employees on a semester basis, with such individuals used only to enhance the educational effectiveness of the College. Appropriately qualified members of the College staff may serve as adjunct faculty with approval of their supervisor. Adjunct faculty members are subject to all policies of the College; are expected to maintain reasonable office hours to respond to students' educational needs; and are oriented, supervised, and evaluated by the School Dean or designated Program Director. Orientation is to be conducted prior to the academic term of the teaching assignment and, at a minimum, is to include review of relevant policies in the Faculty Handbook, the College Catalog, and other appropriate publications; review of expectations relevant to the teaching assignment; and overview of classroom and office assignment, use of College phone and computer network systems, and other matters immediately germane to the specific academic unit.

### 1.1.2 Faculty with Administrative Duties

Faculty members with administrative duties hold administrative positions through appointment by the Chief Academic Officer; at least fifty percent of their time is assigned to instruction-related administrative duties. These faculty maintain voting membership in an academic School, are eligible for promotion in faculty rank, submit annual performance reviews to the Chief Academic Officer (and to the respective school if the individual maintains teaching duties), and remain on one-year contracts while holding administrative duties. Should the individual relinquish the administrative position, the individual returns to the faculty contract in place at the time of the administrative appointment and is eligible for term-review/conversion.

### 1.1.3 Librarians with Faculty Rank

Librarians with faculty rank are full-time, twelve-month employees who hold a terminal degree accredited by the American Library Association in library science, typically either the Master of Library Science (MLS), the Master of Science in Library Science (MSLS) or the Master of Library and Information Science (MLIS). Librarians with faculty rank perform professional library services, engage in professional development and scholarship, and provide service to the College and professional community. Librarians are held to the professional standards and guidelines developed by the Association of College and Research Libraries, a division of the American Library Association. Librarians with faculty rank complete annual Professional Activity Reports which are submitted to the Chief Academic Officer and are eligible for promotion and term appointments.

### 1.1.4 Endowed Professorship/Chair

Endowed professorships and endowed chairs are endowment-funded, prestigious academic appointments established to recognize, and/or attract to the College, distinguished individuals whose work is of superior quality. Appointment to such a position is made by the President on the recommendation of the Chief Academic Officer and the School Dean. Length of term and qualifications of the candidate will be specified when the endowed professorship or chair is established.

### 1.1.5 Faculty Emeriti

Retired faculty members who meet the following requirements may be considered for Emeritus/Emerita status:

- Ten years of full-time teaching at Lees-McRae College;



- Actively teaching at Lees-McRae College with faculty rank at the time of retirement;
- Good standing at time of retirement;
- Distinguished contributions to teaching, scholarship and service at Lees-McRae College with an unwavering commitment to the College mission and values.

Faculty members of an academic school initiate the procedure for appointment by formally recommending to the Faculty Senate the faculty member for faculty emeritus/emerita status. In accordance to its bylaws, the Faculty Senate submits a recommendation to the Chief Academic Officer, who, if in agreement, submits the recommendation to the President and the Board of Trustees for final approval.

Emeriti faculty are listed as Emeriti Faculty in the College Catalog, may maintain professional web pages on the College webpage, use college email and internet, request a campus parking permit, use the College facilities, and participate in campus cultural and social events under the same conditions as current faculty. Emeriti faculty are invited to participate in academic processions and attend other college-wide functions. There is no remuneration for faculty with emeritus status. Attendance at program, school, and Senate meetings is by invitation and without voting privileges.

## 1.2 Faculty Appointment and Promotion Criteria

The following are minimum requirements for consideration of appointment to faculty rank.

Academic programs in a number of fields, particularly professional programs and the creative, visual and performing arts, often benefit from faculty whose accomplishments and significant professional experiences are outside the academy. An earned bachelor's degree with exceptional qualifications (as attested to by years of professional experience directly applicable to the teaching assignment) and regionally and nationally recognized accomplishments in areas such as publications, awards, performances, honors and scholarly/professional activity or possessing professional certifications in the field may act in lieu of the master's/terminal degree. The faculty's performance-related experience must be directly related to their teaching assignment and documented by the School Dean

Promotion in rank is based upon outstanding performance demonstrated over time. A faculty member may perform satisfactorily at a given academic rank without necessarily warranting promotion to a higher rank. Consideration for promotion will be given to those recognized as outstanding teachers who are engaged in assigned responsibilities, scholarship, and service activities of high quality.

The demonstration of achievements for promotion and contract conversion is understood to be cumulative. For those who have received a promotion at Lees-McRae College or another institution of higher learning, this means since the time of application for the last received promotion. For those without prior service, this means since appointment at Lees-McRae College. Longevity alone is not a basis for promotion.

When a promotion is being considered, a history of sustained professional achievements is expected. The higher the rank of the faculty member, the greater is the level of expectation for performance and leadership.

### 1.2.1 Instructor Qualifications and Experience

An Instructor must hold a master's degree from a regionally accredited college or university, with a major in the teaching discipline or a master's degree and at least 18 graduate semester hours in the teaching discipline. In exceptional cases, outstanding professional experience and demonstrated contributions to the teaching discipline may be presented in lieu of formal academic preparation. The academic school in which the faculty member will be housed must justify such exceptions. Evidence of successful teaching and/or related work experience, the promise of engaging in scholarly and professional activities, commitment to the values of the College, and the ability to contribute to the mission and strategic goals of the College are required. Instructors new to the College will be assigned the Instructor rank.

### 1.2.2 Associate Instructor Qualifications and Experience

An associate instructor must hold a master's degree from a regionally accredited college or university, with a major in the teaching discipline or a master's degree and at least 18 graduate semester hours in the teaching discipline. Six years of successful college teaching at the Instructor level and/or directly related work experience, demonstrated excellence in teaching, engagement in scholarly and professional activities, commitment to the College values, and contributions to the mission and strategic goals of the College are required. Instructors may only be appointed to the associate instructor rank by undergoing the peer-review process at Lees-McRae College.

### 1.2.3 Senior Instructor Qualifications and Experience

A senior instructor must hold a master's degree from a regionally accredited college or university, with a major in the teaching discipline or a master's degree and at least 18 graduate semester hours in the teaching discipline. Ten years of successful college teaching at the instructor and/or associate instructor levels and/or directly related exceptional work experience, demonstrated consistent excellence in teaching, engagement in scholarly and professional activities, commitment to College values, and contributions to the mission and strategic goals of the College are required. Instructors may only be appointed to the senior instructor rank by undergoing the peer-

review process at Lees-McRae College.

### **1.2.4 Assistant Professor Qualifications and Experience**

An assistant professor must hold a terminal graduate degree, usually the earned doctorate, from a regionally accredited institution in the appropriate discipline. In some disciplines, the master's degree in the discipline may be considered the terminal degree, such as the MFA or the MLS; in others, a master's degree in the discipline, coupled with a doctoral degree in a related discipline, may be considered appropriate. The academic School in which the faculty member will be housed must justify the master's degree or master's degree coupled with a related doctorate, as the terminal degree for the faculty member. Evidence of successful teaching and/or related work experience, the promise of engaging in scholarly and professional activities, commitment to the values of the College, and the ability to contribute to the mission and strategic goals of the College are required.

### **1.2.5 Associate Professor Qualifications and Experience**

An associate professor must hold a terminal graduate degree, usually the earned doctorate, from a regionally accredited institution in the appropriate discipline. Six years of successful college teaching at the assistant professor level and/or directly related work experience, demonstrated excellence in teaching, engagement in scholarly and professional activities, commitment to the College values, and contributions to the mission and strategic goals of the College are required. Generally, faculty new to the College may only be appointed to the associate professor rank if the rank was achieved through a peer-review process at a previous institution.

### **1.2.6 Professor Qualifications and Experience**

A professor must hold a terminal graduate degree, usually the doctorate, from a regionally accredited institution in the appropriate discipline and have ten years of successful college teaching and/or directly related exceptional work experience. Demonstrated consistent excellence in teaching, engagement in scholarly and professional activities, commitment to College values, and contributions to the mission and strategic goals of the College are required. Faculty new to the College may only be appointed to the professor rank if the rank was achieved through a peer-review process at a previous institution.

## **1.3 General Search Procedures**

The College is committed to recruiting highly qualified faculty with special effort made to identify a diverse pool of applicants. Employment opportunities are provided without regard to race, color, religion, national origin, sex, age, or disability. The College non-discrimination policies are described in detail in the Employee Handbook.

In situations where time and circumstances permit, the following procedures will generally be in practice:

- The College operates under a policy of extensive advertising for vacant and newly created positions. University placement offices are contacted and ads may be placed in the regional newspapers and journals as well as in *The Chronicle of Higher Education*. The School Deans keep files on applicants for all positions.
- The process of evaluating applicants for various positions starts with the search committee. The process involves all appropriate School faculty (meaning all those who teach in a discipline), along with the School Dean, the Chief Academic Officer, the President and other College personnel as needed. After reviewing all dossiers on applicants, the committee members will work with the School Dean to identify a group of the best-qualified candidates.
- The School Dean will evaluate and rank the credentials of the candidates. These credentials then go to the Chief Academic Officer and finally to the President for individual appraisal and evaluation.
- After all four levels (Faculty, Dean, CAO, and President) of reviewers have had input, the School Dean recommends the first choice candidate. This candidate will be brought to campus for an interview.
- After interview(s) have taken place with the four groups, the President, in consultation with the Chief Academic Officer, will arrive at a salary offer for the candidate. The Chief Academic Officer will then negotiate with the prospective faculty member to establish a salary.
- Prior to this selection process being brought to a conclusion, the prospective faculty member is advised as to what the duties and responsibilities of the position will be, in and out of the classroom. The candidate also has the full salary package, including fringe benefits, thoroughly explained. This procedure will be followed for all full time faculty hiring. If tentative agreement on salary and other matters is reached and the candidate signs a contract, the process of bringing candidates to campus for interview stops. If the top candidate does not sign a contract, then the process continues with the second candidate. This process continues until the position is filled.
- When the position is filled, the Chief Academic Officer will notify Human Resources in writing, giving all the information needed for hiring preparation.

## **1.4 Contracts and Appointments**

### **1.4.1 Term Appointment System**

In accordance with appropriate standards of academic procedure and in the belief that academic freedom and reasonable employment assurance are essential to the success of an institution, the College operates with a term contract system which awards one-, three-, and five-year appointments. Initial appointment to the faculty will be probationary with contracts offered on an annual basis. Faculty members have the responsibility to initiate the review process leading to a multi-year term appointment. Non-renewal of appointments is communicated to affected faculty between February 1 and 15.

Faculty participating in the term appointment system are subject to all policies and procedures as specified in this Faculty Handbook and other appropriate and relevant college publications, including policy actions of the Lees-McRae College Board of Trustees as reported in the official minutes of the Board meetings. The status of a faculty member's appointment will be reflected in the annual employment contract.

### **1.4.2 Annual Contracts**

For planning and scheduling purposes for the next academic year, each Spring prior to the start of the next academic year, the College issues faculty contracts containing the specific conditions of employment, including any term, condition, or probationary stipulations. Faculty contracts are generally prepared and sent to the faculty by May 1. Faculty contracts generally must be signed and returned no later than two weeks from the date of issuance. After contracts are renewed, a faculty member's resignation will be considered unethical. The faculty member may properly request leniency on this matter in cases of hardship or in a situation in which an adequate replacement can be employed and the faculty member would otherwise be denied substantial professional advancement or other opportunity. The decision of leniency is solely at the discretion of the College.

# >> 2.0 Faculty Rights, Responsibilities and Duties

## 2.1 Curriculum

Lees-McRae College places the primary responsibility for the content, quality and effectiveness of curriculum with the faculty. Daily oversight of programs and curriculum are the responsibility of faculty who serve as program coordinators and deans. Each program and respective curriculum are reviewed annually to ensure

- the currency and relativity of the curriculum as it relates to expectations of an undergraduate curriculum or a graduate curriculum and the related field of study.
- course sequencing confirms to proper prerequisites and levels of learning. (Appendix 3)
- the curriculum has opportunity for students to acquire foundational knowledge, skill development and mastery of the knowledge and skill at the level expected of an undergraduate; the curriculum for a graduate student emphasizes critical reading, synthesis of ideas, evaluation, and independent knowledge and expertise.
- the course content is intellectually rigorous to allow students opportunities to engage in increasingly complex understandings of theories, skills, applications, analyses.
- the cohesiveness of the curriculum in that the curriculum is aligned with the program mission, goals and learning outcomes and ultimately supports college mission.

New programs may be proposed by faculty or academic administrators. The formal proposal for new programs (see Appendix 4) is presented to the Curriculum Committee for review. If approved by the Curriculum Committee, the proposal then goes before the Faculty Senate for final approval. New and existing programs are administered through the college's academic schools. School Deans and program coordinators are responsible for recommending adequate staffing, budgets, and the timely offering of courses. All programs are periodically evaluated through the formal program review process (see Appendix 5). Procedures for eliminating or significantly altering a program are described in section 3.2.2 in the Faculty Handbook.

### 2.1.1 Intellectual Property Rights

The current college policy for intellectual property rights is found in Appendix 6.

## 2.2 Shared Governance

Lees-McRae College ensures the participation of faculty and staff in decisions that affect the academic operation of the institution. The Faculty Senate is the representative body of the Lees-McRae College faculty and is therefore the principal vehicle for faculty involvement in college governance.

Shared governance is a set of practices under which the college faculty participates in significant decisions concerning the operation of the institution and the academic life of the college. Five basic principles define the faculty role in shared governance:

### 1. The faculty approves academic standards and curriculum

Faculty members have the primary responsibility to determine the content of the curriculum, establish all degree and certificate requirements and setting standards related to student progress in academic programs. Administrators determine the extent to which academic programs are consistent with the institutional mission and whether the institution has the capacity and resources to offer quality programs.

### 2. The faculty requires academic freedom

Faculty members can exercise independent academic judgment in the conduct of their teaching and research. Protections of free expression are extended to all faculty and staff to ensure collaborative, critical and creative enterprise. Administrators may engage in matters of academic freedom in proven cases of irresponsibility as outlined in the employee contract, Employee Handbook and the Faculty Handbook.

### 3. The faculty reviews candidates for appointment and status

Faculty members have a lead role in interviewing and recommending candidates for academic appointment to the faculty, for promotion, and other measures of academic quality. Administrators will also review candidates and may put forth additional qualified candidates for appointment.

### 4. The faculty contributes beyond academic matters

Faculty members should have a role on institutional committees, task forces, and decision-making bodies that affect their work and are within their areas of expertise, including search committees for top administrators. Administrators should include appropriate

members, as determined by institutional function and responsibilities. Academic program budgets should be developed with the participation and counsel of the program faculty.

## **5. The faculty evaluates supervisors and academic personnel**

Faculty members conduct annual performance reviews of their direct academic supervisors. The primary purpose of these reviews must be constructive, with the goal of improving the performance of the administrator under review. Administrators may share feedback relating to academic performance or quality of academic programs with the appropriate supervisor.

## **2.3 Academic Freedom**

Academic freedom safeguards the faculty's liberty to pursue, discuss, study, research, question, critique and teach relevant knowledge, ideas, and theory, in accordance with the standards of the academic profession. A faculty member who is acting in the course and scope of his or her employment at the College is protected by the tenets of academic freedom as long as such action is performed in good faith and in a manner consistent with his or her responsibilities.

Lees-McRae College subscribes to the following specific points drawn from, or based on, statements endorsed by the American Association of University Professors and the Southern Association of Colleges and Schools.

