

CONCORDIA COLLEGE

FACULTY HANDBOOK

FOREWORD

Welcome to Concordia College! Faculty play a vital role in Concordia’s mission “to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.”

The students we serve benefit greatly from the rigorous academic programs and caring environment created at Concordia. Students appreciate and fondly remember the personal ways in which faculty and staff members have made a difference in their days at Concordia. Faculty members also appreciate participating in faculty governance and contributing in meaningful ways to the work of the college.

This handbook, as well as the Concordia College employee handbook, serve as a source of information for new faculty and are also intended to be reference tools for all faculty. Please contact the Office of Academic Affairs with any questions.

Effective September 1, 2005

Revised July, 2013

Revised August, 2014

Revised July, 2015 (hyperlinks updated September, 2015)

Revised December, 2015

Revised, with update of hyperlinks, September, 2016

Revised, December, 2016

Revised, March, 2017

Revised, May, 2017

Revised, May, 2018

Revised, May 2019

TABLE OF CONTENTS

	Page
<u>HISTORY OF CONCORDIA COLLEGE</u>	iv
<u>CAMPUS MAP</u>	v
CHAPTER 1: FACULTY GOVERNANCE	1/1
<u>Faculty Constitution</u>	1/1
<u>Faculty Bylaws</u>	1/6
CHAPTER 2: FACULTY PERSONNEL POLICIES AND PROCEDURES	2/1
<u>Academic Freedom and Responsibility</u>	2/1
<u>Appointment Categories and Reappointment Policies</u>	2/1
<u>Evaluation Criteria</u>	2/7
<u>Evaluation Procedures</u>	2/11
<u>Evaluation Criteria for Special Faculty Appointments</u>	2/13
<u>Evaluation Procedures for Special Faculty Appointments</u>	2/20
<u>Tenured Faculty Development Plan</u>	2/23
<u>Tenure Decision Process</u>	2/24
<u>Rank and Promotion</u>	2/25
<u>Rank and Promotion of Special Appointment Faculty</u>	2/26
<u>Department Chairs</u>	2/29
<u>Disciplinary Policies</u>	2/30
<u>Severance Policies</u>	2/32
CHAPTER 3: ACADEMIC RESPONSIBILITIES	3/1
<u>Advisement and Registration</u>	3/1
<u>Advising First Year and Transfer Students</u>	3/2
<u>Advising Returning Students</u>	3/3
<u>Class Lists</u>	3/3
<u>Advisor Training</u>	3/3
<u>Office Hours</u>	3/3
<u>Course Policies (Syllabi)</u>	3/3
<u>Class Attendance</u>	3/4
<u>Cocurricular Eligibility</u>	3/4
<u>Examinations</u>	3/5
<u>Final Examinations</u>	3/5
<u>Student Handbook</u>	3/6
<u>Commencement, Convocations and Faculty Workshops</u>	3/6
<u>Ordering Textbooks</u>	3/6
<u>Outside Employment</u>	3/6
<u>Summer Activities</u>	3/7
<u>Grades</u>	3/7
CHAPTER 4: FACULTY DEVELOPMENT	4/1
<u>Rationale</u>	4/1
<u>Eligibility</u>	4/1
<u>Faculty Responsibilities</u>	4/1
<u>New Faculty Orientation</u>	4/1
<u>Sabbatical Leaves</u>	4/2
<u>Centennial Independent Research Scholars Program</u>	4/4
<u>Centennial Scholars Program</u>	4/5
<u>Hendrickson Fine Arts Summer Study Grants</u>	4/5
<u>Faculty Professional Growth Allowance</u>	4/6
<u>Conference Travel Funds</u>	4/6
<u>Centennial Classroom Research Grants</u>	4/7
<u>Summer Faculty Workshops</u>	4/8

Attendance at Conferences Sponsored by the College	4/8
External Grants	4/8
Leaves for Professional Growth with External Support	4/8

CHAPTER 5: FACULTY COMPENSATION AND EMPLOYEE BENEFITS & POLICIES..... 5/1

Faculty Appointments and Annual Renewal Letters	5/1
Salary Policy	5/1
Benefits for Short-Term Leaves of Absence	5/1
Short-Term Disability	5/1
Other Leaves of Absence	5/1

See the Concordia College employee handbook for information on compensation, benefits, and employee policies.

APPENDIX I: ACADEMIC INTEGRITY AT CONCORDIA COLLEGE

- The Academic Virtues and The Centrality Of Integrity To Academe
- [Practices and Responsibilities; Violations; Penalties; Procedures; Statement On Plagiarism; Joint Statement on Academic Integrity](#)
- [Academic Responsibility Conduct Procedures](#)
- [Academic Integrity Violation Notification Form](#)

APPENDIX II: THE CONCORDIA COLLEGE CORPORATION (revised April 24, 2015)

- [Articles of Incorporation and Bylaws](#)

HISTORY OF CONCORDIA COLLEGE

Founded by Norwegian Lutheran immigrants in 1891, Concordia began as an academy (high school) with the purchase of Bishop Whipple School. It was located in the middle of an open field south of Moorhead, known then as the “wickedest city in the world” because of its saloons, dance halls, gamblers, and prostitutes. Concordia’s initial enrollment of 12 grew to 60 by Christmas as crops were brought in and young people were free to attend.

A depression nearly caused the school to close in 1895. Through the persistence and tireless efforts of Rasmus Bogstad, a young pastor from Kindred, North Dakota, the people in the surrounding area kept the fledgling school alive with their contributions.

Concordia (which means “hearts in harmony”) began offering college-level courses in 1913 and awarded its first baccalaureate degree to five men and one woman in 1917. Since then, about 18,000 students have received degrees from Concordia. The initial enrollment of 12 has grown to around 2,400; the campus, which now occupies 120 acres in the middle of residential Moorhead, has nearly 40 buildings, most of which have been constructed since 1960. The “business, practical, and classical courses” offered in 1891 have grown to more than 40 major courses of study; and the academy founded by a handful of Norwegian Lutherans is now recognized nationally as one of the finest liberal arts colleges in the region.

Concordia is rich in tradition. The name “Cobbers” derives from the taunting appellation of “corncocks” given to early Concordia students because of the college’s location near a cornfield. The beanie, the ruby and gold ring, the Christmas concert, Homecoming, Prexy’s Pond, and more recently, the annual Cobber Corn Feeds, are all dear to the hearts of Cobbers throughout the world.

Concordia is one of 26 colleges of the Evangelical Lutheran Church in America. It is owned by the 1,000 congregations of the ELCA in northern and western Minnesota, North Dakota, and Montana. It is supported by these congregations and by alumni, friends, parents, corporations, and foundations throughout the world.

The stated mission of Concordia College is “to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.”

CHAPTER 1

FACULTY GOVERNANCE

CHAPTER 1: FACULTY GOVERNANCE

FACULTY CONSTITUTION

(Approved by the Concordia College faculty, 1996; last revised March 2013)

Article 1. Purpose

- 1.1 The faculty shall affirm, build and maintain a community of teacher-scholars who are dedicated to the pursuit of truth.
 - 1.1.1 Such a community depends upon a faculty who are dedicated to excellent teaching and who understand that such excellence derives from a continuing commitment to inquiry and scholarship.
 - 1.1.2 Such a community depends upon a faculty who engage actively in college governance, whose hallmarks are fairness and collegiality and whose goals are academic quality and integrity.
 - 1.1.3 Such a community depends upon a faculty who are dedicated to the preservation of academic freedom and who are worthy of that freedom.
- 1.2 The faculty shall affirm, build and maintain a community of teacher-scholars who are dedicated to the intellectual, personal and spiritual growth of members of the college community.
 - 1.2.1 Such a community depends upon a faculty who are dedicated to the mission of Concordia College.
 - 1.2.2 Such a community depends upon a faculty who examine the ways academic disciplines contribute to the growth of the whole person.
- 1.3 The faculty shall affirm, through the ratification of the Faculty Constitution and Bylaws, the important contributions that each estate of the college makes in collectively building and maintaining this institution of higher education.