- a. Institutions of higher education exist for the common good and not to further the interest of the individual teacher or institution. The common good depends on the free search for, and free exposition of, truth. Academic freedom is essential to these purposes.
- b. Academic freedom is a privileged responsibility that requires a commitment to the search for truth, an obligation to protect the intellectual freedom of others by resisting efforts to impose single points of view by force or intimidation, an acknowledgement of the diverse values of a pluralistic society, and the will to preserve civility in discourse.
- c. Faculty members are entitled to freedom in the classroom to teach and discuss course-related subject material, but will avoid persistently introducing material that has no relation to the course subject. Faculty members will present the subject matter of a course as announced to the students and as approved by the faculty in their collective responsibility for the curriculum. This freedom is consistent with the College's rights to expect productive teaching and to require corrections of any inadequacies in the quality and quantity of instructional work. Students are free to take reasoned exception to the data or views offered in any course and to reserve judgment about matters of opinion.
- d. Faculty members are entitled to freedom in research, artistic endeavors, and publication of results, subject to the College's policies on the use of human and animal subjects and the College's rights to expect productive scholarship from a faculty member and to require corrections of any inadequacies in the quality and quantity of scholarly work.
- e. Faculty members are entitled to freedom in service to the academic unit, College, and faculty member's discipline, consistent with the College's rights to expect productive service from a faculty member and to require corrections of any inadequacies in the quality and quantity of service activity.
- f. When faculty members speak, write, or create as private citizens, they are free from institutional censorship or discipline, but their special position in the community imposes special obligations. Faculty members will remember that the public will judge their profession and the College by what they say and write. At all times, faculty members will strive for accuracy, appropriate restraint, and respect for the opinions of others. If necessary, faculty members will indicate that they are not College spokespersons.

## **2.4 Faculty Responsibilities**

A faculty member's right to exercise academic freedom carries with it concomitant responsibilities to students, colleagues, the academic community, and the College. The following is an illustrative but not exhaustive list of responsibilities. A faculty member will engage in the following activities:

### **2.4.1 Assigned Responsibilities**

#### **2.4.1.1 Teaching**

- a. Carefully plan and prepare courses, meet at scheduled class times, teach courses in accordance with the adopted course syllabi and the Lees-McRae College Catalog, and evaluate student performance on a fair basis in accordance with college policy.
- b. Maintain a record of the basis for all student grades each semester and report grades to the registrar by the published deadline each semester. Upon separation from the College, a faculty member will submit such record to the Office of Academic Affairs for the academic year preceding separation.

- c. Continually improve teaching effectiveness with regard to currency of course content, engaging pedagogies, high expectations for student achievement, and assessment of student learning.
- d. Assist students in adopting effective strategies and techniques for study, writing, communication, and research.
- e. Model high standards for academic excellence and personal integrity.
- f. Create an educational environment of nondiscrimination and equal opportunity/ access, and provide reasonable accommodations for students with documented disabilities.
- g. Teaching as applied to librarians with faculty rank involves the competent and effective teaching of students, either individually or in groups, the proper use of library resources. Teaching also encompasses the collaboration with faculty colleagues to develop and deliver specialized teaching materials in the subject disciplines. Additionally, teaching encompasses the development of instruction tools, both online and in print, to aid in the locating and use of library resources.

#### **2.4.1.2 Advising**

- a. Maintain at least eight office hours per week for student consultation.
- b. Act as academic advisor to students; help students to identify academic and career interests, develop a realistic and successful academic program, plan an effective career strategy, and make referrals as appropriate.
- c. Advising as applied to librarians with faculty rank involves working with students individually on an as needed basis in the library setting.

#### **2.4.1.3 Curriculum and Assessment**

- a. Review, revise, develop, and implement the curriculum in accordance with the College's mission, strategic plan, and initiatives.
- b. Work with colleagues to assess student learning, review programs, and evaluate the effectiveness of the school.
- c. Participate in the evaluation of faculty members and academic programs.
- d. Curriculum and assessment as it relates to librarians refers to developing, delivering and assessing the provision of library services to our constituents.

#### **2.4.1.4 Scholarship and Professional Development**

- a. Remain current with developing knowledge in the academic discipline and in pedagogy by engaging in regular professional activities.
- b. Engage in regular professional development designed to enhance teaching and learning, with attention to college priorities for academics.
- c. Develop primary knowledge in own discipline and advance knowledge in own academic discipline by producing scholarship and/or creative works.
- d. Report scholarship and professional development activities as required annually by the Office of Academic Affairs
- e. The criteria listed above also apply to professional librarians.

#### **2.4.1.5 Service**

- a. Serve on committees of the college, academic School, and Faculty Senate. In addition to the Executive Committee, the standing committees of Faculty Senate include the Curriculum Committee; Core Curriculum Committee; Faculty Welfare, Handbook, and Constitution Committee (FWHC); Honors Committee; Promotion and Contract Conversion Committee (PCC); and Stephenson Committee. Faculty Senate committees are described in the Lees-McRae College Faculty Senate Constitution, Articles III and IV (Appendix 7).
- b. Attend and participate in scheduled faculty/administrative staff meetings.
- c. Support the work of the school and programs through activities determined by the school and program members, including but not limited to Open House, Majors Fairs, student recruitment, faculty recruitment, new faculty orientation, and adjunct faculty mentoring.
- d. Participate in the development of the library and other learning resource centers.
- e. Serve as advisor to student organizations.
- f. Serve on local, state, regional, and/or national committees, boards, and councils that are related to the profession, accreditation, or the advancement of the College.
- g. Report service activities as required annually by the Office of Academic Affairs.
- h. Perform other duties as established by the School Dean and the Chief Academic Officer.

- i. The criteria listed above also apply to professional librarians.

## 2.4.2 Administration

School Deans and Program Coordinators have additional administrative duties. These duties are outlined below:

### **Duties of the School Dean include the following:**

- a. Operation of the Academic School – regular assessment of academic operations, timely construction of course schedules, construction and oversight of School budgets, oversight of physical facilities used by the School, etc.
- b. Personnel – make recommendations regarding the hiring of personnel, evaluation of faculty, both part and full-time, including oversight of search committees, timely completion of PAR's and faculty portfolios for promotion and contract renewal, encouraging and promoting faculty development, etc.
- c. Curriculum – shepherd curricular changes through the requisite committees, insuring School input in general education CORE offerings, etc.
- d. Advocacy – represent the School at Dean's Council and other administrative functions as well as public forums.

### **Duties of coordinators include the following:**

- a. Assessing – work with School Deans to regularly assess the program's curriculum including Program Reviews and student outcomes.
- b. Advertising – work with School Deans and the Communications Office to maintain the program's webpage on the Lees-McRae website, coordinate with program faculty to insure participation in college recruiting activities; open houses, letters, emails, major fairs, campus visitations, etc.
- c. Advising – coordinators assign academic advisors to all students in the program.
- d. Budget – Communicate budget needs to School Deans.

## 2.5 Professional Ethics and Integrity

Membership in the academic community imposes upon faculty members an obligation to act with integrity in all interactions with students, colleagues, staff, administrators, and the public. No set of rules can guarantee or take the place of a faculty member's personal integrity; however, the College expects faculty to follow these guidelines for ethical behavior. The guidelines are informed by statements endorsed by the American Association of University Professors.

### 2.5.1 Professionalism

Faculty members should embody the concepts of self-discipline and the quest for self-betterment. Faculty have an obligation to respect the dignity of others; acknowledge others' right to express differing opinions; and foster and defend intellectual honesty, freedom of inquiry and instruction, and free expression. Faculty should

- a. Support the College's mission, values and strategic plan priorities.
- b. Advocate for the College.
- c. Act professionally, ethically, honestly, and respectfully toward students, all college employees and members of the public.
- d. Seek excellence in all college-related matters.
- e. Participate regularly in campus community activities, including common community time meetings, faculty development, college and programs, performing arts productions, student development events, and athletic events.
- f. Attend convocation, baccalaureate, commencement, all-employee workshops, all-faculty meetings and other formal meetings or ceremonies as identified by the Chief Academic Officer.

### 2.5.2 Relationship with Students

Faculty members will:

- a. Uphold federal, state, and local laws and college policies, with particular attention to student privacy and non-harassment of students, colleagues and staff.
- b. Provide an atmosphere conducive to learning and treat students equitably;

- c. Teach all students regardless of their beliefs or political and social choices;
- d. Evaluate students solely upon their academic performance and merit, exclusive of matters irrelevant to that performance;
- e. Respect students' privacy and intellectual pursuits;
- f. Act as advisers and mentors for students;
- g. Foster honest academic conduct and integrity;
- h. Model appropriate behavior and ethics;
- i. Publicly acknowledge significant academic or scholarly assistance from students in presentations and publications;
- j. Refrain from exploitation, harassment, retaliation or discriminatory treatment of students;
- k. Avoid romantic or physically intimate relationships with students;
- l. Refrain from exploiting students for private advantage, including the acceptance of compensation for tutoring students.

### **2.5.3 Relationship with Colleagues**

Faculty members will treat their colleagues and others with respect. Assessment of colleagues' performance must be made with honesty and without prejudice. Faculty members have a duty to assume an equitable share of service to the program, academic School, college, and discipline.

### **2.5.4 Academic Honesty**

Faculty members will behave honestly, fairly, and respectfully in their scholarly pursuits by scrupulously acknowledging the ideas, methods and expressions of others and by reporting actual outcomes of research without fabrication or falsification. On a collaborative project, faculty members must acknowledge the contributions of colleagues and students. Any suspected plagiarism or other forms of academic dishonesty by a colleague will be reported according to Section 2.4.2.

### **2.5.5 Conflict of Interest**

A faculty member will be sensitive to the potential for conflicts of interest and will avoid them. A potential conflict of interest occurs when there is a divergence between an individual's private interests and his/her professional obligation to the College such that an independent observer might reasonably question whether the individual's professional actions or decisions are determined by considerations of personal gain, financial or otherwise. In cases of conflict of interest, faculty will be directed to end any offending activity. See the Employee Handbook statement on conflict of interest.

### **2.5.6 Professional Codes of Ethics**

Faculty members will be guided by professional codes of ethics specific to their discipline.

### **2.5.7 Research Involving Human or Animal Subjects**

Faculty will conform to Federal Institutional Review Board guidelines for research involving humans or animals in research.

### **2.5.8 Non-Harassment**

Lees-McRae College strives to create an environment in which every individual can work, study, and live without fear of harassment. Harassment is unwelcome verbally or physically offensive conduct that creates an intimidating educational, working, or living environment. Harassment of any kind is prohibited. The college will investigate complaints of harassment and will conduct the investigation with appropriate confidentiality and discretion. Faculty members are expected to provide truthful information in connection with such investigations and to maintain appropriate confidentiality. Corrective action will be taken, up to and including dismissal, as warranted by the results of the investigation. Retaliation for filing a complaint of harassment constitutes a violation of the harassment policy and is prohibited. For further details, consult the College's Harassment Policy as described in the Employee Handbook.

## **2.6 Faculty Misconduct**

### **2.6.1 Forms of Faculty Misconduct**

A faculty member who engages in conduct incompatible with the responsibilities of faculty membership as provided in this Handbook or elsewhere in the College's written policies and practices will be subject to sanctions, up to and including dismissal at any time. Faculty misconduct can take many forms, including but not limited to the following:

- a. Academic dishonesty
- b. Violation of academic or professional ethics



- c. Incompetence
- d. Disregard of or failure to fulfill academic and other college responsibilities
- e. Moral turpitude
- f. Harassment or retaliation
- g. Criminal conduct
- h. Unprofessional conduct

The Chief Academic Officer (including any higher-level administrator) may act on matters involving faculty misconduct and may impose the full range of sanctions. A grievance procedure (Section 2.4.2 below) is available for members of the College community to report matters of concern regarding faculty misconduct. The Chief Academic Officer, however, has a duty to supervise the faculty and may impose disciplinary sanctions for misconduct even when no member of the College community has invoked the formal grievance procedure.

## 2.6.2 Misconduct Grievance Procedure

Any person who believes in good faith that a faculty member is engaging in or has engaged in misconduct will report the matter, either informally, or formally (in writing), to the Chief Academic Officer or higher-level administrator. Where procedures for filing complaints about specific types of misconduct (such as for harassment) exist elsewhere in any college, state, or federal law or policy, those procedures will supersede the general procedures outlined here.

### a. Inquiry

For a formal or informal complaint, if the Chief Academic Officer determines that an allegation of misconduct does not merit a formal inquiry, the Chief Academic Officer will discuss the allegation with the faculty member in question and produce a written report documenting the incident and the rationale for dismissing the complaint. A copy of the report is sent to the faculty member and a copy is placed in the faculty member's personnel files. If the faculty member disputes the report, s/he will place an accompanying response in the file. The faculty member may request a hearing by petitioning the Chief Academic Officer in writing within ten calendar days of receiving the report. The Chief Academic Officer will convene a committee to hear the matter.

### b. Hearing

If the Chief Academic Officer determines that the allegation of misconduct merits a formal inquiry, or the faculty member requests a formal hearing, the Chief Academic Officer will convene a committee composed of one faculty member, one staff member, and one administrator for a formal hearing. The Chief Academic Officer may, in his or her discretion, place the faculty member on administrative leave pending completion of the hearing process. A hearing will normally be conducted within 15 days following appointment of the committee. The faculty member has the right to review evidence of the alleged misconduct, present arguments and evidence on his or her own behalf, have the advice of counsel (although there is no right to have counsel attend the hearing), and a timely decision on the matter. Following the hearing, the College committee will prepare a written summary of findings, including a recommendation by majority vote regarding any proposed sanctions. The report is sent to the Chief Academic Officer, and the faculty member.

### c. Sanctions

Sanctions for misconduct will include, but are not limited to, a reprimand, oral or written, private or public; a period suspension without pay; a reduction in salary; a reduction in rank; removal of privileges; or dismissal.

### d. Decision

Within 15 days of receipt of the committee's report, the Chief Academic Officer will send a written statement of the decision, including a rationale, to the faculty member, with written copies to the School Dean, the committee, and the faculty member's personnel file. If the decision of the Chief Academic Officer indicates that no sanction is to be imposed, the matter is closed. If the decision of the Chief Academic Officer indicates that a sanction is to be imposed, detailed grounds for the sanction will be included. If the indicated sanction is dismissal, the notification will include the effective date of the dismissal. In the absence of a timely written appeal by the faculty member, the decision of the Chief Academic Officer is final, and the sanction is effective on the date specified by the Chief Academic Officer.

### e. Appeal

A written appeal will be filed only under one of three conditions: the College failed to follow its procedures; the evidence presented is deemed insufficient to establish the imposed sanction; or the sanction is believed to be unreasonable. A faculty member has 10 calendar days from receipt of a written notice of sanctions to submit a written appeal that sets forth the grounds for the appeal and a summary of the arguments and documentary evidence the faculty member intends to present at a re-hearing. The appeal is considered by the Senate Executive Committee. If the Committee determines that a re-hearing will not be granted, the decision of the Chief Academic Officer becomes final. If the Committee determines that a re-hearing will be granted, the Committee will take up to 30 calendar days to hold the re-hearing. The re-hearing panel will be the Faculty Appeals Committee.

### f. Final Appeal

After the Initial Appeal or a final decision by the Faculty Appeals Committee after a re-hearing, the faculty member may within ten (10) days appeal to the President. The President will have fifteen (15) days to make a decision. The decision of the President will be final.

## 2.7 Duties and Working Conditions

### 2.7.1 Availability

All full-time faculty members will be available for College obligations throughout each working week during the academic year to fulfill their responsibilities fully and avoid placing undue burdens on their colleagues. The academic year normally extends from one week before classes begin in fall semester to one week beyond commencement and includes all days the College is open during that period. All full-time faculty members are expected to arrange their personal schedules to be available for the full range of obligations on campus.

### 2.7.2 Scheduling of Courses

All courses are scheduled by the Registrar, with the approval of the Chief Academic Officer. The scheduling decisions of the Registrar are final. In granting approval of the schedule, courses must be distributed as equally as possible throughout the available hours of instruction so that students have the greatest possible freedom in their selection of courses and instructors have equitable access to various teaching facilities. Room assignments are made by the Registrar and may not be changed without the Registrar's approval. Temporary room changes should be communicated to the Registrar.

### 2.7.3 Teaching Load

The guiding ideals in establishing teaching loads are educational effectiveness and fairness. Teaching loads are determined by the Chief Academic Officer in consultation with the School Dean. The decision of the Chief Academic Officer is final.

The usual course load for full-time faculty is 24 credits per academic year. Adjustments in teaching loads may be made, taking into account such factors as number of preparations, number of students taught, contact hours, program needs, and additional School or college responsibilities.

If a faculty members' normal teaching load falls below the standard for credit hours or enrollment numbers, the Chief Academic Officer, the School Dean, and faculty member will decide on one or more of the following steps:

- a. Assignment of non-teaching duties that the faculty member can perform effectively;
- b. Assignment of courses in another field in which the faculty member is, or could readily become, competent;
- c. Reduction of salary to make it commensurate with the teaching load.

Assignment of teaching duties in another field would be considered if there is a present and/or projected need in that field, the faculty member has background in the second discipline and is committed to make the necessary preparation, and movement of the faculty member into the new field would not fundamentally weaken the quality of instruction there.

### 2.7.4 Teaching in Summer Session

Teaching in summer session is almost always in addition to regular contracted obligations and not required. For faculty members whose summer session teaching is beyond basic responsibilities, additional compensation is provided based upon type of course, number of credits, and number of students.

### 2.7.5 College Catalog

The College Catalog is the guiding publication of the College. Faculty members will be familiar with the academic policies, regulations, and necessary curricular specifics contained within the College Catalog.

### 2.7.6 Course Responsibilities

#### 2.7.6.1 Class Schedules

Faculty members will adhere strictly to the scheduled time and place of class meetings. Any change in time or place, including final examinations, requires the prior approval of the School Dean, the Registrar when appropriate, and the Chief Academic Officer. No class may be added or dropped from the schedule without the approval of the School Dean, the Registrar, and the Chief Academic Officer.

#### 2.7.6.2 Syllabi

Faculty members are required to have a syllabus for each course, made available online by the first day of class. Each semester, an electronic copy of each syllabus must be filed with the School Dean and the Office of Academic Affairs by the

end of the first week of class. Each course syllabus will contain:

- a. directory information (term, course name and number, professor, professor contact information and office hours, class meeting time)
- b. catalog course description
- c. textbooks and course materials
- d. course goals
- e. course outline
- f. measurable learning outcomes and related learning activities
- g. measurable evaluation and assessment methods tied to each outcome and activity
- h. grading scale
- i. attendance policy
- j. college academic integrity statement
- k. college statement on assistance for students with documented disabilities

### **2.7.6.3 Course Instructional Materials and Textbooks**

The Exchange is the official textbook site for the College. All faculty members are required to furnish textbook adoption needs to the Exchange manager, following the manager's procedures and deadlines. Copyright laws will be observed when classroom materials are copied and distributed to students. Faculty will not directly sell classroom supplies or textbooks to students. When approved by the Chief Academic Officer, academic Schools may sell specialized supplies to students at cost if those supplies are not available through the Exchange.

### **2.7.6.4 Conducting Class**

Faculty members are expected to use a variety of pedagogical strategies and techniques that are motivational and meet the range of students' learning needs. Active learning, experiential learning, service learning, writing across the curriculum, inquiry based research, project-based learning, interdisciplinary connections, collaborative/team-based teaching and learning, and use of technology to enhance teaching and learning are valued by the College. Faculty members are expected to have a solid understanding of the subject matter and keep course content, materials, and resources current.

### **2.7.6.5 Accommodations for Student with Special Needs**

Faculty members will provide reasonable accommodations for students who qualify as individuals with disabilities as documented by the Coordinator of Disability Services.

### **2.7.6.6 Grading System**

The following grading system applies to all students matriculating at Lees-McRae College:

- A, A- ..... Superior
- B+, B, B- ..... Above average
- C+, C, C- ..... Average
- D+, D, D- ..... Below average
- F ..... Failure
- M ..... Met
- N ..... Not Met
- I ..... Incomplete
- W ..... Withdrawn

A grade of "W" can only be assigned by the Registrar and requires student completion of the appropriate form. A grade of "I" is assigned by the faculty member, but only in cases of a disabling illness or special emergency that interfered with a student's ability to complete the course; a grade of "I" cannot be assigned because of student negligence or procrastination. A grade of "M" or "N" is available only for approved courses, designated in the College Catalog.

Faculty members will submit academic warnings at mid-semester for any student whose academic work has fallen below C-.

Final grades will be submitted online by the required date. All grades reported to the Registrar will be considered final and complete if the student does not contact the Registrar within 30 calendar days from the release of grade reports. A grade

correction during this time period will be allowed if the professor verifies on the appropriate form that an error in grade computation was made. The form will be placed in the student's permanent file and the appropriate adjustment will be made by the Registrar and put on the student's permanent transcript.

### **2.7.6.7 Final Examinations**

The final examination period is scheduled by the Registrar. All classes must meet during the final examination period. Course activity during final examinations week may be an examination, project, presentation, performance, or other activity by which students are evaluated. In general, an examination should not be given during the last full week of class prior to the final exam period. Rescheduling a final examination to a time other than the scheduled period requires prior approval of the School Dean who reports the exception to the Chief Academic Officer. Final examinations are not to be rescheduled to accommodate the travel plans of students. Faculty members will provide students with opportunities to discuss the results of final exams and will retain exams for at least one year.

### **2.7.6.8 Returning Student Work**

According to federal regulations in the Family Education Right to Privacy Act (FERPA), when returning student work (projects, papers, exams, etc.), faculty must assure that students do not have access to the graded work or grades of other students. See the College FERPA statement.

### **2.7.6.9 Course Evaluations**

The primary purpose for the student evaluation of courses is to improve the educational programs of the College. Operational procedures in the administration of course evaluations are designed to be fair and effective.

All sections of each course taught by each professor during any given academic year are to be evaluated using the "Professor Evaluation by Student" form. A School or program may choose to use an additional form for such evaluation with the approval of the Chief Academic Officer. Each faculty member is responsible for administering the student evaluation in his/her courses.

During the final two weeks of regular class and prior to the final examination period of each term, the approved course evaluations must be available to students.

Within a month into the subsequent semester, the statistical results of the course evaluations and the individual evaluation forms are to be shared and discussed by the School Dean and/or a designated Program Coordinator with individual faculty members.

### **2.7.6.10 Course-Related Student Travel**

Travel related to a course must be approved by the School Dean. The faculty member must follow the procedures outlined in the 2009 Policies for Proposing and Conducting Short-term Academic and Service Travel Experiences for approval of travel courses.

Whenever class trips entail absences from other classes, the faculty member must secure approval from the School Dean. A list of all students involved and the courses they will miss must accompany the request. Faculty members requesting that students miss a class of another faculty member are asked to inform that faculty member of the request. Students may not be required to go on field trips if the trips involve absences from classes in which examinations are scheduled.

### **2.7.6.11 Individualized Studies and Internships**

Each program may offer individualized study courses to allow a student to pursue a course of study or research not offered in the Lees-McRae College curriculum. The student and faculty member jointly plan the individualized study and submit a request on the appropriate form available from the Office of Academic Affairs. The work must be completed during the semester for which the student has registered for the course.

Internships are planned and organized by a faculty member. Students may be supervised directly by someone other than the faculty member, but the Lees-McRae faculty member is responsible for oversight of the curricular learning experience, evaluation of the work, and submission of a grade.

### **2.7.6.12 Honors Courses**

Courses with an "honors" designation are approved by the Honors Committee and must examine content in greater depth and hold higher standards for student performance than non-honors courses. An individual honors student may negotiate an honors designation for an upper division course by completing the appropriate form, which requires a detailed description of

the honors component of the course.

### **2.7.6.13 Absences**

Faculty members will meet their classes as scheduled. Occasionally professional or personal responsibilities may require an instructor to miss a scheduled class. Such absences may occur because of death in the family, jury duty, illness, National Guard or military reserve duties, professional development, or attendance at professional meetings. Regardless of the reason for a faculty absence from scheduled class meetings, the faculty member is responsible for seeing that the class receives appropriate instruction. When such absences can be anticipated, arrangements will be made for the class to be covered by a colleague or rescheduled for another day. If the planned absence is for one or two days, approval of the School Dean will be obtained in advance; for a longer absence, approval of the Chief Academic Officer is required in advance. Extended absences may require a temporary faculty replacement. If a faculty member is absent for unexpected reasons, the Dean should be contacted as soon as possible so that arrangements can be made to notify students.

### **2.7.6.14 Use of College Property**

College property, including equipment and supplies, will only be used for academic and professional purposes.

## **2.7.7 Outside Employment and Professional Consulting**

The primary obligation of full-time faculty members is to fulfill the duties of their positions with the College. No full-time faculty member will be employed in any occupation that interferes with the thorough and efficient performance of faculty responsibilities for teaching, advising, professional development, scholarship, and service. It is recognized that outside employment and professional consulting services add to Lees-McRae's positive impact on the community. To that end, outside employment and professional consulting may be undertaken if such employment does not interfere with College assignments and responsibilities, is not a conflict of interest, and is not prohibited by law.

A faculty member is responsible for notifying the School Dean before beginning any outside employment. If, in the opinion of the School Dean and Chief Academic Officer outside work interferes with the regular college duties of the faculty member, the faculty member will be instructed to terminate or substantially modify such work as a condition of continuing employment on a full-time basis, accept a reduced appointment at a reduced salary, or accept a leave of absence without pay for a specified period.

Unless special permission and compensation to the College are arranged in advance, college property, facilities, telephones, duplicating services, and mail may not be used for outside employment and consulting. Outside employment activities should not involve the use of the College's name, its official stationery, the College email or other Information Technology services, or one of its buildings as a business address. See the Employee Handbook policy on Conflict of Interest.

## >> 3.0 Faculty Evaluation, Contract Conversion, Promotion and Contract Termination

Lees-McRae College is committed to attracting and supporting highly qualified and effective faculty. To that end, faculty members are evaluated carefully and regularly. In return, the College offers reasonable job security, cherishes an atmosphere of academic freedom for the pursuit of truth, provides protection from arbitrary and capricious actions of administrators, staff, or faculty colleagues, and seeks to demonstrate its appreciation of good work.

### 3.1 Evaluation

The following paragraphs outline a systematic and equitable process for evaluating faculty performance. Decisions concerning employment, retention, salary, promotion, and contract conversion are made based upon evaluation information.

#### 3.1.1 Types of Reviews

##### 3.1.1.1 Annual Review

Each full-time faculty member who is not on a three year or five-year contract will submit an annual Personal Performance Review (PPR), providing evidence of assigned responsibilities (as described in Section 2.2) appropriate for his or her rank. The PPR is reviewed by the appropriate Director or School Dean as part of the annual Faculty Performance Review. After the Director or School Dean has met with the faculty member to go over the Performance Review, the faculty member will be allowed to add a written response to the review. The PPR and the Annual Performance Review will become a part of the faculty member's personnel file and is used as part of the process for promotion and long-term contract consideration. Directors and Deans will submit the completed faculty PPRs to the Chief Academic Officer. Failure to submit a PPR may result in non-renewal of employment.

##### 3.1.1.2 First and Second Year Review

A full-time faculty member in the first-year appointment and the second-year appointment is first evaluated by the Director or School Dean through the PPR, who submits a recommendation for renewal/non-renewal of employment to the Chief Academic Officer. Results of the review are placed in the faculty member's personnel file. Unsatisfactory performance or failure to submit a PPR, among other things, may result in non-renewal of employment.

##### 3.1.1.3 Third Year Review

A full-time faculty member in the third year of service follows policies outlined under the Peer Review Process (See Section 3.1.3) for a change in term appointment, beginning with portfolio submission Section 3.1.3.1. The faculty member's performance is thoroughly reviewed by the School faculty, School Dean, the Promotion and Contract Conversion Committee of the Faculty Senate, and the Chief Academic Officer, using the Peer Review Process Section 3.1.3. Upon the completion of the review, the Promotion and Contract Conversion Committee (PCC) will recommend to the Chief Academic Officer a three-year appointment or non-renewal of contract. The PCC may also recommend a one-year probationary contract to the Chief Academic Officer.

As set forth in 3.1.3, notice of nonrenewal of the contract is communicated between February 1 and 15. A faculty member has the right to appeal a non-renewal of contract (Section 3.3).

A faculty member in the third year of service who misses the deadline for submitting a portfolio as set forth in 3.1.3.1 may request a one-year probationary contract only under unusual circumstances. The faculty member should apply to the Director or Dean who will forward to the Chief Academic Officer the request for the one-year probationary contract. The Chief Academic Officer will have discretion to grant or deny the request for the one-year probationary contract and to decide if the request is granted, whether (a) the faculty member will be allowed to undergo the Peer Review Process for contract conversion during the probationary period or (b) the faculty member will be released from employment at the end of the one-year probationary contract. If the faculty member is allowed to apply for the change in term appointment during the probationary year but fails to do so, then he or she will be released from employment at the end of the one-year probationary contract. The College is under no obligation to state the reason(s) for such a decision.

##### 3.1.1.4 Five-Year Contract Conversion Review

A faculty member on a three-year appointment who has successfully completed the appointment must apply for a five-year

term appointment at the beginning of the third year of the three-year appointment. The faculty member's performance is thoroughly reviewed by the School faculty, School Dean, the Promotion and Contract Conversion Committee of the Faculty Senate, and the Chief Academic Officer, using the Peer Review Process (Section 3.1.3). Upon successful completion of the review and approval of the President, the faculty member will be offered a five-year appointment.

Notice of non-renewal of the contract is communicated between February 1 and 15. A faculty member has the right to appeal a non-renewal of contract (Section 3.3).

A faculty member who misses the portfolio submission deadline for a five-year appointment may request a one-year probationary contract under unusual circumstances, as described above (3.1.1.3).

### **3.1.1.5 Continuing Five-Year Review**

A faculty member who holds a five-year appointment and seeks another five-year appointment must apply in writing at the beginning of the fifth year of the existing appointment. The faculty member will submit a midterm abbreviated PPR (Appendix 1) by September 15 of third year (from last PPR) and a cumulative PPR (Appendix 1) by September 15 of fifth year (from last PPR). The midterm PPR will be evaluated by the School Dean. The cumulative PPR at the end of the five-year contract will undergo the following review process and be evaluated by the program faculty, the Director of School Dean and the PPC. The review will ordinarily include the faculty member's critical reflection on professional performance in the previous four-year period, a current curriculum vitae, PPRs and Annual Performance Reviews with feedback for the prior four years of employment and professional development goals for the immediate future. The application will be placed in the personnel file of the faculty member. The faculty member will be offered an additional five-year appointment only after the Chief Academic Officer decides to do so and the President approves.

After the second successful five-year review, the review process is primarily for faculty reflection and self-improvement; the faculty member is presumed to be a competent and valued employee. Dismissal under these circumstances would be unusual and the burden of proof of unsatisfactory performance will rest with the college.

If a faculty member who has not met and maintained the stated standards receives a one-year probationary contract, the faculty member must then undergo the Peer Review Process (Section 3.1.3) during the probationary period. The faculty member has the right to appeal a non-renewal of contract (Section 3.3).

Failure to apply for a five-year renewal without sufficient cause will result in a one-year probationary appointment, followed by the Peer Review Process as described (See Section 3.1.3).