Article 2. Membership in the Faculty

The faculty, for the purpose of faculty governance, shall be defined as the following:

- 2.1 Tenured or tenure eligible faculty: Individuals on full-time or part-time tenured or tenure eligible appointments who teach courses for credit and hold an academic rank of instructor, assistant professor, associate professor or professor.
- 2.2 Multiyear fixed-term appointment faculty: Individuals on half-time or more appointments who teach courses for credit and hold an academic rank of instructor, assistant professor, associate professor or professor.
- 2.3 Professionally Prepared Continuing appointment: Individuals on half-time or more appointments who teach courses for credit and hold an academic rank of instructor, assistant professor, or associate professor.
- 2.4 Library and athletics faculty: Individuals on a half-time or more non-tenure eligible appointment.
- 2.5 Ex-officio faculty: The president of the college, dean of the college.
- 2.6 In all cases, the dean of the college shall determine the classification of an employee's status for participation in faculty governance, subject to appeal to the Faculty Executive Committee.

Article 3. Rights and Privileges of Faculty

Every faculty member shall be vested with the following rights and privileges:

- 3.1 The right to attend, to speak and to vote at meetings of the Faculty-as-a-Whole.
- 3.2 The right to vote on decisions of the Faculty-as-a-Whole taken by mail or electronic ballot.
- 3.3 The right to attend and to speak at meetings of the Faculty Senate.
- 3.4 The right to request consideration of issues before the appropriate faculty body.
- 3.5 The right to have access to a faculty handbook, to the agendas and minutes of meetings of the Faculty-as-a-Whole and the Faculty Senate, and to minutes of faculty committees.
- 3.6 The right of initiative and referendum as provided in the Bylaws.
- 3.7 The right to membership in faculty committees and task forces as provided in the Bylaws.
- 3.8 The right to hold offices as provided in the Bylaws.

Article 4. Authority and Responsibility of the Faculty

- 4.1 The faculty shall have primary responsibility and authority for the following:
 - 4.1.1 Determining the content of the curriculum and reviewing its effectiveness.
 - 4.1.2 Setting admission, retention and graduation criteria.
 - 4.1.3 Setting policies for academic advisement.
 - 4.1.4 Determining academic policies, procedures and regulations, including scheduling of academically related deadlines.
 - 4.1.5 Setting criteria and policies for awarding grades.
 - 4.1.6 Awarding earned degrees and honorary degrees.
 - 4.1.7 Setting policies for academically related student activities.
- 4.2 The faculty shall have joint responsibility and authority with administrative staff for the following:
 - 4.2.1 Setting policies for the appointment, evaluation, promotion, tenure, professional development and termination of faculty.
 - 4.2.2 Setting policies for the appointment, evaluation, compensation, professional development and termination of department chairs.
 - 4.2.3 Determining the accessibility and effectiveness of curriculum resources that support the academic program and setting policies governing their use.
 - 4.2.4 Selecting, scheduling and promoting cultural events and lectures on campus.
 - 4.2.5 Determining the beginning and ending dates for instructional days within the academic calendar.
- 4.3 The faculty shall have advisory responsibility for the following:
 - 4.3.1 Determining policies governing the conduct of student activities, such as the student governing association, student publications and student social activities.
 - 4.3.2 Determining priorities for expenditures and appropriations related to the academic program.
 - 4.3.3 Selecting the president and the dean of the college according to procedures recommended by the Faculty Executive Committee and approved by the Faculty Senate.
 - 4.3.4 Appointing division chairs and chairs of academic departments.
 - 4.3.5 Establishing a mutually supportive working community.
 - 4.3.6 Determining directions for long-term development of the college.

Article 5. The Faculty-as-a-Whole

- 5.1 The Faculty-as-a-Whole shall include all individuals identified in Article 2 of the Faculty Constitution.
- 5.2 The Faculty-as-a-Whole shall be vested with the rights identified in Article 3 of the Faculty Constitution and shall delegate its legislative authority to the Faculty Senate, reserving its right of initiative and referendum as defined in Section 3 of the Bylaws.
- 5.3 The Faculty-as-a-Whole shall vote for at-large members of the Faculty Senate and for faculty members of standing committees. Elections shall be conducted as identified in the Bylaws.
- 5.4 The Faculty-as-a-Whole shall approve amendments to the Faculty Constitution and Bylaws as identified in Article 10.
- 5.5 The Faculty-as-a-Whole shall meet to hear and discuss issues of importance for the faculty. Meetings shall be conducted as delineated in the Bylaws.

Article 6. The Faculty Senate

- 6.1 The Faculty Senate shall serve as a representative body of the faculty.
- 6.2 The Faculty Senate shall address issues in which (a) faculty have primary responsibility and authority, (b) faculty have joint responsibility and authority with administrative staff, and (c) faculty have advisory responsibility and authority (see Article 4 above).
- 6.3 The Faculty Senate may establish committees, task forces or use other means to accomplish its work.
- 6.4 The membership of the Faculty Senate shall be representative of the faculty and selected as delineated in the Bylaws.
- 6.5 Meetings of the Faculty Senate shall be held regularly throughout the academic year and conducted as delineated in the Bylaws.

Article 7. Officers of the Faculty

- 7.1 The chair of the faculty shall be the president of the college, whose responsibilities as chair are delineated in the Bylaws.
- 7.2 The chair of the Faculty Senate shall be the dean of the college, whose responsibilities as chair are delineated in the Bylaws.
- 7.3 A secretary of the faculty shall be elected to serve both the Faculty-as-a-Whole and the Faculty Senate. The election process and duties and responsibilities of the secretary of the faculty are delineated in the Bylaws.
- 7.4 A parliamentarian shall be selected to serve both the Faculty-as-a-Whole and the Faculty Senate. The selection process and duties and responsibilities of the parliamentarian are delineated in the Bylaws.

Article 8. Faculty Executive Committee

The Faculty Executive Committee shall facilitate the work of the Faculty-as-a-Whole and the Faculty Senate. The membership of the Executive Committee, its duties and responsibilities are delineated in the Bylaws.

Article 9. Faculty Committees

The Faculty Senate shall establish standing committees and ad hoc task forces as needed to accomplish the work of the faculty. The following provisions describe the nature and purpose of standing committees. Ad hoc task forces

shall require specific legislation by the Faculty Senate to determine membership, term, and responsibilities.

9.1 Responsibilities and Authority of Standing Committees and Ad hoc Task Forces

- 9.1.1 Faculty shall have primary responsibility and authority in areas of college governance defined in Article 4.1. Therefore, the Faculty Senate shall have the authority and responsibility to establish committees, ad hoc task forces, or use other means to accomplish these tasks. Committees to accomplish purposes defined in Article 4.1 shall be called Faculty Senate Committees.
- 9.1.2 Faculty and administrative staff shall have joint responsibility and authority for determining policies in areas of college governance defined in Article 4.2. Therefore, the Faculty Senate, in cooperation with administrative staff, shall have the authority and responsibility to establish committees, ad hoc task forces, or use other means to accomplish these tasks. Committees to accomplish purposes defined in Article 4.2 shall be called Joint Committees.
- 9.1.3 Faculty shall have advisory responsibility for determining policies in areas of college governance defined in Article 4.3. Therefore, through representation on committees, ad hoc task forces or other means, the faculty shall make recommendations to administrative staff to accomplish these tasks. Committees to accomplish purposes defined in Article 4.3 shall be called Institutional Committees.
- 9.1.4 Faculty shall be represented on judicial boards, including hearing and appeal boards to which faculty and students may appeal actions taken against them by individuals acting in their official capacity representing the college. Committees established to fulfill these functions shall be called Judicial Boards.