### **3.1.1.6 Promotion Review**

A faculty member who is eligible to stand for promotion and who chooses to apply for promotion must submit a formal application to the College by September 16. The applicant should follow the guidelines in place during the year of application. (See Section 3.1.3)

### **3.1.1.7 Records**

Copies of PPR's and contract applications will be maintained by the Office of Academic Affairs for a minimum of five years. Faculty and administration will maintain confidentiality of the proceedings and recommendations throughout the review process.

## **3.1.2 Criteria for Evaluation of Faculty Performance**

Faculty are evaluated in all areas of their responsibilities; teaching, advising, curriculum and assessment, scholarship and professional development, and service. School Deans, Directors and Program Coordinators are also evaluated as administrators of their programs (Section 2.4 of Handbook).

### **3.1.2.1 Evaluation of Professional Librarians**

Effective teaching, advising, and curriculum development and assessment for a professional librarian are, like the teaching faculty, geared toward development of the whole student. It is the role of the librarian to guide the student in his or her construction of knowledge. Professional librarians will be evaluated based on the criteria for faculty found in section 2.2 of the faculty handbook.

## **3.1.3 Peer Review Process**

For purposes of promotion from one rank to another or change in term appointment (from one- to three-year appointment, from three- to five-year appointment, from a probationary appointment to a three- or five-year term appointment) the College uses the following

### 3.1.3.1 Portfolio Submission

The candidate submits a portfolio to the School by September 15. In the event that the September 16 deadline represents a hardship, the candidate may request an extension of up to two weeks. Applications that have not been granted an extension will not be considered if received after the September 15 deadline. Applications that have been granted an extension will not be considered if received after September 30. The candidate has the responsibility to present a convincing case in support of his/her promotion, or change in term appointment. The portfolio must contain the following evidence:

- a. Current vita;
- b. Narrative emphasizing professional achievement since the last successful application for promotion or change in term appointment and future professional goals in all areas listed in the Criteria for Evaluation of Faculty Performance (Sections 2.2 and 3.1.2);
- c. Description of how achievements reflect a commitment to the Lees-McRae College mission, values, strategic plan, goals, and other priorities;
- d. Supporting documentation for Criteria for Evaluation of Faculty Performance (Sections 2.2 and 3.1.2): teaching, advising, curriculum and assessment, professional development, scholarship, and service. In addition to the CV, faculty should include recommendation letters from colleagues, PC, and/or Director, midterm abbreviated PPR (for five-year renewals) and cumulative PPR (from last PPR), summary course evaluations (over the period since the last PPR), and supporting materials for research/professional accomplishment/professional development.
- e. Documentation should provide evidence of achievement throughout the entire review period and be accompanied by the faculty's explanation of the efficacy of the evidence.

### 3.1.3.2 Procedures for Review

- a. The portfolio is reviewed by faculty in the candidate's program and related programs within the academic school, the Promotion and Contract Conversion Committee of the Faculty Senate (PCC), and the Chief Academic Officer. Review dates are:
  - New Faculty - Personal Performance Review (PPR), due by December 15 or May 15 (depending on semester of hire), Dean Evaluation January 15 or May 22 (depending on semester of hire), contract confirmation by February 15 or May 29 (depending on semester of hire).
  - One-year contract faculty (for renewal) - Personal Performance Review (PPR), by January 15, Dean Evaluation by February 5, contract confirmation, by February 15.
  - Promotion/Contract Conversion faculty - Notification of intent by September 16, the Program Director/School Dean forwards his/her recommendations and materials to the Promotion and Contract Conversion Committee (PCC) of the Faculty Senate by October 15, portfolio submitted to the PCC Committee, by November 1, PCC Committee recommendation to CAO, by December 15, CAO evaluation and recommendation to President by January 25, contract confirmation, by February 15.
- b. All full-time faculty members are expected to review portfolios and participate in the review process. The academic program-level review is a performance review based on faculty performance criteria in the Handbook and is not limited to the information in the portfolio.
- c. Clarifying materials may be requested of the candidate by the PC/Director/Dean and added to the portfolio. No additional materials may be requested or added to the portfolio after it is forwarded to the PCC for review.
- d. At each level of review, reviewers must judge the quality of the evidence according to the Criteria for Evaluation of Faculty Performance (Sections 2.2 and 3.1.2) and the expectations on qualifications and experience for the candidate's rank (Section 1.2). Evidence must cover the entire period since the last successful application for promotion or change in term appointment and demonstrate sustained achievement.
- e. At the conclusion of each level of review, the reviewing party generates a letter of recommendation (positive or negative), along with rationale for the recommendation, strengths of the application, and concerns of the application. The letter becomes part of the portfolio application and is sent along with the portfolio to the next level of review. The letter is also sent to the candidate.
- f. Review by the Chief Academic Officer concludes the review process. The Chief Academic Officer will, in general, confirm positive or negative recommendations. The Chief Academic Officer may overturn decisions at prior levels for compelling reasons. These reasons must be communicated in writing to all parties involved in the review process. Negative recommendations by two levels of review prior to the Chief Academic Officer may result in automatic denial of promotion or change in term appointment.
- g. The Chief Academic Officer forwards positive recommendations to the President. Official notification granting promotion or contract conversion/renewal will be conveyed to the faculty member no later than February 15 of that year. Decisions become effective at the beginning of the subsequent academic year.



- h. If the Chief Academic Officer denies a promotion or contract conversion/renewal, the official written notification will be sent to the faculty member between February 1 and 15. The faculty member has two calendar weeks to appeal the denial; see Section 3.3 regarding appeals. In the absence of a timely written appeal, the decision by the Chief Academic Officer to deny promotion or contract conversion/renewal becomes final and effective on the date of the notification. Denial does not require action by the President or Board of Trustees.
- i. All persons involved in the evaluation/promotion process will respect and maintain the appropriate confidentiality of all relevant documents and deliberations.
- j. All application materials become part of a faculty member's personnel record and are filed in the Office of the Chief Academic Officer.

### **3.1.4 Renewal and Non-Renewal of Contract**

#### **3.1.4.1 Annual Contracts**

The Chief Academic Officer, at his or her discretion, decides whether to accept the recommendation of the Director or School Dean and whether to renew the contract for a subsequent year.

#### **3.1.4.2 Three and Five Year Contracts**

After receiving the recommendation from the PCC, the Chief Academic Officer will then determine whether to award a three or five-year appointment or whether the faculty member will be offered a one-year probationary contract, a one-year terminal contract, or terminated immediately. If a faculty member who has not met and maintained the stated standards receives a one-year probationary contract, the faculty member must then undergo the Peer Review Process (Section 3.1.3) during the probationary period. Faculty members placed on a one-year probationary contract who fail to adhere to the professional standards outlined in 2.4.1 may be dismissed at any time at the discretion of the Chief Academic Officer. Successful completion of this Peer Review will result in a contract commensurate with their pre-probation status. The faculty member has the right to appeal a non-renewal of contract (Section 3.3).

## **3.2 Conditions for Termination of Contract**

In addition to non-renewal of contract, under certain conditions Lees-McRae College may terminate any faculty member's contract at any time. These certain conditions are:

- a. Financial exigency of the College;
- b. Elimination or significant change in an academic program by the College;
- c. Disability of the faculty member that prevents acceptable performance of duties;
- d. Unlawful, improper, unethical, and similar acts by the faculty member;
- e. Academic incompetence of the faculty member;
- f. Neglect of duty by the faculty member.

In the event any faculty member's contract is terminated for these reasons, the faculty member will be entitled to receive pro-rated compensation for services rendered through the date of termination. The College shall have no further obligations or liabilities to the faculty member under the contract.

Termination of a faculty contract may not be contrary to the academic freedom policy of the College.

The procedures for determining the conditions for termination of the faculty member's contract are as follows:

### **3.2.1 Financial Exigency**

Contracts may be terminated under conditions of financial exigency of the College. In the case of financial exigency, no contract may be terminated until the President has officially recommended and the Board of Trustees has agreed that such a state exists.

Financial exigency is a condition, which, in the sole opinion of the Board of Trustees, threatens the future viability of the College. Financial exigency is not necessarily a condition of imminent bankruptcy or collapse, but a set of conditions under which some action is necessary to downsize, reorganize, or preserve existing resources in order to avoid future instability.

The first step in establishing financial exigency is a determination by the President that such a condition exists. The President will advise the College faculty and personnel that financial exigency exists and thereafter will present the evidence, upon which the judgment is based, along with supporting documentation. Within thirty days of the President's judgment, the Faculty Senate's response and other institutional responses will be presented to the Board of Trustees for its review and evaluation. The Board of Trustees, either directly or through its Executive Committee, will have final authority to determine that a state of financial exigency exists.

Upon a determination by the Board of Trustees that financial exigency exists, the Chief Academic Officer and the Vice President for Business Affairs, with significant input from the academic Chairs and Directors, will devise a plan to address the state of financial exigency and consider to what extent it will be necessary to reduce the number of faculty members and what principles are to be followed if reductions are deemed necessary. These recommendations will be presented to the President who will then develop a final plan, which will be presented to the Board of Trustees for final action. The Board of Trustees will determine which faculty members' contracts will be terminated and its decision will be final.

When positions are terminated through this process, the following provisions will apply:

- a. The faculty member(s) losing a position will be notified within two weeks of the decision to terminate the position;
- b. The affected faculty member(s) will be given full consideration for other vacant positions at the College for which they are qualified;
- c. The College will use reasonable efforts to assist the affected faculty member(s) in finding a position outside the institution;
- d. If the same position is reestablished within a two-year period, the College will use reasonable efforts to contact the affected individual(s) and offer them reinstatement, providing the faculty member is still qualified.

### **3.2.2 Elimination or Significant Change in an Academic Program by the College**

Decisions to eliminate or significantly modify an existing academic program are normally made following the periodic, faculty-driven Program Review process. If enrollment declines in a discipline, significant changes in the educational mission and purpose of the College takes place, or the President or Board of Trustees determines changes are necessary for the financial health of the College, it may be necessary to eliminate some academic courses or programs. In that event, the President and/or Chief Academic Officer will explain to the faculty the rationale behind the decision to eliminate the program and explore alternatives to outright program closure. The President and the Board of Trustees, as the officers of the College ultimately responsible for its academic mission and financial health, retain the authority to make such changes at their discretion.

- a. The College will use reasonable efforts to place a faculty member adversely impacted by the curriculum changes in other suitable programs or positions for which he or she is qualified. If reassignment is not possible, the faculty member's employment will be terminated.
- b. If reassignment can be made with some reasonable training or course work, the College will endeavor to secure financial support for retraining.
- c. If an entire program is discontinued and the College reinstates that program within a period of two years, the College will use reasonable efforts to reinstate a faculty member whose employment has been terminated provided the individual is still qualified.
- d. A faculty member may appeal the Chief Academic Officer's reassignment or termination to the President. The President's decision is final.

### **3.2.3 Disability of the Faculty Member that Prevents Acceptable Performance of Duties**

If because of illness, physical or mental disability, or other incapacity, a faculty member fails, for a period or periods aggregating three months in any consecutive twelve month period, to render appropriate and acceptable level of quality service to the College, as determined by the School Dean and the Chief Academic Officer, after consultation with appropriate professionals determined through the total discretion of the School Dean and the Chief Academic Officer, the College may terminate any remaining period of employment by giving notice to the faculty member of the termination of his or her contract. The faculty member may appeal this decision to the College President. Such termination will be effective thirty days after the notice is given. A faculty member whose employment is terminated because of disability may be entitled to long-term disability payments depending on the faculty benefits policy. This section 3.2.3 shall apply unless otherwise required by law.

### **3.2.4 Unlawful, Improper, Unethical, and Similar Acts**

When the President or the Chief Academic Officer determines, based on information he or she learns or gathers, that a faculty member has engaged in conduct that is unlawful, improper, or unethical, the College may immediately terminate a faculty member's contract. This conduct may include, but is not limited to the following:

- a. Falsification of records;
- a. Conviction of a felony under any state's law;
- a. Harassment of, retaliation against, communication of threats to or physical altercations with students, other faculty members, or College employees.

Illegal or unethical conduct does not include conduct protected under a faculty member's academic and artistic freedom and/or freedom of expression.

Termination of employment under this Section 3.4.2 shall be in addition to, and not subject to or dependent upon, any grievance

process that might or might not be conducted pursuant to Section 2.4.2.

### **3.2.5 Academic Incompetence**

When the established procedures of annual review and/or peer review determine that a faculty member's performance is incompetent, the College may terminate a faculty member's contract, in addition to whatever rights the College may otherwise have not to renew a contract, convert a contract, or take other action. Academic incompetence is defined as the inability or unwillingness to substantially comply with each of the duties listed in the Faculty Handbook under the heading "Faculty Responsibilities." (Section 2.2)

### **3.2.6 Misconduct or Neglect of Duty**

When the established procedures of annual review and/or peer review determine that a faculty member has neglected his or her duties, or when the Chief Academic Officer determines that a faculty member has engaged in misconduct that warrants discharge, the College may immediately terminate a faculty member's contract, in addition to whatever rights the College may otherwise have not to renew a contract, convert a contract, or take other action. Neglect of duty is defined as substantial and manifest failure to perform such duties and responsibilities reasonably expected of a faculty member. Misconduct is defined as behavior, other than acts of protected academic freedom that violates the rules, policies or standards of the College Community.

## **3.3 Appointment, Promotion and Contract Termination Appeals**

- a. A faculty member may file an appeal of a denial for promotion, change in term appointment, renewal of term appointment or contract termination if the College did not follow the procedures in the Handbook or the faculty member considers the denial or termination to be unreasonable.
- b. The faculty member must submit a written notice of appeal to the chair of the Executive Committee of the Faculty Senate within two calendar weeks of notification of the denial or termination. The written letter of appeal must contain a description of the appealed action, a statement of the grounds for appeal, and a summary of the arguments and evidence supporting the appeal. Documents appropriate to substantiate the faculty member's arguments should be included. Arguments related to process should address the appropriate sections of the Handbook.
- c. The Executive Committee of the Faculty Senate by simple majority vote within one week will determine whether a hearing should be granted or not. The Executive Committee will notify the faculty member, School Dean, and Chief Academic Officer in writing of the decision and, if necessary, appoint a Hearing Committee. The Hearing Committee will consist of five members with associate rank or higher. All materials received by the Executive Committee will be forwarded to the Hearing Committee.
- d. Once the Hearing Committee has elected its chair, the chair will schedule a hearing date within two weeks. The Hearing Committee, in consultation with the faculty member may adjust this period. The Hearing Committee will determine the schedule and structure of the hearing process.
- e. The faculty member has the right to be present at the hearing, except during the deliberation. The faculty member has the right to present arguments and documentation and have witnesses testify on his or her behalf. The faculty member has the right to be accompanied and advised by his or her advocate, who must be a member of the Lees-McRae community. The hearing process will be open unless the faculty member requests in writing that the hearing be closed. The hearing will be audio-taped and/or transcribed. The files and tapes of the proceedings will be maintained by the Chief Academic Officer for three years and available only to those members of the college who have a legitimate need.
- f. The Hearing Committee deliberations will be closed. A recommendation to approve the appeal requires a majority vote of the membership. Within five days of the decision, the Hearing Committee will provide a written report of its findings and recommendation. A dissenting member has the option of attaching a minority report. The Hearing Committee will deliver its written report to the President, with copies to the Chief Academic Officer, School Dean, President of Faculty Senate, the PCC, and the faculty member. Within two weeks of the receipt of the report, the President will send a written notice to all parties with the final decision, including reasons for the decision. The effective date of the action will be the date of the President's written decision, unless the President specifies otherwise. The President's written decision is final and is not subject to any further appeal.
- g. All persons involved in the appeal process will respect and maintain the appropriate confidentiality of all relevant documents and deliberations.

## >> 4.0 Changes to the Faculty Handbook

### 4.1 Receiving Suggestions for Changes

Suggestions for changes to the Faculty Handbook may be initiated by the President; Chief Academic Officer; the Faculty Senate Faculty Welfare, Handbook, and Constitution Committee (FWHC); any academic school, faculty committee, faculty member, or group of faculty; or any other member of the College community. Suggestions made anonymously or by persons outside of the College community need not be considered and require no response.

### 4.2 Committee Processing of Suggested Changes

Each suggestion will be referred to the Faculty Welfare, Handbook, and Constitution Committee of the Faculty Senate (FWHC). The FWCH will solicit comments from the President, Chief Academic Officer, President of the Faculty Senate, and faculty members regarding the suggestion. After consideration of all comments, the Committee will vote to take one of the following three actions on each suggestion:

- a. The Committee may recommend approval of the suggestion.
- b. The Committee may decline to recommend approval of the suggestion.
- c. The Committee may modify the suggestion in any way it deems appropriate for a recommendation of approval.

Regardless of the action taken, the Committee will send suggestions for changes, additions, or deletions to the President, Chief Academic Officer, President of the Faculty Senate, the initiator of the suggestion, and the faculty.

### 4.3 Final Processing of Suggested Changes

All changes proposed by the FWHC will be presented to the Faculty Senate at a scheduled meeting. The Faculty Senate will vote on the proposed change, which it may modify, during a Faculty Senate meeting subsequent to the one at which it is proposed. If approved by the Faculty Senate, the change will be recommended to the Chief Academic Officer, who may approve, modify, or disapprove it.

If the Chief Academic Officer approves the proposed change, he or she will transmit it, along with pertinent documents to the President. If the President approves, he or she will send it to the Board of Trustees for consideration. Normally, recommended changes to the Faculty Handbook will be sent to the Board at its July meeting.

If the Chief Academic Officer disapproves the proposed change, he or she will return it, along with the rationale for the decision, to the FWHC for reconsideration, with the aim of reaching consensus between the Chief Academic Officer and the faculty. After such reconsideration, the FWHC will return the proposed change, along with its recommendation, to the Faculty Senate. The Senate will reconsider the proposed change and may modify it before voting. If the Faculty Senate approves the proposed change, the Faculty Senate will submit the proposed change to the Chief Academic Officer, along with a rationale for its decision. If the Chief Academic Officer approves, he or she will submit the proposed change to the President, as above. If after every effort has been made, the Faculty Senate and Chief Academic Officer cannot reach consensus on the proposed change, the President will be so notified. The President shall then make a final decision.

### 4.4 Approval and Effective Date of Changes

All changes approved by the Faculty Senate and Chief Academic Officer will be submitted to the President for approval. With the permission of the Chief Academic Officer, the faculty may implement a change on an interim basis, pending Presidential and Board approval.

Changes as approved by the Board of Trustees will normally take effect at the beginning of the next fall semester after Board approval. The Board may authorize an earlier effective date. The Board of Trustees may change the Faculty Handbook or require a change at any time, including modifications, additions, and deletions of provisions.

The Chief Academic Officer will notify the faculty of any changes at the first meeting of the Faculty Senate in the fall semester. The Faculty will vote to approve any revisions in the Handbook. If the Faculty does not approve the revised Handbook, the President of the Senate will meet with the College President to discuss Faculty opposition to the revisions. The President will determine which version of the Handbook will be used for the remainder of the academic year. The official version of the Faculty Handbook will be maintained by the Chief Academic Officer.

Errors in the text of any part of the Faculty Handbook reported to the Faculty Handbook Committee at any time during the year will be referred by the Committee to the Office of Academic Affairs for correction.

### 4.5 Interpretation

The Executive Committee of the Faculty Senate and the Chief Academic Officer serve as the final authority in matters of interpretation of the Faculty Handbook. The Faculty Handbook has been drafted pursuant to a collective effort of the faculty and the College's administration, and

any discrepancies, ambiguities or questions of interpretation shall not be construed against either the College or any individual faculty member on the grounds that the other of them drafted the document or had superior authority in doing so.

## **>> 5.0 Action by the Board of Trustees**

The Board of Trustees may, at its sole election, perform any of the actions contemplated or required by this Faculty Handbook through any of its standing or ad hoc committees as they may be constituted from time to time in the Board's sole discretion.

# >> Appendix 1: Faculty Performance Review Forms: Full and Five-Year Midterm



## Faculty Performance Review Form

<b>Faculty Member Performance Evaluation</b>	Name	
	Rank	Choose an item.
	Program	
	School	Choose an item.
	Evaluator	

Evaluations completed by School Dean or Chief Academic Officer with input from other faculty and staff. Please mark N/A for items that do not apply and support all ratings with evidence in the comments section.

### SECTION I: School and Program Expectations

**1. The faculty member produces and distributes syllabi are in accordance with college, School and program standards.** *(clearly explain course requirements, student learning outcomes, grading policy)*

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**2. The faculty member is accessible to students, colleague and administrators and holds regular office hours as required by the college.**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**3. The faculty member meets college, School and program standards for use of Sakai.** *(posts syllabus and resources, records daily attendance, assigns grades, encourages course evaluations)*

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.



**4. The faculty member maintains currency in academic field of expertise and higher education pedagogical best practices.**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

[Click here to enter comments.](#)

**5. The faculty member meets college, School and program obligations in a timely manner. (grade submissions, schedules, requisitions, textbook orders and tasks assigned by School Dean)**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

[Click here to enter comments.](#)

**6. The faculty member attends formal institutional ceremonies, college, School and program meetings, and participates regularly in college community activities.**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

[Click here to enter comments.](#)

**7. The faculty member works collegially with other college, School, and program faculty and staff. (works collaboratively and encourages support of college, School and program)**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

[Click here to enter comments.](#)

**8. The faculty member acts with professional ethics and integrity in all interactions with others. (including students, colleagues, staff, administrators, and the community—see Faculty Handbook 2.3)**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---



Click here to enter comments.

<input type="checkbox"/>	Clearly Outstanding	<input type="checkbox"/>	Exceeds Expectations	<input type="checkbox"/>	Meets Expectations	<input type="checkbox"/>	Below Expectations	<input type="checkbox"/>	Unsatisfactory
--------------------------	---------------------	--------------------------	----------------------	--------------------------	--------------------	--------------------------	--------------------	--------------------------	----------------

Click here to enter comments.

**Review Previous Goal Attainment** *(review Professional Activity Report):*

Click here to enter comments.

**Establish Improvement Goals** *(review and revise goals on the Professional Activity Report):*

Click here to enter comments.

**SIGNATURES**

The below-signed individuals have read and discussed this evaluation. Signature of the faculty member serves as acknowledgement of the Performance Evaluation, but does not necessarily signify agreement. Responses to this evaluation are due in writing from the faculty member within ten days.

<b>Faculty Member</b>	Date
<b>School Dean</b>	Date
Chief Academic Officer	Date


Jan13

Jan13

## Faculty Personal Performance Review For Five-Year Contract – Midterm

Name	
Rank	
Program	
Academic Year	

Identify and assess your contributions to the institution and your profession during the past year. The Program Coordinator/Director, the Dean and the Provost will use this PPR as part of your overall performance review. The PPR and your official performance evaluation are filed with the office of Human Resources, as required for the renewal of your letter of agreement (contract).

### **TEACHING/ADVISING**

*Discuss your teaching and advising activities over the past three years, highlighting successful moments/techniques, addressing concerns or challenges and identifying areas for sustaining or improvement.*

### **SERVICE (INSTITUTIONAL AND/OR EXTERNAL)**

*Service to the college and to the community is a vital part of being a faculty member. Provide some overview of the ways you have been engaged on campus and off over the past three years. Where do you feel you have been most successful? Frustrated? Enlightened? How might you expand or refine your service activities going forward?*

Click here to enter text.

Jan13

## PROFESSIONAL DEVELOPMENT

*An integral part of good teaching and advising is the active development of the professional. List what kinds of work you have done -- e.g., reading in the field, participating in a webinar, attending a conference, publishing scholarship, performing artistically -- and also explain how this work has helped you as a teacher, advisor and colleague.*

Click here to enter text.

## AWARDS AND RECOGNITION

*Share where you have been acknowledged for service or accomplishment, whether professional or personal. Provide the context for the recognition, i.e., the person/group conferring.*

Click here to enter text.

## REFLECTION

*Many or all of the above categories intersect in various ways. Take some time to consider the scope of your work over the past three years and describe strengths, weaknesses, successes, failures. Additionally, identify where you did benefit or might have benefited from support, whether collegial or institutional. How could you have done what you did even better, and what would it take to get you to that "better"? Finally, list three or four goals you have for yourself in the coming two years, goals that you can look back on and assess achievement.*

Click here to enter text.

Jan13

# >> Appendix 2: Faculty Performance Review Form



## Faculty Performance Review Form

<b>Faculty Member Performance Evaluation</b>	Name	
	Rank	Choose an item.
	Program	
	Division	Choose an item.
	Evaluator	

Evaluations completed by Division Chair or VP Academic Affairs with input from other faculty and staff.  
 Evaluations completed by Division Chair or Provost with input from other faculty and staff.  
 Please mark N/A for items that do not apply and support all ratings with evidence in the comments section.

### SECTION I: Division and Program Expectations

<b>1. The faculty member produces and distributes syllabi in accordance with college, division and program standards. (clearly explain course requirements, student learning outcomes, grading policy)</b>					
<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
Click here to enter comments.					

<b>2. The faculty member is accessible to students, colleague and administrators and holds regular office hours as required by the college.</b>					
<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
Click here to enter comments.					

<b>3. The faculty member meets college, division and program standards for use of Sakai. (posts syllabus and resources, records daily attendance, assigns grades, encourages course evaluations)</b>					
<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
Click here to enter comments.					

Jan13

**4. The faculty member maintains currency in academic field of expertise and higher education pedagogical best practices.**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**5. The faculty member meets college, division and program obligations in a timely manner.**  
*(grade submissions, schedules, requisitions, textbook orders and tasks assigned by Division Chair)*

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**6. The faculty member attends formal institutional ceremonies, college, division and program meetings, and participates regularly in college community activities.**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**7. The faculty member works collegially with other college, division, and program faculty and staff.**

*(works collaboratively and encourages support of college, division and program)*

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**8. The faculty member acts with professional ethics and integrity in all interactions with others.**  
*(including students, colleagues, staff, administrators, and the community—see Faculty Handbook 2.3)*

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**9. The faculty member actively contributes to the growth and development of the college, division and program.** *(actively supports college, division and program mission and strategic plan)*

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> N/A (Not Applicable)
--	---	---	---	---	---

Click here to enter comments.

**SECTION II: Course Evaluations**

**1. Note pedagogical areas of strength from the faculty member's course evaluations.**

Click here to enter comments.

**2. Note pedagogical areas of improvement from the faculty member's course evaluations.**

Click here to enter comments.

**SECTION III: PAR (Professional Activity Report)**

	Clearly Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory	N/A
Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Administrative Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inst. Committees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inst. Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prof. Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prof. Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**SECTION IV: Faculty with Administrative Duties**

Refer to job descriptions for Division Chair and Program Coordinator (if applicable)

<b>Program Coordinator</b>	Clearly Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory	N/A
Advising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertisement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment/ Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjunct Identification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment/ Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other assigned duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter comments.						

<b>Division Chair</b>	Clearly Outstanding	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory	N/A
Strategic Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment/ Effectiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruitment/ Retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Preparation/ Internships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other assigned duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter comments.						

**SECTION V: Overall Performance Rating**

<input type="checkbox"/> Clearly Outstanding	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Below Expectations	<input type="checkbox"/> Unsatisfactory
Click here to enter comments.				

**Review Previous Goal Attainment** *(review Professional Activity Report):*

Click here to enter comments.

**Establish Improvement Goals** *(review and revise goals on the Professional Activity Report):*

Click here to enter comments.

**SIGNATURES**

The below-signed individuals have read and discussed this evaluation. Signature of the faculty member serves as acknowledgement of the Performance Evaluation, but does not necessarily signify agreement. Responses to this evaluation are due in writing from the faculty member within ten days.

<b>Faculty Member</b>	Date
<b>Division Chair</b>	Date
Chief Academic Officer	Date

## >> Appendix 3: Course Sequencing Criteria

Course levels should indicate that the information/knowledge/skills acquired in a lower level course are necessary to accomplish the goals of a subsequent level course.

### 100 level courses

1. Basic introduction to a subject area. A student is expected to learn basic principles, essential vocabulary and techniques for problem solving.
2. A “principles and concepts” course appropriate for freshmen and/or those with no background in the discipline. A student can enroll without completing prerequisites. (Basic entry skills of mathematics, writing, and/or reading competence may be required.) A description of research methods in the discipline is included.
3. A course that has a heavy emphasis on knowledge acquisition and comprehension (and an introduction to application).
4. A course that exposes a student to a discipline, especially those students who do not intend to major in that particular discipline. As such, it almost functions as review, reinforcement, and practice in subjects and skills to which entering freshmen should already have been exposed to some extent.
5. A course that involves a good deal of direct guidance on the part of the instructor (that is, is more “one-directional” in its pedagogy), although interactive and cooperative activities put into practice the knowledge and skills taught.
6. A course that may include classroom policies involving penalties (for attendance, lateness of assignments, etc.) meant to instill sound academic habits, professionalism, and responsibility (albeit in a punitive way).
7. A course that may involve frequent graded assignments (quizzes, in-class responses, directed homework, etc.) meant to instill sound study habits, time management skills, and attention to the course (albeit in a punitive way).
8. A course that traditionally “covers” as much outside-class reading within class as possible. In other words, knowledge is clarified before comprehension and application assignments are undertaken.
9. A course that is assessed by direct, explicit, and fairly prescriptive assignments.
10. A course that is fairly broad in content.
11. A course that has expectations that allow for the development over time of academic excellence and of response by the student to guidance and direction on the part of the instructor.
12. A course that expects basic understanding of how information is organized and accessed, including familiarity with general reference sources such as dictionaries, encyclopedias, indexes, abstracts, and catalogs.
12. A course that expects basic understanding of the principles and use of search engines, directories, and other tools for searching and retrieving information on the Web.
13. A course that expects a student to differentiate between scholarly and popular sources and to determine the appropriate use of each.
14. A course that expects a student to have a general understanding of the concepts of copyright and intellectual property, as well as an ability to cite information using appropriate citation style.
15. A course that expects a student to have an awareness and understanding of general library services such as reference, interlibrary loan, and circulation.

### 200 level courses

1. Often a survey course of a broad subject area. A student acquires a general knowledge base of the area and should be prepared to pursue more focused areas of study within the discipline.
2. A course of intermediate depth in the discipline. Appropriate for sophomore. Includes limited specific knowledge that may require prerequisites. Application of discipline research methods.
3. Beginning level--introduces a student to content of the discipline and potential subtopics to pursue. Evaluation is usually by testing, small group work, and short papers.
4. A course that has a heavy emphasis on knowledge acquisition, comprehension and application (and an introduction to analysis).
5. A course that still places more emphasis on content knowledge than on critical thinking or independent response.