Article 10. Amending the Faculty Constitution and Bylaws

10.1 Amendments to the Faculty Constitution

- 10.1.1 Members of the faculty may propose an amendment to the Faculty Constitution through the initiative process described in Section 3 of the Bylaws.
- 10.1.2 Proposed amendments to the Faculty Constitution shall be disseminated in writing to the faculty at least five academic days in advance of a meeting of the Faculty-as-a-Whole at which the amendment(s) will be presented and discussed.
- 10.1.3 Within two academic days of the conclusion of the meeting of the Faculty-as-a-Whole, a secret electronic or campus mail ballot shall be distributed for those eligible to vote in meetings of the Faculty-as-a-Whole. The ballot will remain open for 15 academic days. Minutes of the meeting(s) of the Faculty-as-a-Whole at which the amendment(s) were presented and discussed shall be distributed with the ballot.
- 10.1.4 To amend the Faculty Constitution, two-thirds of those eligible to vote in meetings of the Faculty-as-a-Whole must cast ballots and two-thirds of the ballots must be in the affirmative.

10.2 Amendments to the Bylaws

- 10.2.1 Members of the faculty may propose or refer an amendment to the Bylaws through the initiative and referendum process described in Section 3 of the Bylaws.
- 10.2.2 Proposed amendments to the Bylaws shall be disseminated in writing to faculty at least five academic days in advance of a meeting of the Faculty-as-a-Whole at which the amendments shall be presented and discussed.
- 10.2.3 Within two academic days of the conclusion of the meeting of the Faculty-as-a-Whole, a secret electronic or campus mail ballot shall be prepared for those eligible to vote in meetings of the Faculty-as-a-Whole. The ballot will remain open for 15 academic days. Minutes of the meeting(s) of the Faculty-as-a-Whole at which the amendment(s) were presented and discussed shall be distributed with the ballot.
- 10.2.4 To amend the Bylaws, fifty percent of those eligible to vote in meetings of the Faculty-as-a-Whole

must cast ballots and a majority of the ballots must be in the affirmative.

Article 11. Authority of the Board of Regents

- 11.1 The faculty shall perform its duties and fulfill its functions in a manner consistent with The Concordia College Corporation Articles of Incorporation and Bylaws (most recently approved version).
- 11.2 Amendments to the Faculty Constitution and/or Bylaws shall be approved by the Board of Regents before they become effective. If amendments to the Faculty Constitution and/or Bylaws require changes in The Concordia College Corporation Articles of Incorporation and Bylaws, The Concordia College Corporation must approve the changes to The Concordia College Corporation Articles of Incorporation and Bylaws before amendments to the Faculty Constitution or Bylaws become effective.
- 11.3 The Board of Regents remains the final authority on all faculty legislation.
- 11.4 In case of disagreement between the faculty and the Board of Regents over faculty legislation or a proposed amendment to the Faculty Constitution or Bylaws, the Faculty Executive Committee shall be empowered to seek resolution of the issue with the Board of Regents.

FACULTY BYLAWS

(Approved by the Concordia College Faculty, 1996; revised March 2013. Section 8.7 and revision to section 9.1 approved by Faculty as a Whole in 2013-14; ratified by Board of Regents May, 2014. Revision to Sections 8.1, 8.6, 9.1, 12.2, and 12.3 approved by Faculty as a Whole in Fall, 2014; ratified by Board of Regents, January 2015. Revisions to sections 4.4, 5.3, 7.3, and 7.7 approved by Faculty as a Whole, Fall, 2014; ratified by Board of Regents, January, 2015. Addition of Integrative Learning Committee [section 8.3] approved by Faculty as a Whole, Fall, 2015, Board of Regents, January, 2016. Revisions to Section 11 (Judicial Boards) approved by Faculty as a Whole, Spring 2017, Board of Regents May, 2017). Sections describing committees moved to continuing resolutions, insertion of Section 7 (Continuing Resolutions) approved by Faculty as a Whole, Spring 2018, Board of Regents, May, 2018. Revision of CR.2.1 and CR2.6 by action of Faculty as a Whole, Fall, 2018. Revision of CR3.2 by action of Faculty as a Whole, Spring, 2019.

Section 1. Purpose

These Bylaws delineate and specify components of The Concordia College Faculty Constitution.

Section 2. Meetings of the Faculty-as-a-Whole

- 2.1 The Faculty-as-a-Whole shall meet at least once during the fall semester and once during the spring semester.
- 2.2 Special meetings of the Faculty-as-a-Whole may be called by the Faculty Executive Committee, the president, the dean of the college or by initiative of ten percent of the full-time teaching faculty (as identified in Article 2.1 of the Faculty Constitution).
- 2.3 The agenda for the meetings shall be prepared by the chair of the faculty in consultation with the Faculty Executive Committee and sent to all faculty at least five working days in advance of the meeting.
- 2.4 Each faculty member (as defined in Article 2 of the Faculty Constitution) shall have one vote and only those faculty present may vote. No proxy or in absentia votes shall be permitted.
- 2.5 The vice president for student affairs, the vice president for enrollment and the registrar shall each have the right to attend, speak and vote at meetings of the Faculty-as-a-Whole.
- 2.6 Robert's Rules of Order Newly Revised (most recent edition) shall govern the procedures for meetings of the Faculty-as-a-Whole. Modifications in the standing rules shall be approved by a majority of the members of the Faculty Senate.
- 2.7 A parliamentarian shall provide parliamentary advice to the chair of the Faculty-as-a-Whole (see Section 5.4 of the Bylaws).
- 2.8 A quorum shall consist of one-half of those eligible to vote at meetings of the Faculty-as-a-Whole.
- 2.9 Minutes shall be prepared by the secretary of the faculty and made accessible to all faculty.
- 2.10 Faculty-as-a-Whole meetings shall be open to Concordia students, staff, and all faculty. Non-voting faculty and other members of the Concordia College community may speak when recognized by the chair. Faculty-as-a-Whole meetings shall be open to invited off-campus guests whose attendance is approved by the Faculty-as-a-Whole prior to admission. Faculty-as-a-Whole meetings shall be closed to the general public.

Section 3. Initiative and Referendum

- 3.1 Upon written petition to the dean of the college, and signed by at least ten percent of the full-time teaching faculty (as identified in Article 2.1 of the Faculty Constitution), any faculty member with at least one-half of a full-time load (as identified in Article 2 of the Faculty Constitution) may initiate or refer legislation to the Faculty Senate or to the Faculty-as-a-Whole.

- 3.2 Upon receiving the petition, the dean of the college, in consultation with the Faculty Executive Committee, must refer it to an appropriate committee, or place the petition on the agenda of the Faculty Senate or of a Faculty-as-a-Whole meeting.
- 3.3 The Faculty Senate may refer legislation or issues to the Faculty-as-a-Whole.

Section 4. The Faculty Senate

- 4.1 Membership of the Faculty Senate
 - 4.1.1 Academic department chairs, including the director of the library.
 - 4.1.2 In the event that a department chair is elected secretary of the faculty, the department elects a person to replace the chair in the Senate and notifies the Faculty Executive Committee of that election.
 - 4.1.3 Faculty elected at large to equal the number of department chairs.
 - 4.1.4 The secretary of the faculty.
 - 4.1.5 The college president.
 - 4.1.6 The dean of the college.
 - 4.1.7 The division chairs.
 - 4.1.8 The vice president for student affairs.
 - 4.1.9 Vice president for enrollment.
 - 4.1.10 The registrar.
 - 4.1.11 Four students selected by the Student Government Association.
- 4.2 Qualifications for At-large Members
 - 4.2.1 Faculty defined in Article 2.1, 2.2, 2.3, and 2.4 of the Faculty Constitution.
- 4.3 Term of Office in the Faculty Senate
 - 4.3.1 Members elected at-large shall serve for three years and may be elected to unlimited consecutive terms.
 - 4.3.2 Department chairs and other persons who serve as members of the Faculty Senate ex officio shall serve in the Faculty Senate during the term of their position.
 - 4.3.3 Student members' terms of office shall be determined by the Student Government Association.
 - 4.3.4 The Faculty Executive Committee shall select replacements for faculty who are unable to complete their terms; the president of the Student Government Association shall select replacements for student members.
- 4.4 Election of At-large Faculty Senate Members
 - 4.4.1 Faculty eligible to vote for faculty senators-at-large are those individuals defined as faculty in Article 2 of the Faculty Constitution.
 - 4.4.2 The Faculty Executive Committee shall develop a nominating ballot including at least those faculty who indicated a willingness to serve on the survey designated in 5.3.10, plus a write-in option. An electronic or campus mail ballot shall be sent to all faculty eligible to vote in the spring semester and shall be open for five calendar days. Faculty nominated for the Faculty Senate shall be those who receive the most votes on the nominating ballot. The number of nominees shall be twice the number of at-large positions open in the Faculty Senate. Ties in the number of votes cast may result in a larger number of faculty nominated than twice the number of positions available.
 - 4.4.3 Following the nominating ballot, an electronic or campus mail election ballot shall be sent to all

faculty eligible to vote and shall be open for five calendar days. Those individuals receiving the highest number of votes, and equal to the number of positions open, shall be elected to the Faculty Senate.