6. A course that is “introductory” in the sense that it provides disciplinary knowledge and/or skills that are prerequisites to success in later disciplinary courses.
7. A course that involves a good deal of direct guidance on the part of the instructor (that is, is still somewhat “one-directional” in its pedagogy), although interactive and cooperative activities may put into practice the knowledge and skills taught. At the same time, activities meant to increase student responsibility for the “teaching” of the course begin to foster co-learning.
8. A course that may include classroom policies involving penalties (for attendance, lateness of assignments, etc.) meant to instill sound academic habits, professionalism, and responsibility (albeit in a punitive way).
9. A course that may involve frequent graded assignments (quizzes, in-class responses, directed homework, etc.) meant to instill sound study habits, time management skills, and attention to the course (albeit in a punitive way).
10. A course that begins to assume outside-class reading as background preparation for practicing the analysis of representative portions of that material. However, some attention to clarification of the assigned reading is necessary.
11. A course that is fairly broad in content (i.e., the traditional introduction to the discipline course).
12. A course that has expectations that allow for the development over time of academic excellence and of response by the student to guidance and direction on the part of the instructor.
13. A course that expects a student to understand the general research process, including identifying an appropriate investigative method, devising a research strategy, and using research tools and information resources effectively.
14. A course that expects a student to understand the concepts of controlled vocabulary and keyword searching and their applications in a variety of disciplines and resources.
15. A course that expects a student to understand the difference between primary and secondary sources and how their relative importance may vary with each discipline.

## 300 Level Courses

1. Detailed examination of a subject area. A student learns historical development and up-to-date findings/techniques within a specific discipline.
2. A course intended for upper-division students providing advanced treatment of a subject and requiring academic preparation and level of maturity inappropriate for a lower-division student. Prior exposure to the discipline is generally expected of a student. Substantial research methods are involved. May involve practical application of the academic experience.
3. Specific and more detailed coverage of subtopics; greater expectations of a student including more responsibility for his or her own learning. Evaluation is usually by term paper, testing, and/or individual projects.
4. A course that has a heavy emphasis on analysis (and an introduction to synthesis). A course that emphasizes the higher order thinking skills of associated with critical thinking.
5. A course that places emphasis on critical thinking or independent response over content knowledge.
6. A course that directly introduces the idea of “co-learning” by including important activities that makes students active partners in the business of the course.
7. A course that moves from analysis to synthesis (although, as with any new disciplinary branch or sub-topic, the process necessarily begins again at the level of knowledge).
8. A course that avoids frequent graded assignments (quizzes, in-class responses, directed homework, etc.), allowing the student to begin to demonstrate sound study habits, time management skills, and mature attention to the course.
9. A course that assumes outside-class reading as background preparation for discussion and analysis.
10. A course that is assessed by avoiding as much as possible direct, explicit, and prescriptive assignments, incorporating instead assignments that allow the student to begin to demonstrate independent thought and sophisticated mastery of the material.
11. A course that is narrow/specialized in content. In other words, the subject of a 300-level course should fall within the subject category of an existing 200-level course (which, ideally, would exist as a prerequisite).
12. A course that has high expectations of sustained academic excellence and self-motivation on the part of the student.
13. A course that expects a student to identify and use subject-specific resources in the implementation of a research strategy.

14. A course that expects a student to have familiarity with a range of information retrieval systems (online catalogs, electronic indexes, databases, etc.) and the ability to utilize the various commands and search parameters of each.
15. A course that expects a student to use a range of information technology applications (word processing, presentation software, etc.), as appropriate, to effectively communicate the results of the research process.

## 400 Level Courses

1. Advanced examination of a specific sub-discipline within a larger discipline. A successful student will be prepared to pursue a career or graduate work within the discipline.
2. Mastery of the discipline at the undergraduate level; an expectation that the student now has a depth of understanding. Student is able to synthesize and theorize by drawing upon concepts/ theory from earlier courses and is able to apply these concepts to the overall discipline. Student should, at this level, understand how the major fits into his/her life, the working world, and/or graduate or professional school. Evaluation is usually by research paper, testing, extensive project, recital, and/or major oral presentation.
3. A course that emphasizes the student's ability to synthesize and evaluate the knowledge acquired in lower level courses.
4. A course that places emphasis on critical thinking and independent response.
5. A course that takes the idea of "co-learning" to its natural end by making students active partners in the business of the course (that is, the instructor becomes at this point a facilitator).
6. A course that functions as much as possible on the levels of synthesis and evaluation (although, as with any new disciplinary branch or sub-topic, the process necessarily begins again at the level of knowledge).
7. A course that avoids frequent graded assignments (quizzes, in-class responses, directed homework, etc.) entirely, assuming sound study habits, time management skills, and mature attention to the course.
8. A course that firmly assumes outside-class reading as background preparation for discussion, synthesis, and evaluation of that material.
9. A course that expects a student to have extensive familiarity with the information resources and research tools unique to the discipline.
10. A course that expects a student to integrate and synthesize information from a variety of scholarly resources within the discipline.

## 500 Level Courses

1. Synthesis-level examination of a larger discipline. A successful student can pursue or may already be pursuing a career within the discipline.
2. An advanced course built on undergraduate study, with increased depth and requiring independent effort on the part of the student. Substantial independent research and field application is required. Extensive sophisticated readings and evaluation of same are requisite.
3. A course that expects a student to enhance or modify existing knowledge and develop the skills to distribute that knowledge to others.
4. A course that includes at least one major independent project in a form appropriate to the discipline.
5. A course that expects a student to have wide familiarity with the information resources and introduces advanced research tools unique to the discipline.
6. A course that challenges a student to integrate and synthesize information from a variety of scholarly resources within the discipline.
7. A course that expects a student to generate, as appropriate, information with raw data from primary sources.

## 600 Level Courses

1. An advanced course built on graduate study, focused almost exclusively on independent research and/or field application. Critical analysis of existing work in the field and evaluation of same are integral.
2. A course that requires a student to create knowledge and develop the skills to distribute that knowledge to others.
3. A course that includes at least one major original independent project in a form appropriate to the discipline. Such should rise to the level of publishable within the discipline.

4. A course that is assessed according to criteria involving independent thought and sophisticated mastery of the material. The level of assessment is on the level of practicing experts in the discipline, not the student level.
5. A course that requires a student to have extensive familiarity with the information resources and working knowledge of advanced research tools unique to the discipline.
6. A course that requires a student to integrate and synthesize information from a variety of scholarly resources within the discipline. Such synthesis produces original scholarship, to be added to the discipline knowledge-base.
7. A course that requires a student to generate, as appropriate, information with raw data from primary sources, or to combine existing information with original thought to produce new information.

## >> Appendix 4: Curriculum Modification Form



### Curriculum Modification Form

#### Curriculum Modification—Guidelines

All proposals for curriculum change will use the attached format include the necessary content and follow the appropriate deadlines. Curriculum changes are categorized in the following categories:

**Substantial Change (S)** has a significant impact to existing program requirements and involves extensive new requirements for existing majors and minors or that have a significant impact on other programs/student requirements. They include:

- New Degree
- New Major
- New Minor
- New Concentration
- New Certification/Licensure Program
- Major Change to Existing Program Requirements (including entrance)
- Add, Delete, Modify Program Matriculation Requirement

**Minimal Change (M)** has a minor impact on existing program requirements, other programs/academic units or on student requirements (and likely academic progress). They include:

- New Course
- Eliminate Course (w/ program change)
- Course Content
- Minor Change to Existing Program Requirements

**Administrative Change (A)** requires no substantive revision of courses or program curriculum. They include:

- Change in course title
- Course description
- Prerequisite
- Course number
- Credit Hours
- Term Offered
- Program Name
- Eliminate Course (no program change)

Curriculum changes are approved by voting member of Academic Affairs; approvers will not sign unless previous signatures have been obtained. The continuation of a proposal can be halted by any approver for area/subject matter concerns with notification given to the Provost. All curriculum changes (S/M/A) must be recorded by Registrar and added to the catalog before offered to students.

Approval signatures before the Provost are required prior to the deadline		
1	Program Director/Coordinator	S/M/A
2	Division Chair	S/M/A
3	Vice President of Strategic Planning and Effectiveness	S/M
4	Director of Libraries	S/M
5	Director of Information Technology	S/M
6	Faculty Senate Curriculum Committee Chair	S/M
7	Faculty Senate President	S
8	<b>Provost</b>	S/M/A
9	President/Board of Trustees	S
10	Registrar	S/M/A



## Curriculum Modification—Calendar

	Substantial Change (S)	Minimal Change (M)	Administrative Change (A)
<b>2014/15 Catalog</b> <small>(effective Fall 2014)</small>	December 15 2013	February 1 2014	February 1 2014
<b>2015/16 Catalog</b> <small>(effective Fall 2015)</small>	December 15 2014	February 1 2015	February 1 2015
<b>2016/17 Catalog</b> <small>(effective Fall 2016)</small>	December 15 2015	February 1 2016	February 1 2016
<b>2017/18 Catalog</b> <small>(effective Fall 2017)</small>	December 15 2016	February 1 2017	February 1 2017
<b>2018/19 Catalog</b> <small>(effective Fall 2018)</small>	December 15 2017	February 1 2018	February 1 2018
<b>2019/20 Catalog</b> <small>(effective Fall 2019)</small>	December 15 2018	February 1 2019	February 1 2019

- Substantial changes (S) should be on Faculty Senate meeting agenda by November prior to deadlines
- Approvals are sequential; approvers will not sign unless previous signatures have been obtained
- Continuation of proposal can be halted by all approvers for area/subject matter concerns (notification given to Provost)
- Substantial changes (S) require SACSCOC notification and/or approval before offered to students
- All Curriculum changes (S/M/A) must be recorded by Registrar and added to the Catalog before offered to students
- Some approved changes will not go in to effect with first available catalog due to available resources

## Curriculum Modification—Approvals

Person Submitting Proposal	
Description of Request	

Substantial Change (S)	Minimal Change (M)	Administrative Change (A)
<input type="checkbox"/> New Degree	<input type="checkbox"/> New Course	<input type="checkbox"/> Course Title
<input type="checkbox"/> New Major	<input type="checkbox"/> Eliminate Course (w/ Prog Change)	<input type="checkbox"/> Course Description
<input type="checkbox"/> New Minor	<input type="checkbox"/> Course Content	<input type="checkbox"/> Course Prerequisite
<input type="checkbox"/> New Concentration	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Course Number
<input type="checkbox"/> New Certification/Licensure	<input type="checkbox"/> Min Change/ Existing Requirements	<input type="checkbox"/> Term Offered
<input type="checkbox"/> Major Change to Existing Program		<input type="checkbox"/> Program Name
<input type="checkbox"/> Add, Delete, Modify Program Matriculation Requirements	<i>(check all that apply)</i>	<input type="checkbox"/> Eliminate Course (No Program Change)

Recommended Effective Date		(Registrar use) Actual Effective Date	
----------------------------	--	---------------------------------------	--

1. \_\_\_\_\_

**Program Director/Coordinator (S/M/A)** Date

2. \_\_\_\_\_

**Division Chair (S/M/A)** Date

3. \_\_\_\_\_

**Vice President of Strategic Planning and Effectiveness (S/M)** Date

4. \_\_\_\_\_

**Director of Libraries (S/M)** Date

5. \_\_\_\_\_

**Director of Information Technology (S/M)**

Date

6. \_\_\_\_\_

\_\_\_\_\_

**Faculty Senate Curriculum Committee Chair (S/M)**

Date

7. \_\_\_\_\_

\_\_\_\_\_

**Faculty Senate President (S)**

Date

8. \_\_\_\_\_

\_\_\_\_\_

**Chief Academic Officer (S/M/A)**

Date

9. \_\_\_\_\_

\_\_\_\_\_

**President/Board of Trustees (S)**

Date

10. \_\_\_\_\_

\_\_\_\_\_

**Registrar (S/M/A)**

Date

## Curriculum Modification—Substantial Change (S)

Changes that have a significant impact to existing program requirements and involve extensive new requirements for existing majors and minors or that have a significant impact on other programs/student requirements, including:

- New degree, major, minor, concentration, certification or licensure
- Major change to existing requirements (including entrance)
- Add, delete, modify program matriculation requirements (all degree programs require a minimum of 120 credit hours)

General Information				
Person Submitting Proposal				
Program				
Description of Request (all degree program require a minimum of 120 credit hours)				
Requested Term to Take Effect				
Course Profile				
Current Title of the Course				
Proposed Title of the Course				
Course Prefix and Number	Current		Proposed	
Credit Hours	Current		Proposed	
Old Catalog Description (limit to four lines)				
New Catalog Description (limit to four lines)				
Rationale for Prerequisite(s)				
Rationale for Request				
Rationale for Request				
Additional Information				

Course Information	
Syllabus	Attach a syllabus for a new or modified course.
Identify any other courses to be dropped as this change takes effect.	
Identify any other courses to be added as this change takes effect.	
Student Implications	
Prospective Demand (level of student interest)	
Effect of required hours in the major/minor/concentration.	
Number of students impacted and in what way.	
Justification of any special fees.	
Effect of elective hours in major/minor/concentration.	
Implications for Existing Programs	
How will the proposed change affect the integrity of your curriculum and the relationship with other curricula, including the demand for courses:	
... in other programs?	
... in your program? (specifically how the proposal supports the program goals and learning objectives)	
... in the College?	
What individuals in other programs have been consulted about this proposal? (attach any correspondence)	
What effect will the proposed change have on the ability of the program/college to meet goals for recruitment, retention and diversity?	

<b>Staffing Implications/Qualifications</b>	
Indicate how the proposed program will be staffed.	
Are faculty and staff with expertise available now? (If so, clarify credentials)	
How will this change affect the allocation of faculty and/or staff in the program/College?	
How will this proposal affect current faculty work load? (including teaching, administrative and other college duties)	
<b>Facilities and Support Services</b>	
Describe facilities and equipment currently in existence that will be used in the proposed program. (indicate classroom location/number)	
Indicate any unique space requirements and any space likely to be released by the elimination or modification of existing courses.	
Indicate any unique library, computer or instructional medial resources that will be needed for new or modified courses. Are these resources readily available?	
Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified course. How will these costs be covered? Indicate any cost savings to be generated if an existing course is eliminated.	
<b>Other Information</b>	
Provide other information that may be helpful in the review process.	

Complete the following for proposed new majors, minors or concentrations

Objectives of the Proposed Program	
Describe the general purpose of this program.	
List program objectives.	
List learning outcomes of the program.	
Rationale and Need for the Program	
Explain the rationale for the program.	
Cite the benefits for students, the institution and the region or state, of initiating this program.	
State the specific local, state, or national needs for individuals educated by the proposed program. Describe the job opportunities that are available to persons who complete the program. (provide supporting data)	
Indicate any licensure or certification requirements for which this program will prepare students.	
Describe the role of consultants in the development of the proposed program.	
Provide evidence of student interest in the program, as well as projections of enrollment for each of the first three years of the program.	
List academic programs similar to the one proposed offered at nearby public, private, or proprietary institutions.	
Explain how this program is different from that offered by nearby institutions.	



Academic Control			
Describe the administrative structure for the program, including the program responsible for the proposal.			
Indicate any cooperative arrangements with other institutions or organizations that will be used to offer this program. Specify the nature of such arrangements and attach any formal agreements.			
Specify the articulation arrangements that will be in effect for the program. (attach documentation, if any)			
Financial Resources			
Discuss briefly the internal reallocations of resources that will occur, or other sources of funding to be used to support the remaining resource requirements of this program.			
<b>Financial Impact Statement</b>	<b>20__</b>	<b>20__</b>	<b>20__</b>
Projected Additional FTE			
Student Fee Income			
Other Income			
<b>Total Additional Income</b>			
Personnel Costs			
Non-Instructional Costs			
Staff Benefits			
<b>Total Personnel Costs</b>			
(including software) Materials/Supplies			
Travel			
Information & Communication			
(including rentals) Maintenance & Repairs			
Miscellaneous Expenses			
(facility/equip/furniture) Capital Purchases			
Indirect Costs			
<b>Total Non-Personnel Costs</b>			
<b>(personnel + non-personnel) Total Costs</b>			
<b>(gain or loss) Annual Balance</b>			

## Curriculum Modification—Minimal Change (M)

Changes that have a minor impact on existing program requirements, other programs/academic units or on student requirements (and likely academic progress), including:

- New course
- Eliminate course (w/ program change)
- Change in course content
- Minor change to existing program requirements

General Information				
Person Submitting Proposal				
Program				
Description of Request (all degree program require a minimum of 120 credit hours)				
Requested Term to Take Effect				
Course Profile				
Current Title of the Course				
Proposed Title of the Course				
Course Prefix and Number	Current		Proposed	
Credit Hours	Current		Proposed	
Old Catalog Description (limit to four lines)				
New Catalog Description (limit to four lines)				
Rationale for Prerequisite(s)				
Rationale for Request				
Rationale for Request				
Additional Information				

<b>Course Information</b>	
Syllabus	Attach a syllabus for a new or modified course.
Identify any other courses to be dropped as this change takes effect.	
Identify any other courses to be added as this change takes effect.	
<b>Student Implications</b>	
Prospective Demand (level of student interest)	
Effect of required hours in the major/minor/concentration.	
Number of students impacted and in what way.	
Justification of any special fees.	
Effect of elective hours in major/minor/concentration.	
<b>Implications for Existing Programs</b>	
How will the proposed change affect the integrity of your curriculum and the relationship with other curricula, including the demand for courses:	
... in other programs?	
... in your program? (specifically how the proposal supports the program goals and learning objectives)	
... in the College?	
What individuals in other programs have been consulted about this proposal? (attach any correspondence)	
What effect will the proposed change have on the ability of the program/college to meet goals for recruitment, retention and diversity?	

<b>Staffing Implications/Qualifications</b>	
Indicate how the proposed program will be staffed.	
Are faculty and staff with expertise available now? (If so, clarify credentials)	
How will this change affect the allocation of faculty and/or staff in the program/College?	
How will this proposal affect current faculty work load? (including teaching, administrative and other college duties)	
<b>Facilities and Support Services</b>	
Describe facilities and equipment currently in existence that will be used in the proposed program. (indicate classroom location/number)	
Indicate any unique space requirements and any space likely to be released by the elimination or modification of existing courses.	
Indicate any unique library, computer or instructional medial resources that will be needed for new or modified courses. Are these resources readily available?	
Indicate any new one-time or continuing costs for materials, equipment, services, or personnel directly associated with a new or modified course. How will these costs be covered? Indicate any cost savings to be generated if an existing course is eliminated.	
<b>Other Information</b>	
Provide other information that may be helpful in the review process.	

## Curriculum Modification—Administrative Change (A)

Changes requiring no substantive changes to courses or program curriculum, including:

- Course title
- Prerequisite
- Credit hours
- Program name
- Course description
- Course number
- Term offered
- Eliminate course (no program change)

General Information				
Person Submitting Proposal				
Program				
Description of Request (all degree program require a minimum of 120 credit hours)				
Requested Term to Take Effect				
Course Profile				
Current Title of the Course				
Proposed Title of the Course				
Course Prefix and Number	Current		Proposed	
Credit Hours	Current		Proposed	
Old Catalog Description (limit to four lines)				
New Catalog Description (limit to four lines)				
Rationale for Prerequisite(s)				
Rationale for Request				
Rationale for Request				
Additional Information				

# >> Appendix 5: Program Review Guidelines

## Academic Program Review

### 1. Program Purpose and Learning Outcomes

The report should begin with a statement outlining the purpose or mission of the program (i.e., why does the program exist) and an explanation of the program's student learning outcomes (i.e. what knowledge, skills and competencies should students possess when they complete the program).

How does the program adhere to college degree requirements? How do the courses in the major support the student learning outcomes of the program?

How does the program compare against relevant benchmark standards? Benchmark standards include the following: 1) professional licensure/certifications requirements; 2) standards set forth by a national accrediting organization; 3) a "sister" program in North Carolina (or another state, when appropriate). [If applicable, what is the current accreditation status of the program?] How do faculty/staff credentials compare against the standards outlined above?

### 2. Enrollment and Financial Information

Has enrollment increased, decreased, or remained constant in the program? Enrollment information should include the following: 1) the number of students enrolled in the program each year; 2) the total degrees awarded each year 3) 4) the ages, gender, and ethnicity of these students.

Is the program cost effective? How much revenue did major courses generate each year? How much revenue from general education courses did the program generate for the college each year? How much did it cost to operate the program each year? Is the program meeting its costs?

### 3. Assessment of Learning

How does the program ensure the assessment of student learning? What are the indicators? How do the indicators relate to the learning outcomes?

What pre-graduation learning assessment methods are employed? How did students perform? What are the benchmark standards for this evaluation? How does performance compare to benchmark standards?

What inferences were made from this assessment? What actions were taken? In what ways has assessment resulted in improvements in the program? What improvements still need to be accomplished and how are any concerns\deficiencies being addressed?

### 4. Assessment of Achievement

How do students who graduate from the program perform at post-baccalaureate institution? Graduation information should include the following: the number of students who graduated from the program each year and their median GPA; and the number of students who pursued post-baccalaureate education and their degree of success.

How do students who graduate from the program perform in the workplace? How many students acquired related full-time employment within six months of graduation? How many acquired related part-time employment? How do employers evaluate the preparation of the graduates from the program? How do graduates evaluate their preparation?

What inferences were made from this assessment? What actions were taken? In what ways has assessment resulted in improvements in the program? What improvements still need to be accomplished and how are any concerns\deficiencies being addressed?

### 5. Summary and Recommendations

What are the strengths and weaknesses of the program?

Should the program be expanded, maintained, modified, or reduced? This recommendation should take into account expected market changes and their impact on the program. How will the program achieve this recommendation? What needs to be accomplished (goals), what steps should be taken (methods), and what is the likely timetable?

### 6. Review Signatures

Include Program Coordinator, School Dean, Chief Academic Officer

## >> Appendix 6: Intellectual Property Rights

Lees-McRae College encourages and supports the creation, development, expression, and publication of written and recorded materials by College faculty and staff. Such activity furthers the broad College goals of excellence in knowledge creation, communication, and dissemination. Publication, a common means for communication and dissemination, is also a common indicator of scholarly productivity and quality because publication per se is often preceded by external evaluation of the quality and significance of the work. Therefore, publication is an important activity for the College to encourage and support, both because of its scholarly significance and its role in the communication of knowledge.

An important corollary of publication is copyrighting, which secures for a limited time an exclusive right of ownership to authors or creators for their work. Owners of copyrighted material may transfer or grant license to use their protected work, usually in return for some fee or other benefit. Thus, copyrighting protects these proprietary and financial interests while encouraging publication.

Many works developed for publication by College authors or creators are undertaken at their own initiative. The College clearly recognizes the long-standing norms of academic freedom and legal tradition that College personnel through their own initiative may prepare materials that may be copyrighted by and generate income for the author(s) or creator(s). The College has no interest in restricting the ability of its personnel to produce copyrightable materials and to receive royalties there from.

The College does recognize, however, a proprietary interest in some materials prepared with its support, by its personnel, or under its auspices for which copyrights are requested. College support of the scholarly activities leading to creation, development, expression, and publication of written or recorded materials takes many forms, including clerical and research assistance; supplies, equipment, and use of College facilities and services; specifically assigned time for the work; and graphics and computer services.

Therefore, the purposes of this College Copyright Policy are to:

1. identify the proprietary rights of personnel and of the College in respect to copyrightable materials;
2. establish procedures for clarifying and negotiating proprietary rights when those of the College intersect with those of its personnel;
3. establish procedures for licensing use of College copyrighted materials; and
4. establish an income distribution schedule for royalties resulting from licensing agreements or other marketing arrangements for College copyrighted materials.

### Publication Rights of College Personnel

The policy of the College with regard to copyrighted materials is intended to foster and support the traditional freedoms of the College's faculty and staff in matters of publication. It is also intended to ensure that the College's legitimate ownership interests in certain classes of materials are adequately protected and that commercial development is conducted in a manner consistent with the College's public mission.

This policy addresses the following categories of work:

- Academic Programs – Syllabi, Course Materials, Programs of Study
- Literary Works—Books, Articles, Software
- Dramatic Works—Plays and Music
- Pictorial, Graphic, and Sculptural Works
- Sound Recordings, CDs, Cassettes
- Musical Works—Music and Lyrics
- Pantomimes and Choreographic Works
- Motion Pictures and Audio-Visuals (Multi-Media)
- Architectural Works and Plans

The ownership of materials initiated and produced by authors who are College staff members shall remain with the authors, except for the classes of works identified below. This policy follows the principle that ownership of copyright generally vests in the author(s) or creator(s) of the copyrighted work. When ownership vests in the author or creator, she/he is entitled to all rights and privileges associated with commercial development of the work including (but not limited to) copyrighting the work, registering the copyright, licensing the use of the work, publishing, marketing, paying fees and expenses associated therewith, and receiving royalties there from.

### Principles of College Ownership

There are, however, exceptions to the “author/creator as owner” principle. These arise in cases of (1) “works for hire,” (2) works substantially assisted by the College, (3) works done under a sponsorship agreement between the College and an external agency, and (4) works



contributed to the College. The College desires to publish, copyright, and license the use of only those materials, which fall into one of these categories and have a potential for royalty return. The potential for royalty return indicates that there is economic value to their dissemination requiring copyright protection. Other College-owned materials should be placed in the public domain by publishing them with copyright protection and a corollary permission clause allowing general “not for profit” use. Thus, the principle of author or creator as owner applies to all but the following categories of copyrightable materials or works.

- 1. Works for Hire** - Copyrightable materials produced by College employees as the result of direct work assignments to meet specific objectives or as an assigned College duty other than general academic research and normal teaching assignments are “works for hire” for which the copyrights belong to the College. Such materials are usually not initiated by the author, although they may result from performance of a general assigned duty (e.g., a staff member may prepare a manual, instructional materials, or computer programs as a general assignment of his/her job). Such materials also include works commissioned by the College, which fit within any of the categories of “specially ordered or commissioned” works enumerated in Section 101(2) of The Copyright Act of 1976. The College supports the primary cost of the work and all income derived from the work accrues to the College, as stated in the Distribution of Income section of this document. For clarification purposes, this means that courses and program requirements are owned by the College. Syllabi for college courses are created using a college-generated syllabus template, also owned by the College. Faculty reserve the right to add additional information to the syllabus template. Course materials (including online courses) belong to the author/faculty member, unless outside income is derived from the creation of courses or course materials.
- 2. Works Substantially Assisted by the College** - There are some instances in which copyrighted materials are substantially assisted by College support, such as (but not limited to): salary awards above and beyond the normal academic year salary; other staff salaries and effort; use of facilities and equipment; College computing and graphic services. Where such assistance goes beyond the author’s/creator’s academic year salary, use of office space, personal use of library and computing resources, or use of word processing equipment and clerical assistance, resulting in additional costs to the College, then the work was created with the substantial assistance of the College. It is correspondingly reasonable to review the rights to ownership and equities for that work in consideration of the magnitude and importance of College assistance in its creation. Therefore, for works that are created with substantial College assistance, the rights and equities of ownership shall be negotiated and agreed upon in writing by the author(s) or creator(s) of the work and the Chief Academic Officer prior to release of College copyright privileges. It is desirable in most cases to negotiate agreements prior to the commitment of the College assistance for the work. The College may agree to (1) assign all rights of ownership to the author or creator; (2) assign joint ownership rights, sharing in all income derived from the work; (3) negotiate a royalty-free nonexclusive license to reproduce and use the work for College activities in return for sole ownership by the author or creator; (4) negotiate a value of the College’s assistance and receive payment of no more than fifty percent of royalties accruing to the author or creator up to the value of the College assistance, in return for sole ownership by the author or creator; or (5) any combination of the above that adequately reflects the College’s level of support.

Whatever arrangement is negotiated, the author or creator shall acknowledge in writing in the work the support of Lees-McRae College in producing the work.

The Chief Academic Officer shall utilize the assistance of the Intellectual Property Rights Committee in negotiating the ownership rights and equity. If no arrangement can be mutually agreed upon, the Intellectual Property Rights Committee and the Chief Academic Officer shall make independent recommendations regarding ownership and equity to the President, who shall assign the rights of ownership and equity and whose decision will be final.

#### **Production of Films or Instructional Materials**

The development and sale or rental of audio-visual or other instructional materials produced by individuals while under College contracts or developmental grants shall be reported and appropriate agreements made to respect the mutual interest of all parties

- 3. Externally Sponsored Works** - The ownership of copyrightable materials prepared either wholly or partially with the support of grants or contracts from an external agency shall be determined according to the terms and conditions of the applicable grants or contracts. Where the applicable grant or contract is silent on rights to and income from copyrightable materials or where the agency has no policy pertaining thereto, rights to ownership shall be determined to remain with the author.
- 4. Works Contributed to the College** - College personnel may choose to contribute copyrightable materials to the College and thereby assign all rights of ownership to the College. The College may choose to accept or not to accept such works for College ownership. In accepting such works for College ownership, the Chief Academic Officer may negotiate a limited license for personal use by the author or creator as well as a share of any royalties earned by the College from commercial development in return for contribution of the copyrightable work.

Nothing in this section shall be construed to be contrary to the policies of Lees-McRae College publications in regard to ownership rights or equities.

- 5. Student Works** - Unless subject to the provisions above, copyrightable works prepared by students as part of the requirements for a degree program are deemed to be the property of the student, but are subject to the following provision - The College shall have, as a condition of the degree award, a nonexclusive royalty-free right to retain and use a limited number of copies of the copyrightable work and the right to secure its publication for archival use.

## Responsibilities and Administration

- The Chief Academic Officer shall be responsible for promoting general awareness of this policy by College personnel and for answering any specific questions having to do with its terms or implementation.
- College personnel agree to abide by this policy and by procedures for its implementation as a condition of their employment.
- The Chief Academic Officer shall appoint an Intellectual Property Rights Committee consisting of three members of the faculty, and two administrative staff members for terms of three years. Initial appointments shall be for staggered terms to avoid disruptive member changes every third year. The Committee shall meet at least once a year to resolve emerging issues and/or disputes regarding Intellectual Property rights.
- The Chief Academic Officer shall develop and approve agreements about and assignments of copyright to authors or creators, to the College, or to both, in regard to works, which are produced with substantial College assistance.
- The Chief Academic Officer shall provide assistance in securing the copyright to any works in which the College has proprietary rights and equity.
- The Chief Academic Officer shall provide assistance in licensing or distributing any copyrightable works in which the College shares rights and equities with the author or creator or external sponsor.
- The Chief Academic Officer shall establish appropriate accounts and procedures for receiving and distributing income accruing to the College as the result of licenses to use copyrighted works in which the College has proprietary rights and equities or for which there are other agreements assigning income to the College.

## Distribution of Income

Net income accruing to the College from the commercial licensing or development of wholly College-owned copyrights resulting from works for hire shall be distributed as follows:

Thirty-three percent of the net income accrues to the author(s) or creator(s), with the balance of sixty-seven percent to the College.

Net income is gross income less expenses for copyright registration, marketing, or other requirements for use and sale of materials outside the College.

Although this is the norm for College copyright agreements, the distribution formula is subject to negotiation for works substantially assisted by the College, externally sponsored works, and works contributed to the College. The distribution formula in these instances should reflect the level of College support or assistance.