4.4.4 Ties resulting from the vote of the faculty shall be resolved by lot in the Faculty Executive Committee.

4.5 Meetings of the Faculty Senate

4.5.1 The Faculty Senate shall meet at least once during the fall semester and once during the spring semester.

4.5.2 Meetings of the Faculty Senate may be called by the Faculty Executive Committee, the president, the dean of the college, or by initiative of 10 percent of the faculty senators.

4.5.3 The agendas for the meetings shall be prepared by the chair of the Faculty Senate in consultation with and approved by the Faculty Executive Committee. Meeting agendas shall be sent to all faculty at least five academic days in advance of the meeting.

4.5.4 The president may, in consultation with the Faculty Executive Committee, place items on the agenda for the Faculty Senate.

4.5.5 Minutes shall be prepared by the secretary of the faculty and made accessible to all faculty.

4.5.6 Each senator shall have one vote and only those senators present may vote. No proxy or in absentia votes shall be permitted.

4.5.7 *Robert's Rules of Order Newly Revised* (most recent edition) shall govern the procedures for meetings of the Faculty Senate. Modifications in the standing rules shall be approved by a majority of the members of the Faculty Senate.

4.5.8 A parliamentarian shall provide parliamentary advice to the chair of the Faculty Senate (see Section 5.4 of the Bylaws).

4.5.9 The Faculty Senate may use a consent agenda.

4.5.10 A quorum shall consist of two-thirds of the Faculty Senate members.

4.6 Faculty Senate meetings shall be open to Concordia students, staff, and all faculty. Non-voting members of the Concordia College community may speak when recognized by the chair. Faculty Senate meetings shall be open to invited off-campus guests whose invitation is approved by the Faculty Senate prior to admission. Faculty Senate meetings shall be closed to the general public.

Section 5. Officers of the Faculty

5.1 Chair of the Faculty

5.1.1 The president shall serve as chair of the faculty and shall preside at meetings of the Faculty-as-a-Whole.

5.1.2 The chair shall vote only to break or make a tie.

5.1.3 The dean of the college shall preside in the absence of the president.

5.2 Chair of the Faculty Senate

5.2.1 The dean of the college shall serve as chair of the Faculty Senate.

5.2.2 The chair shall vote only to break or make a tie.

5.2.3 The secretary of the faculty shall preside in the absence of the dean of the college or when the dean of the college wishes to engage in the Faculty Senate's discussion of issues.

5.3 Secretary of the Faculty

- 5.3.1 The secretary of the faculty shall be elected from among the tenured, full-time members of the teaching faculty (as defined in Article 2.1 of the Faculty Constitution).
 - 5.3.2 The secretary of the faculty shall be a voting member at meetings of the Faculty-as-a-Whole and the Faculty Senate.
 - 5.3.3 The secretary of the faculty shall be a voting member of the Faculty Executive Committee.
 - 5.3.4 The term of office for the secretary of the faculty shall be a three-year, non-renewable term.
 - 5.3.4.1 Faculty defined in Article 2 of the Faculty Constitution shall be eligible to vote for the secretary of the faculty.
 - 5.3.4.2 A ballot for Secretary of the Faculty will be developed by the Faculty Executive Committee, informed by the faculty survey (5.3.10). The election for this position will be held in the spring semester. An electronic or campus mail ballot shall be sent to all faculty eligible to vote and shall be open for five calendar days.
 - 5.3.5 The secretary of the faculty shall prepare minutes of the meetings of the Faculty-as-a-Whole and the Faculty Senate and make them accessible to faculty.
 - 5.3.6 The secretary of the faculty shall provide for the permanent retention of legislation and minutes of Faculty-as-a-Whole and Faculty Senate meetings, election results and other official correspondence of the Faculty-as-a-Whole and the Faculty Senate.
 - 5.3.7 The secretary of the faculty shall receive minutes from standing committees and ad hoc task forces and shall make them accessible to the Faculty Executive Committee.
 - 5.3.8 The secretary of the faculty shall prepare minutes of the meetings of the Faculty Executive Committee.
 - 5.3.9 The secretary of the faculty shall provide annually to the college archives a collection of all minutes, correspondence and records of the Faculty-as-a-Whole, the Faculty Senate, and faculty committees and task forces.
 - 5.3.10 Each spring semester, the secretary of the faculty shall survey all eligible faculty to determine willingness to serve on Senate, all faculty committees, and, if applicable, the Secretary of the Faculty.
 - 5.3.11 In the secretary's absence, the chair shall appoint a temporary secretary.
- 5.4 Parliamentarian
- 5.4.1 The parliamentarian shall be nominated by the chair of the Faculty Senate and confirmed by the Faculty Senate.
 - 5.4.2 The parliamentarian shall not vote at meetings of the Faculty-as-a-Whole while serving as parliamentarian.
 - 5.4.3 The parliamentarian shall not vote at meetings of the Faculty Senate unless he/she is a department chair or an elected-at-large member of the Faculty Senate.
 - 5.4.4 The parliamentarian shall advise the chair on the order of business and parliamentary rules during meetings of the Faculty-as-a-Whole and of the Faculty Senate.
 - 5.4.5 In the parliamentarian's absence, the chair shall appoint a temporary parliamentarian.

Section 6. Faculty Executive Committee

- 6.1 Duties of the Faculty Executive Committee
 - 6.1.1 Discuss and set priorities for business to be considered by the Faculty-as-a-Whole and the Faculty Senate. Place items of business on the agendas for meetings of the Faculty Senate which result from these discussions. Place and schedule items of business for meetings of the Faculty-as-a-Whole and recommend rules for the conduct of that business.

- 6.1.2 Adjudicate questions of faculty authority (primary, joint or advisory).
- 6.1.3 Review and analyze the work of the faculty standing committees and ad hoc task forces.
- 6.1.4 Consider issues related to the good of the college.
- 6.1.5 Serve as a faculty consulting body to the dean of the college and the president.
- 6.1.6 Serve as a committee on committees
 - 6.1.6.1 Recommend to Faculty Senate to establish and discontinue standing committees and/or ad hoc task forces.
 - 6.1.6.2 Refer faculty business to the appropriate committees.
 - 6.1.6.3 Balance the workload among committees.
- 6.1.7 Facilitate and coordinate the activities of the faculty standing committees and the Faculty Senate.
 - 6.1.7.1 Facilitate communication among faculty standing committees through assigning committee portfolios to its members.
 - 6.1.7.2 Schedule items of business on the Faculty Senate Agenda and recommend rules for the conduct of that business.
- 6.1.8 Serve as a nominating committee
 - 6.1.8.1 Solicit faculty interest in serving on committees.
 - 6.1.8.2 Balance the committee workload among faculty.
 - 6.1.8.3 Conduct elections according to Section 7.7 in the Bylaws.
 - 6.1.8.4 Fill vacancies on committees and on the Faculty Senate when faculty are not able to complete a full term.
- 6.1.9 Oversee the college's long-range planning processes and monitor the implementation of its recommendations.
- 6.2 Membership consists of four tenured faculty senators, the secretary of the faculty, the dean of the college, and the president (chair). In the president's absence, the dean of the college serves as chair.
- 6.3 A quorum of the Faculty Executive Committee consists of five members.
- 6.4 Each member of the Faculty Executive Committee shall have one vote. No proxy or in absentia votes shall be permitted.

Section 7. Continuing Resolutions

- 7.1 Continuing resolutions not in conflict with the Faculty Constitution or the Faculty Bylaws may be adopted or amended by the Faculty-as-a-Whole.
- 7.2 Proposed changes to these continuing resolutions should be disseminated in writing to faculty at least five academic days in advance of a meeting of the Faculty-as-a-Whole at which the changes will be presented and discussed. Within two academic days of the conclusion of the meeting of the Faculty-as-a-Whole, the Secretary of the Faculty will prepare a secret ballot for those eligible to vote in meetings of the Faculty-as-a-Whole. The ballot will remain open for five academic days. Minutes of the meeting(s) of the Faculty-as-a-Whole at which the changes were presented and discussed shall be distributed with the ballot. Changes to these continuing resolutions will be made if a majority of the ballots cast are in the affirmative.
- 7.3 Such continuing resolutions shall become effective immediately upon adoption and shall be reported as information to the members of the Board of Regents at its next scheduled meeting. All continuing resolutions adopted under this bylaw shall be appended to these Faculty Bylaws. Such continuing resolutions remain in effect until amended or repealed.

Section 8. Special Committees

- 8.1 Committees for academic and administrative departments, special academic programs and interdisciplinary programs are not included in the delineation of committees as part of faculty governance. Each program director or department chair shall decide the appropriateness of establishing an advisory committee, its membership and its responsibilities.
- 8.2 A standing Institutional Review Board shall be appointed by the dean of the college and report to the Academic Procedures and Policies Committee.
- 8.3 A standing Institutional Animal Care and Use Committee shall be appointed by the dean of the college and report to the Academic Procedures and Policies Committee.

Section 9. Faculty Handbook

- 9.1 The dean of the college shall prepare a current faculty handbook and make it accessible to all faculty.
- 9.2 The faculty handbook shall contain but not be limited to the following:
 - 13.2.1 The Concordia College Corporation Articles of Incorporation and Bylaws (most recent revision).
 - 13.2.2 The Concordia College Faculty Constitution and Bylaws.
 - 13.2.3 The standing rules of parliamentary procedure that govern meetings of the Faculty-as-a-Whole and the Faculty Senate.
 - 13.2.4 Policies and expectations for faculty employment and service.
 - 13.2.5 Additional information identified by the dean of the college or the Faculty Senate.
- 9.3 Origins of policies and their dates of enactment shall be identified in the faculty handbook.

CR1. General Characteristics of Faculty Committees

CR1.1 Membership of Faculty Committees

- CR1.1.1 Faculty defined in Article 2 in the Faculty Constitution shall be eligible to serve on faculty committees, with the exception of faculty serving as division chairs. Division chairs shall serve as representatives of the Office of Academic Affairs on Faculty Senate Committees, joint committees, and institutional committees.
- CR1.1.2 Individuals who are not defined in Article 2 of the Faculty Constitution shall be considered administrative staff, support staff or students. In identifying the membership of committees or ad hoc task forces, participants from off-campus may be identified and referred to as at-large members. Administrative staff, support staff, students or at-large members shall be eligible to serve on committees or ad hoc task forces as identified below:
 - CR1.1.2.1 The president shall appoint administrative staff, support staff or at-large members of committees.
 - CR1.1.2.2 The Student Association shall select student members of committees according to the procedures established by the Student Association.
- CR1.1.3 For purposes of representation on committees by Exploration area, every department will be designated an Exploration area with the approval of Faculty Senate.

CR1.2 Term of Service on Committees

- CR1.2.1 The term of service for committee members shall be three years. Normally, committee members will not succeed themselves.
- CR1.2.2 The term of service for the chair shall be two years.

CR1.2.3 Normally, faculty will serve on no more than one of the committees identified in these Bylaws, although service on more than one committee shall be permitted.

CR1.2.4 When possible, terms of service shall be staggered to allow continuity.

CR1.2.5 Term of service on committees begins July 1 and ends June 30.

CR1.3 Committee Chairs

CR1.3.1 Each committee shall select its own chair, following committee membership election. If a chair election is needed, the outgoing chair shall convene the committee to elect the chair.

CR1.3.2 The president shall appoint all other chairs of committees, except when the chair is designated ex-officio or the process of selecting the chair is specified in the description of the committee.

CR1.3.3 Communications with committees are directed to the committee chair.

CR1.3.4 The chair of a committee shall prepare agendas, convene and conduct the meetings of the committee.

CR1.3.5 The chair shall serve as one of the voting members of the committee.

CR1.3.6 Committee chairs shall serve a regular three-year term as a committee member, including the year(s) they serve as committee chair, with the exception of those who begin their service as chair in their third year. In this situation, the individual will serve a fourth year on the committee.

CR1.4 Committee Secretaries

CR1.4.1 Each committee shall select its own secretary.

CR1.4.2 The secretary shall submit minutes of each committee meeting to the secretary of the faculty on a timely basis and shall make minutes accessible to faculty.

CR1.5 Meetings of Committees

CR1.5.1 Committees shall meet at least once each semester.

CR1.5.2 The chair shall determine the time and place for the committee meetings in consultation with other members of the committee.

CR1.6 Committee Quorum and Voting

CR1.6.1 A quorum for a committee shall be one-half or more of its members.

CR1.6.2 Each member, including the chair, shall have one vote.

CR1.6.3 No proxy or in absentia votes shall be permitted.

CR1.6.4 Members of committees shall not vote if they have a direct conflict of interest in the decision of the committee. A majority vote of the committee shall determine conflicts of interest.

CR1.7 Committee Election Procedures

CR1.7.1 Faculty defined in Articles 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6 of the Faculty Constitution are eligible to vote for committee members.

CR1.7.2 Faculty members of committees shall be elected by the faculty according to the procedures listed below:

CR1.7.2.1 The Faculty Senate will elect Faculty Executive Committee members from the floor of the Senate in the spring semester.

CR1.7.2.2 The Faculty Executive Committee will shape a ballot for committee membership, informed by the faculty survey (as described in 5.3.10) and committee member criteria. This ballot shall be distributed one week before the election.

CR1.7.2.3 The Faculty Executive Committee will hold an election for committee membership that will include the opportunity for nominations from the floor during a spring Faculty-as-a-

Whole meeting followed by an electronic ballot.

CR1.7.2.4 Individuals with the highest number of votes, and equal to the number of openings, shall be elected. Ties resulting from the faculty voting shall be resolved by lot in the Faculty Executive Committee.

CR 2. Faculty Senate Committees

The committees listed below report directly to the Faculty Senate, which retains the right to confirm, amend, veto or return actions to committees. Committees are expected to attend to current issues and plan for the future.