## Definitions

As used in this policy, the following terms have the indicated meaning:

1. Written materials. All literary, dramatic, musical materials or works, all pantomimes, and choreographic works, pictorial, graphic, and sculptural works, and all other materials or works including computer programs published or unpublished, copyrighted or copyrightable at any time under the Federal Copyright Act as now existing or hereafter amended or supplemented.
2. Literary materials. Works expressed in words, numbers, or other verbal or numerical symbols or indicia, regardless of the nature of the material object, such as books, periodicals, manuscripts, phonograph records, film, tape, disks, or cards in which they are embodied.
3. Recorded materials. All sound recordings, visual, audio-visual, and television films, tapes, or disks, video tapes, kinescopes, computer tapes or disks containing electromagnetic representations of written materials or computer programs.
4. Works. Written or recorded materials.
5. Publication. Distribution of copies or recordings of a work to the public by sale or other transfer of ownership, or by rental, lease, or lending.
6. College personnel. Part-time and full-time members of the faculty, administrative staff, professional staff, and any other employees or consultants to the College or persons being trained in College-sponsored programs.
7. Work for hire. Work created under the circumstances set forth in Section 101 of The Copyright Act of 1976.
8. Substantial assistance. College salary, above and beyond the academic year or contract year salary; assignment of College -salaried staff other than author(s) or creator(s) to creation or production of the materials above and beyond clerical assistance; or use of College

facilities and equipment in creation or production of the materials above and beyond use of assigned office space, libraries, personal use of computing resources, and word processing equipment. Faculty Improvement Leave with pay does not constitute substantial assistance in the creation of material subject to copyright.

# >> Appendix 7: Lees-McRae College Faculty Senate Constitution

## Preamble

To create effective agencies and procedures for the exercise of faculty responsibility and in order to establish an effective relationship among its members and with the other constituencies of the college, the Lees-McRae College faculty adopts this constitution.

## Article I: Shared Governance

Lees-McRae College ensures the participation of faculty and staff in decisions that affect the academic operation of the institution. The Faculty Senate is the representative body of the Lees-McRae College faculty and is therefore the principal vehicle for faculty involvement in college governance as described in Section 2.2 of the Faculty Handbook.

## Article II: The Faculty Senate

### Section 1 - Function

The Senate acts as the primary deliberative and decision-making body of the College faculty. All administrative proposals that require faculty approval come before this body for discussion and formal vote. Proposals, concerns and initiatives from academic programs, committees, and individual faculty are brought before this body for consideration.

### Section 2 - Membership

- A. Members of the Faculty Senate shall consist of all full-time college employees holding the rank of lecturer, visiting faculty, instructor, associate instructor, senior instructor, assistant professor, associate professor, or professor, and whose duties are at or in excess of fifty percent in the following areas: teaching, library service, or academic administration. Faculty Senate meetings are open to members only. Voting rights are reserved only for members of Faculty Senate.
- B. Adjunct faculty, staff members, administrators, and others who may occasionally conduct courses may attend faculty senate meetings with permission of the Executive Committee of Faculty Senate.
- C. The Executive Committee reserves the right to invite other relevant parties, known here forth as visitors, where appropriate.

### Section 3 - Officers

The three (3) offices of the Faculty Senate are President, Vice President, and Secretary/Treasurer. Each of these positions will be filled by the member holding the same position on the Executive Committee (see Article III).

- A. The President of the Faculty Senate shall preside over meetings of the Faculty Senate.
- B. The Vice President of the Faculty Senate shall assume the responsibilities of the President in situations where the President is unavailable.
- C. The Secretary/Treasurer shall:
  1. keep the attendance roll and minutes of each Faculty Senate meeting,
  1. keep a record of all financial transactions of the Faculty Senate,
  1. maintain an archive of attendance rolls and minutes of all Faculty Senate and Senate Committee meetings.
  1. keep a record of Executive Committee membership and terms. This membership will be reviewed by the officers

### Section 4 - Meeting

The Faculty Senate shall meet each year during the week preceding the beginning of the regular schedule of classes in the fall semester and thereafter once a month during the academic year. This schedule can be modified as needed by a voice vote of the Senate.

- A. Special Meetings - The President of the Faculty Senate may at his/her discretion request a special meeting of the Faculty Senate, stating the purpose and outlining the agenda three days prior to the meeting.

- B. Notification - A notice stating the purpose and outlining the agenda of all special meetings shall be sent to all members of the Faculty Senate.
- C. Closed Session – At any time during a Faculty Senate meeting, the presiding officer may call for a closed session. During closed session, only current members of the Faculty Senate may be present.

## **Section 5 - Procedure**

Robert's Rules of Order (latest edition) will guide discussion.

- A. Voting Rights – All members of the Faculty Senate whom are present at the time of the vote have full voting rights. Voting in absentia is not permitted.
- B. Voting – Routine votes will be taken by voice. The presiding officer may request a vote by division of the house at any time. Any member of the Faculty Senate may request a secret ballot on any issue. A majority of affirmative votes of the quorum is necessary for passage of an issue.
- C. Privilege of the Floor – Any member of the Faculty Senate or visitor may be extended privileges of the floor upon being recognized by the President of the Faculty Senate.
- D. Quorum – A simple majority of the Faculty Senate membership is necessary for a quorum.

## **Section 6 - Attendance**

All members of the Faculty Senate are expected to attend meetings of that organization, and the Secretary of the Senate shall keep an attendance roll for all meetings which shall be included in the Senate archive.

## **Section 7 - Special Rules**

- A. Any recommendations to be considered by the Faculty Senate shall be circulated to the members at least one full day in advance of the meeting at which they are to be considered.
- B. When new items are to be placed on the agenda after the deadline for formal addition, only questions of clarification are allowed (no discussion).
- C. No measure will, except by consent of three-fourths of the members present, be put to final vote at the meeting at which it is first proposed.
- D. Policy recommendations shall normally come from one of the committees of the Faculty Senate.
- E. All recommendations brought before the Faculty Senate must be made in writing.
- F. Minutes of the Faculty Senate meetings shall be made available by the Secretary to the faculty, the Chief Academic Officer, the Associate Provost, and the College President.

## **Section 8 - Agenda**

The agenda for all regular meetings may include, but shall not necessarily be limited to, the following:

- A. Approval of minutes from the previous meeting,
- B. Academic matters from the Chief Academic Officer or Associate Provost,
- C. Reports from Faculty Senate committees,
- D. Report from the Executive Committee,
- E. Unfinished business,
- F. New business, and
- G. Announcements.

## Article III: Executive Committee

### Section 1 - Functions

- A. The Executive Committee functions as the policy-implementing arm of the Senate. All issues raised by the Senate that require further research, modification or implementation will constitute the agenda for the Executive Committee. The committee may request other faculty members outside the Executive Committee to work on specific issues on an ad hoc basis.
- B. The Executive Committee may only act as an administrative body charged with managing the business of the faculty senate. In this respect, the Executive Committee is not a representative body capable of making decisions on behalf of the entire Faculty Senate. Therefore, the Executive Committee will bring all finalized plans, procedures and suggestions to the Faculty Senate for final faculty approval.
- C. The Executive Committee, or its designee, will act as the faculty's formal liaison with college administration.
- D. All plans, proposals and suggestions that have been approved by Senate action will be presented to the administration through the Executive Committee.

### Section 2 - Membership

- A. The Executive Committee of the Faculty Senate is an elected body of no more than ten (10) faculty representatives. Each of the eight (8) academic divisions as well as Library Services will be reserved one (1) position on the Executive Committee, with a 10th position reserved for the former Faculty Senate president. Executive Committee members representing each division will be elected by the members of that division prior to the close of the academic year during which a term will end.
- B. The following list outlines the schedule of when members will be elected to the Executive committee:
  1. Odd-Year Term (example 2015-2017):
    - b. Library Services
    - c. Burton Center for Student Success
    - d. Business Administration
    - e. Creative and Fine Arts
    - f. Education
  2. Even-Year Term (example 2016-2018):
    - a. Humanities
    - b. Nursing and Health Sciences
    - c. Science and Mathematics
    - d. Social and Behavioral Sciences
- C. Once elected, Executive Committee members shall serve for a period of two (2) years. The previous President of the Executive Committee shall always serve a one year term on the Executive Committee after his or her term of service as President is concluded.
- D. Any member of the Senate (as per membership requirements described in Article II) is eligible to serve on the Executive Committee.
- E. When an Executive Committee position becomes vacant prior to the fulfillment of a regular term; a replacement shall be elected by the division at the earliest opportunity. The person elected to fill the vacancy shall serve the remainder of the term
- F. Members shall be limited to two (2) consecutive terms; after two consecutive terms, faculty members must wait one full year before they are again eligible for election to the Executive Committee. This requirement may be waived in the event that no other members of the division are eligible to serve on the Executive Committee.

### Section 3 - Officers, Meetings, and Reports

- A. At its first meeting each year, the Executive Committee shall elect, by majority vote, a President, a Vice President, and a Secretary/Treasurer. These officers shall serve one-year terms.
- B. No one shall serve more than two (2) consecutive years as President of the Executive Committee. The Executive Committee shall hold regular meetings at least once each month of the academic year.
  - Special meetings shall be called at the discretion of the President of the Executive Committee, upon the written request of five (5) faculty members, or upon request of the Provost, Associate Provost, or the College President.

- A quorum of the Executive Committee shall consist of a majority of its members.
- Meetings of the Executive Committee shall be open to all members of the Faculty Senate.
- Any member of the college may present, in person or in writing, any matter for consideration by the Executive Committee.

## Article IV: Committees Of The Faculty Senate

The Senate shall create standing committees, ad-hoc committees, and appoint contact persons to conduct the affairs of the Senate.

### Section 1 - Committees

- Creation of committees requires a majority vote of the Senate.
- When the Senate acts to create a committee the Senate shall also elect an interim committee chairperson and provide the chairperson with a written description of the function of the committee. Membership in the committee shall be voluntary. The interim chair of each committee elected by the Senate shall be free to set the first committee meeting. At the first meeting, the members shall elect the permanent chair, set the agenda, and solicit additional members if needed.
- Committees shall keep an attendance roll, maintain meeting minutes, and keep the full Senate advised of their activities in a timely fashion. Attendance rolls and minutes shall be submitted to the Secretary of the Senate for inclusion in the Senate archives.
- Committee membership should, whenever possible, reflect an equal distribution of faculty members among the academic programs. Committees of the Senate may also contain other members of the Lees-McRae College Community as non-voting members at the discretion of the committee or Senate. Any exceptions to this policy for specific committees are described in Section 4 below.
- All faculty members in their first year of employment at Lees-McRae College are relieved of their obligation to serve on faculty senate committees.

### Section 2 - Contact Persons

- When the activity of a full committee is not deemed necessary by the Senate, it may elect instead to select a contact person to serve some function.
- A Contact Person shall be elected from among the voting members of the Senate.

### Section 3 - Terms of Service

Committees, ad-hoc committees, committee chairs, and contact individuals serve at the pleasure of the Senate and may be dismissed or replaced by a majority vote of the Senate.

### Section 4 – Standing Committees of Faculty Senate

Although there will occasionally be the need for ad-hoc committees, the Faculty Senate recognizes the need for certain committees to be Standing Committees that will be reconstituted on an annual basis at the beginning of each academic year. These Standing Committees are listed and described herein.

- Curriculum Committee
  - The primary purpose of the Curriculum Committee is to review changes to existing curricula as well as potential new programs as proposed by faculty.
  - The Curriculum Committee is responsible for making recommendations to the entire Faculty Senate on those issues considered a substantial change and therefore require a vote of the Faculty Senate. Substantial changes are those changes that will have a significant impact to existing program requirements and involve extensive new requirements for existing majors and minors or that have a significant impact on other program/student requirements. Substantial changes include a(n):
    - New Degree;
    - New Major;
    - New Minor;
    - New Concentration;
    - New Certification/Licensure Program;

- f. Major change to existing program requirements (including entrance);
  - g. Addition, deletion, or modification of program matriculation requirements.
3. The Curriculum Committee is responsible for making decisions on those issues considered to be a minimal change and therefore do not require a vote of the Faculty Senate. Any minimal change approved by the Curriculum Committee will be announced to the Faculty Senate by a Curriculum Committee representative during the following committee report to the Faculty Senate. Minimal changes include a:
- a. New Course;
  - b. Course Elimination;
  - c. Change in Course Content;
  - d. Minor change to existing program requirements.
4. When reviewing curriculum, consideration is given to the following:
- a. Currency and relativity of the curriculum to the field of study and the expectations of an undergraduate curriculum;
  - b. Course sequencing to confirm proper prerequisites and levels of learning
  - c. Sequential learning to assure that the curriculum has opportunities for students to acquire foundational knowledge, skill development, and mastery of the expected outcomes;
  - d. Intellectual rigor that provides opportunities for students to engage in increasingly complex theories, skills, applications, and analyses;
  - e. Cohesiveness of the curriculum to ensure alignment with the program mission, goals, and learning outcomes;
  - f. Curriculum and program support of the College mission.

#### B. Core Curriculum Committee

1. The primary purpose of the Core Curriculum Committee is to engage in the discussion and decision-making process that impacts Core Curriculum initiatives. Initiatives may include, but are not limited to, course approval, revision to the Core Curriculum mission and competencies, College Catalog and the Webpage for Core Curriculum. The Committee also participates in and oversees the Core Curriculum assessment process. The Program Coordinator for the Core Curriculum Committee meets regularly with his or her designated supervisor and brings any issues or concerns to Core Curriculum Committee.
2. In addition to the faculty membership described in Section 1 D above, the committee will be chaired by the Core Curriculum Coordinator.

#### C. Faculty Welfare, Handbook, and Constitution Committee (FWHC)

1. The primary purpose of the FWHC is to act as an advocate and the voice of faculty as it relates to issues that impact the faculty as a whole.
2. With this primary purpose in mind, there are two formal documents that must be kept current to help ensure faculty welfare: the Faculty Handbook and the Faculty Senate Constitution.
3. The FWHC will also address issues related to faculty welfare that are not directly covered in the Faculty Handbook nor the Faculty Senate Constitution.

#### D. Honors Committee

1. The primary purpose of the Honors Committee is to fulfill the mission of the Lees-McRae College Honors Program which is to recruit, educate, and retain exemplary and dedicated students in living-learning communities through innovative seminars, exceptional courses, and travel opportunities that foster personal growth, cultural awareness, and intellectual curiosity.
2. In addition to the faculty membership described in Section 1 D above, the committee will also reserve a position for a representative from Enrollment Management as well as four positions for current honor students (one from each future graduating class).

#### E. Promotion and Contract Conversion Committee (PCC)

1. The primary purpose of the Promotion and Contract Conversion Committee is to conduct peer reviews of portfolios for those faculty members requesting promotion and/or contract conversion and to provide recommendations to the Provost.
2. The membership of the PCC is restricted to faculty holding the rank of Associate Professor or Associate Instructor or higher, and shall seek to represent the existing academic organizational structure of the college. If, however, an academic division



does not have a member of its division meeting this minimum rank requirement, the division may choose a representative from the current division members to sit on the committee.

#### F. Stephenson Committee

1. The primary purpose of the Stephenson Committee is to develop plans for fulfilling the mission of the Stephenson Center for Appalachia under the leadership of its director. The mission of the Stephenson Center for Appalachia is to promote understanding and appreciation of the Southern Appalachian region through education, outreach, service, scholarship, and artistic activities.
2. In addition to the faculty membership described in Section 1 D above, the committee will also reserve a position for the Director of the Stephenson Center for Appalachia.

## **Article V: The Faculty Handbook**

Responsibilities, expectations, rules of conduct, policies, and procedures of the faculty are contained in the Faculty Handbook. Faculty members, as part of their professional duty, are expected to govern themselves, and in doing such, the faculty is expected to maintain an accurate and current Faculty Handbook. Faculty are expected to abide by the rules and regulations outlined in the Employee Handbook that are not addressed within the Faculty Handbook. The Faculty Handbook is incorporated into the Faculty Senate Constitution by reference herein.