- CR2.1 Curriculum: Admits new courses to the curriculum and approves modifications of existing courses. Recommends approval to the Faculty Senate of new majors, minors, and Undergraduate Academic Certificate Programs as well as changes in existing programs. Considers trends and makes recommendations concerning the undergraduate curriculum. Membership includes five faculty (one from each Exploration area, with both arts and humanities represented), one of whom serves as chair; two students, a representative from Academic Affairs; and the Registrar or his/her designee (non-voting).
- CR2.2 Core: Admits new core courses to the core curriculum. Recommends criteria for approval of core courses to the Faculty Senate. Considers trends and makes recommendations concerning the core curriculum. Membership includes five faculty (one from each Exploration area, with both arts and humanities represented), one of whom serves as chair; two students and a representative from Academic Affairs.
- CR2.3 Integrative Learning Committee: Supports integrative learning and monitors trends and best practices; contributes to faculty development activities related to integrative learning; approves Intensive Integrative Learning Courses; approves Intensive Integrative Learning Experiences; evaluates transfer courses and experiences for Intensive Integrative Learning transfer credits; hears appeals related to Intensive Integrative Learning Experiences. Membership consists of five faculty (one from each Exploration area with both arts and humanities represented), one of whom serves as chair; two students; a representative from Academic Affairs; a representative from the Career Center (non-voting); and the Registrar (non-voting).
- CR2.4 Assessment: Provides oversight and evaluation of student learning and development. Reviews and monitors curriculum assessment data. Membership consists of four faculty (one of whom is chair), one student, the director of instructional research and assessment, a representative from student affairs and a representative from Academic Affairs.
- CR2.5 Global Education Committee: Considers trends and makes recommendations concerning global education. Approves credit-bearing study away programs (short-term and long-term), and acts on program development and faculty leadership applications. Develops standards and policies and monitors college-approved program performance. Serves as a liaison with departments, programs, and administrative offices to promote quality, access, efficiency, safety, and fiscal sustainability. Membership includes five faculty (one from each Exploration area, with both arts and humanities represented), one of whom serves as chair, and the associate dean for global learning.
- CR2.6 Graduate Programs Committee: Admits graduate courses into the curriculum; recommends new graduate programs to the Faculty Senate; approves policies, procedures, course and curriculum changes; monitors the scope, direction and integrity of graduate programming. Membership consists of the dean of the college or his/her designee, the chair or their designee of each department offering graduate programs, three at-large faculty, one of whom is chair, a graduate student representative, and the Registrar or his/her designee (non-voting).
- CR2.7 Academic Advisement and Student Development Committee: Plans and monitors academic advisement, including career-related advisement. Develops opportunities for recognition of students, and coordinates the processes of selecting students for recognition and awards. Recruits, encourages and supports students pursuing special awards/scholarships and/or graduate study. Membership consists of five faculty (one of whom is chair), two students, and one representative each from student affairs and Academic Affairs.

CR2.8 Honorary Degrees Committee: Receives or develops nomination(s) for honorary degree award; reviews vita and other documentation to determine eligibility with one or more of the following criteria:

- Excellence in an academic or professional field or other area of endeavor
- Significant contributions through service in the academic, professional, civic, community, or religious arenas that are congruent with the mission of Concordia College
- High distinction in personal and professional life
- Use of office or position in ways that surpass what one would normally expect from that office or position.

CR2.8.1 Forwards approved nomination(s) to the Faculty Executive Committee, which will review the nomination, rationale, and supporting documents. FEC will then forward approved nomination(s) to Faculty Senate for consideration. There shall be no more than two (2) honorees in a single academic year, unless the Board of Regents grants an exception.

CR2.8.2 Faculty Senate sends its recommendation, via the President, to the Board of Regents for final approval.

CR2.8.3 Membership is four elected faculty members, one of whom will be elected as chair. The President of the College, or his/her designee, will serve as an ex-officio member of this committee.

CR 3. Joint Committees

The committees listed below prepare recommendations for appropriate offices or bodies of the college. Joint committees are considered to be committees of the Faculty-as-a-Whole. The faculty members on the committees shall report on the activities of the committees to the Faculty Senate and may seek advice from either the Faculty Senate or the Faculty-as-a-Whole on issues being considered by the committees.

CR3.1 Academic Procedures and Policies Committee. Develops and monitors policies for admission and retention of students, student progress in academic courses, awarding grades, academic integrity, criteria for graduation, scheduling of academically related deadlines, and academically related and co-curricular student activities. Receives reports from the Institutional Review Board and the Institutional Animal Care and Use Committee. Recognizes student organizations as academically related student activities. Membership consists of five faculty (one of whom is chair), two students and one representative each from academic affairs, student affairs, admissions, and the registrar's office.

CR3.2 Promotion, Tenure and Evaluation: Develops policies and criteria for appointment, evaluation, promotion and tenure of faculty. Develops policies governing the selection, responsibilities and terms of department chairs. Recommends individuals for promotion and tenure. Hears and advises the president on appeals by faculty involving dismissal for cause. Makes recommendations to Faculty Senate regarding student evaluations of teaching (SETs) forms and processes. Membership includes five faculty who are tenured full professors (one from each Exploration area, with both arts and humanities represented) and the dean of the college. One of the five tenured faculty members serves as chair.

CR3.3 Professional Growth: Develops and monitors plans for the professional well-being of the faculty, including policies for salary distribution and employment benefits for faculty. Creates opportunities for faculty development. Determines criteria for selection and identifies recipients for sabbatical leaves, summer workshops, internally-awarded faculty development and research grants, and other faculty development opportunities. Develops opportunities for recognition of faculty and coordinates the processes for selecting faculty for recognition and awards. Monitors and makes recommendations on the quality and accessibility of resources that support the delivery of curriculum and faculty scholarly activity. Curriculum resources include but are not limited to the library and technology. Membership consists of five faculty (one from each Exploration area, with both arts and humanities represented) and a representative from Academic Affairs. One of the five faculty members serves as chair.

CR3.4 Cultural Events Committee

9.4.1 Promotes intellectual stimulation and engagement for the college community outside of the classroom and establishes the schedule of college cultural events. Works with departments to coordinate campus lectures and artistic events. Establishes the theme and selects the chair for the Faith, Reason and World Affairs Symposium subcommittee. Membership consists of three faculty, two students, two support staff, the director of cultural events and one other administrative staff member. The chair is appointed by the president from among the elected or appointed members.

CR3.4.2 Subcommittee

CR3.4.2.1 Faith, Reason and World Affairs Symposium: Plans the annual symposium. Membership is by invitation of the chair of the symposium.

CR 4. Institutional Committees

The committees listed below prepare recommendations for appropriate offices or bodies of the college. The faculty on institutional committees provide advice to the administrative staff of the college. Faculty on institutional committees shall report actions of these committees to the Faculty Senate and may seek advice from either the Faculty Senate or the Faculty-as-a-Whole on issues being considered by the committees.

CR4.1 Student Affairs Committee

CR4.1.1 Recognizes student organizations other than academically related student activities and develops and monitors policies for these student activities. Serves as a board of publications for student publications/media productions that are not directed by academic departments. Membership consists of three faculty, three students and three administrative staff (at least one of whom shall be a representative of student affairs). One member of the committee is appointed chair by the president.

CR4.2 Community Relations Committee

CR4.2.1 Promotes a mutually supportive community through consideration of issues affecting the community at large, such as physical and mental health, interpersonal relationships, cultural and gender diversity and work-oriented stress; plans and encourages programming that fosters community within the college. Membership consists of four faculty, two students, two support staff and two administrative staff. One member of the committee is appointed chair by the president.

CR4.3 Budget Planning Committee

CR4.3.1 Reviews trends and recommends priorities for expenditures and appropriations, including students' current and future tuition and fees.

CR4.3.2 Reviews planning initiatives from other faculty committees, special committees and ad hoc task forces that are relevant to the discussion of priorities for expenditures and appropriations. Membership consists of three faculty, two students and three administrative staff. A member of the committee is appointed chair by the president.

CR 5. Judicial Boards

The following judicial boards are established to assure fair consideration for students and faculty who dispute actions taken against them by individuals acting in an official capacity to represent the college. Judicial boards report their actions to the president.

CR5.1 Student Responsibility Board

CR5.1.1 Hears and acts on alleged violations of social policy or academic integrity.

CR5.1.2 Membership consists of one faculty, one student and one administrative staff member. A member of the board is appointed chair by the president.

CR5.2 Faculty Appeal Board

- CR5.2.1 Hears and acts on appeals by faculty involving committee and administrative decisions as authorized in the Faculty Handbook.
- CR5.2.2 Membership consists of five tenured faculty, holding the rank of Professor, from different departments. The board will elect a chair. If a chair election is needed, the outgoing chair shall convene the board to elect the chair.
- CR5.2.3 The board conducts due process hearings to which a faculty member is entitled according to the Faculty Handbook. The faculty member shall have the right to have counsel or a representative appear with him or her before the hearing, but the college shall not be responsible for fees of such attorney or representative. In order to provide a fair and adequate hearing and provide due process to all parties concerned, the following will occur:
1. The board may request that the parties and their representatives hold joint pre-hearing meetings with them in order to accomplish the following: clarify the issues; establish areas of factual agreement; provide for the exchange of information; and achieve such other objectives as will make the hearing fair, effective and expeditious.
 2. A verbatim record of the hearing or hearings shall be taken and the faculty member shall be provided a copy of such transcript without cost.
 3. The parties to the hearing shall be afforded an opportunity to obtain necessary witnesses and other evidence. The parties will cooperate with each other in securing witnesses and making available documentary and other evidence, according to a timeframe set by the board. The parties will have the right to confront and cross-examine all witnesses. Where witnesses cannot or will not appear, but the board determines that the interest of justice requires admission of written statements, such statements shall be taken and the board will identify these witnesses, discuss their statements and, if deemed appropriate, provide for written questions to such parties to be included in the hearing record.
 4. Any hearing or hearings will only be open to the board, the parties, any counsel or representatives for the parties, and witnesses.
 5. The written decision of the Faculty Appeal Board shall be based solely upon the hearing record and will be provided to all parties.

CR5.3 Tenure and Promotion Appeal Board

- CR5.3.1 Hears and acts on appeals by faculty involving tenure and promotion decisions as authorized in the Faculty Handbook.
- CR5.3.2 Membership consists of three tenured faculty from different departments, holding the rank of Professor, who have previous experience on the Promotion, Tenure and Evaluation Committee. The board will elect a chair. If a chair election is needed, the outgoing chair shall convene the board to elect the chair.

CHAPTER 2

FACULTY PERSONNEL POLICIES AND PROCEDURES

- Section 2-2 approved by Faculty Senate: 3/1/10 and 3/25/13
- Section 2-3 approved by Faculty Senate: 4/26/10 and 4/8/13
- Section 2-4 approved by Faculty Senate: 4/26/10
- Section 2-5 approved by Faculty Senate: 4/2/12, 3/25/13, and 4/8/13
- Sections 2-6 and 2-10 approved by Faculty Senate: 4/2/12 and 3/25/13
- 2-9.I.D approved by Faculty Senate March 24, 2014; ratified by Board of Regents May, 2014
- 2-12.I.E revised in compliance with changed legislation, July, 2015
- Sections 2-4, 2-6, 2-9, and 2-10 amended by Faculty Senate, 12/14/15
- Section 2-2.I.F approved by Faculty Senate 1/11/16
- Sections 2-6.I, 2-6.II, 2-9.II.B, 2-10.II.B amended by Faculty Senate, 10/31/16
- Section 2-10 amended by Faculty Senate 3/20/2017
- Sections 2-4, 2-6, 2-8, 2-9, 2-10, 2-12, 2-13 amended by Faculty as a Whole (spring, 2017) and ratified by Board of Regents May, 2017.
- Sections 2-3, 2-4, 2-5, and 2-11 amended by action of Faculty Senate, 3/11/2019.
- Section 2-7 amended by Faculty as a Whole, Spring, 2019.

CHAPTER 2: FACULTY PERSONNEL POLICIES AND PROCEDURES

2-1 ACADEMIC FREEDOM AND RESPONSIBILITY

Institutional vitality is dependent on, among other factors, the freedom of its members to teach and research without fear of reprisal. This freedom is essential to the faculty member's work. The free search for truth and its free expression are basic constitutive elements of an institution of higher learning. The requirement of academic freedom is necessary for the promotion of the common good; it is not primarily for the private benefit of any individual. If freedom of inquiry is not to be stifled and society is not to suffer correspondingly, then faculty members must be able, without fear of retribution, to impart knowledge of the past and present, explore new knowledge and new techniques, criticize existing institutions, exchange ideas and advocate solutions to problems. The maintenance of academic freedom cannot be regarded as a special right or privilege; rather, it is a necessary requisite for the thought and speech whereby faculty members make their contribution to the life of the broader human community.

The faculty member, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognizes the concomitant responsibilities which academic freedom entails. One's primary responsibility in academic work is to seek and to state the truth as it can be seen. To this end, a faculty member devotes energies to developing and improving scholarly and creative competence. One accepts the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. One is aware of the need for integrity, honesty, justice, and humility in pursuing one's academic goals. One has a profound respect for the truth and the consequences of the truths that are discovered or used. As a member of a profession that depends preeminently upon freedom for its vitality, the faculty member has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

In addition to security in academic freedom, other types of security are appropriate in an academic setting. There is, of course, the economic security of a job but there is also personal security. The satisfaction of being an accepted part of a community in which a spirit and framework of trust, cooperation, and mutual support exist is important in striving toward one's maximum contribution. Within this kind of community, competition, tension, and conflict may be dealt with positively and the environment will be characterized by hope, joy, and a sense of dignity and well being.

Clearly, the qualifications of the faculty are closely related to the aims of the college, and the college expects allegiance to those aims. This expectation does not mean that anyone must hold a given set of opinions or beliefs; nor does it mean that we restrict the right of any person to state an opinion or take any particular side of any question. Commitment does not mean the end of discourse, and progress can in fact be made only through critical appraisals. We expect, however, that questions affecting the basic character and aims of the college be discussed with the same thoroughness, thoughtfulness and care with which other questions are discussed.

2-2 APPOINTMENT CATEGORIES AND REAPPOINTMENT POLICIES

I. Appointment Categories

Faculty members serve in one of three appointment groups: academically-prepared faculty, professionally-prepared faculty, and special faculty.

A. Academically-Prepared Faculty Appointments

Academically-prepared faculty appointments for tenured and tenure eligible positions will be filled by persons who have completed a terminal degree or are completing a terminal degree and have finished all degree requirements except the dissertation (ABD). Academically-prepared faculty in fixed term positions will be filled by persons who have completed at least a master's degree. Academically-prepared faculty appointments may be made at the rank of instructor (for ABD faculty), assistant professor, associate professor or full professor. At least 85% of full-time faculty should serve in academically prepared appointments.

Subcategories of Academically-Prepared Faculty Appointments:

1. Academically-Prepared Fixed-Term Appointments

An academically-prepared fixed-term appointment is an appointment for a specific term (one, two or three years) not to exceed six years of total service and is to be used when the position to be filled is temporary. Academically-prepared fixed-term appointments are typically made at the instructor or assistant professor rank, depending upon academic qualifications, and are not tenure-eligible appointments. Persons in academically-prepared fixed-term appointments are not eligible for promotion unless they were initially appointed at the instructor level. Upon completion of a terminal degree, the faculty at the rank of instructor may be promoted to assistant professor. Full-time, academically-prepared fixed-term appointments may not exceed a maximum of six years of total service. Academically-prepared fixed-term appointments that continue for two or more years may only be renewed following a favorable evaluation of the faculty member. Academically-prepared fixed-term appointments may be ended before the conclusion of the term if there is not a continuing need for the appointment on the part of the college. Evaluations must be performed as described in the *Faculty Handbook*.

a. Request for Renewal

Academically-prepared fixed-term appointments will terminate automatically at the end of the specified appointment period. If the department wants to seek renewal of an expiring appointment form, a request for renewal must be submitted to the dean of the college by January 15. Renewal appointment forms will be issued at the dean's discretion for a period of one to three years for academically-prepared fixed-term appointments and are issued at the same time as all other faculty appointment forms.

2. Tenure-Eligible (Probationary) Appointments

Tenure-eligible (probationary) appointments are made for positions that are proposed to be filled by a tenured faculty after the designated review process.

a. Criteria for Tenure-Eligible Appointment

1. Satisfactory evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Possession of the terminal degree or its equivalent, or ABD status (criterion B).
3. Satisfactory evidence that the candidate is, or is likely to be, an excellent teacher, a productive scholar, and an effective contributor to the academic community (criteria C-E).
4. Full-time employment. If one is initially appointed part-time and then becomes full-time, and is granted tenure eligibility (probationary), the tenure-eligibility period may be shortened by no more than five years by appeal to and approval of the dean of the college.

(See section titled "Evaluation Criteria for Academically-Prepared Faculty and Professionally-Prepared Faculty" for details on criteria A-E.)

b. Probationary Period

1. The probationary period is six years. The period may be shortened for candidates with previous teaching experience. Adjustments will ordinarily not exceed five years and will be determined and specified at the time of appointment.
2. At the end of the probationary period, the faculty appointment will either be converted to a tenured appointment or be converted to a final one-year fixed-term appointment.

c. Criteria for Reappointment to Tenure-Eligible Appointment

During the probationary period the appointment is subject to annual review with respect to

both retention and tenure eligibility, taking the following criteria into consideration:

1. evidence that there is a continuing need for the appointment on the part of the college;
2. evidence that the candidate is in sympathy with the basic character and aims of the college and will strive to effectuate those aims (criterion A);
3. where appropriate, evidence that the candidate is making satisfactory progress in completing required formal preparation (criterion B);
4. evidence of high-quality teaching and continuing efforts to improve teaching effectiveness (criterion C);
5. evidence of professional growth and activity (criterion D);
6. evidence of service to the college and community (criterion E).

d. Permission for Advertising Tenure-Eligible Positions

The dean of the college maintains records indicating the status of each department with respect to the type of faculty appointment. Positions should be advertised as tenure eligible only when the dean of the college, along with the dean of the Offutt School of Business or division chair and the corresponding department chair, has determined that a tenured position will exist at the end of the probationary period. If this is not the case, then appointments should be made on a temporary basis using fixed-term appointment forms.

e. Notification of Candidate to Tenure-Eligible Appointments

When tenure-eligible appointment forms are offered, candidates must be informed by the dean of the college and by the department chair about institutional and departmental criteria for achieving tenure or other types of faculty appointments (see “Criteria for Appointment to Tenured Status” and “Severance Policies - Non-reappointment” sections).

3. Tenured Appointment

Faculty may be appointed to tenured status at the completion of the tenure eligibility period. A person with tenured status holds continuous appointment subject only to termination and dismissal. The process for making a tenured appointment is described in detail in the section titled “Tenure Decision Process”.

a. Criteria for Tenured Appointment

1. Satisfactory evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Possession of a terminal degree (criterion B).
3. Satisfactory evidence that the candidate is an excellent teacher, a productive scholar, and an effective contributor to the academic community (criteria C-E).

B. Professionally-Prepared Faculty Appointments

Professionally-prepared faculty appointments will be made when an appointment calls for persons with significant professional experience in a subject area. A minimum of a master’s degree is required to fill these appointments. Professionally-prepared faculty appointments may be made at the rank of instructor, assistant professor, or associate professor. The criteria for evaluation of these appointments is outlined in the section titled “Evaluation Criteria for Academically-Prepared Faculty and Professionally-Prepared Faculty”.

Subcategories of Professionally-Prepared Appointments:

1. Professionally-Prepared Fixed-Term Appointments

A professionally-prepared fixed-term appointment is an appointment for a specific term (one to three years) not to exceed six years of total service. Professionally prepared fixed-term appointments are typically made at the instructor or assistant professor rank and are not eligible

for tenure. Persons in professionally-prepared fixed-term appointments are not eligible for promotion unless they were initially appointed at the instructor level. Faculty at the rank of instructor may be promoted to assistant professor. Full-time, professionally-prepared fixed-term appointments may not exceed a maximum of six years of total service. Professionally-prepared fixed-term appointments that continue for two or more years may only be renewed following a favorable evaluation of the faculty member. Professionally-prepared fixed-term appointments may be ended before the conclusion of the term if there is not a continuing need for the appointment on the part of the college. Evaluations must be performed as described in the *Faculty Handbook*.

a. Request for Renewal

Professionally-prepared fixed-term appointments will terminate automatically at the end of the specified appointment period. If the department wants to seek renewal of an expiring appointment, a request for renewal must be submitted to the dean of the college by January 15. Renewal appointment forms will be issued at the dean's discretion for a period of one to three years for professionally-prepared fixed-term appointments and are issued at the same time as all other faculty appointment forms.

2. Professionally-Prepared Continuing Appointments

A professionally-prepared continuing appointment may be given to a faculty member of distinguished merit who meets a specific need at the college but who may or may not have completed a terminal degree. The professionally-prepared continuing appointment is for a specific term (one to four years) with the expectation that, when supported by positive evaluations as well as a continuing need at the college, the appointment may be renewed. Professionally-prepared continuing appointments are not eligible for tenure or for promotion beyond the associate professor level. They may be appointed to either full-time or part-time (half-time or more) positions and must meet all evaluation criteria for faculty as described in the *Faculty Handbook*.

a. Request for Creation of a Professionally-Prepared Continuing Appointment

A request for Professionally-prepared continuing appointment status may be submitted to the dean of the college by the dean of the Offutt School of Business or division chair along with the corresponding department chair, in consultation with the tenured members of the department, and must, in the case of current faculty, be supported by an evaluation that is no more than one-year old. Appointments are made by the president upon the recommendation of the dean of the college and in consultation with the Promotion, Tenure, and Evaluation committee. Decisions of the president are final.

Prior to completion of the appointment period the dean of the Offutt School of Business or division chair and corresponding department chair, in consultation with faculty, will assess the continuing need for this position. In consultation with the dean of the Offutt School of Business or division chair, an appointment of one to four years will be offered by the dean of the college. This process will begin no later than January 15.

C. Special Faculty Appointments

Special faculty appointments will be made for positions whose primary responsibilities entail administrative or academic support duties, although some teaching duties may also be involved in these appointments. The rank at which special faculty appointments may be made will vary, depending on the subcategory of appointment.

Subcategories of Special Faculty Appointments:

1. Adjunct Appointments

Adjunct appointments are part-time and temporary. The conditions of the appointment are defined by the appointment form. The appointment terminates at the end of the stated period and carries no promise or implication of future employment.

2. Librarian Appointments

Library Faculty appointments are positions primarily dedicated to selecting, organizing, managing,

and teaching the effective use of library resources. In some cases, library faculty may serve as classroom instructors in their own courses. Library Faculty will be renewed upon continuing strong evaluations and a continuing need at the college. These appointments are not tenure eligible. Library Faculty appointments are made at the rank of Instructor, Assistant Librarian, Associate Librarian, or Senior Librarian.

3. Athletics Faculty Appointments

Athletics Faculty appointments are positions primarily dedicated to athletic team coaching but also involve teaching or administrative responsibilities in the health and physical education (HPE) department and/or athletics departments. Athletics faculty appointments are annual appointments with the expectation that the appointment will be renewed upon continuing strong evaluations and a continuing need at the college. Coaches are appointed at the rank of Athletics Faculty I, II, III or IV.

Throughout the Faculty Handbook the term faculty generally includes athletics faculty. General faculty policies on appointment and reappointment, rank and promotion, and severance apply to athletics faculty. For specific policies and procedures related to rank and evaluation of athletics faculty, see the Athletics Faculty sections in “Evaluation Criteria for Special Faculty Appointments”, “Evaluation Procedures for Special Faculty Appointments”, and “Rank and Promotion of Special Appointment Faculty”.

a. Appointment and Reappointment Policies

1. Athletics faculty serve in one-year renewable contracts.
2. Athletics faculty are not eligible for tenure.

b. Criteria for Appointment

1. Satisfactory evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Possession of a bachelor’s degree or its equivalent in an appropriate field; further formal preparation preferred, such as master’s degrees, doctorates, or other licensures or certifications (criterion B).
3. Satisfactory evidence that the candidate is, or is likely to be, an excellent athletics faculty member relating to athletic coaching, teaching, and or other duties as assigned (criteria C-E).
4. Satisfactory evidence that the candidate is, or is likely to be, an effective contributor to the academic and athletic community through teaching and/or other athletic administrative duties (criteria C-E).

(See the section titled “Evaluation Criteria for Special Faculty Appointments” for details on criteria A-E for Athletics Faculty.)

c. Criteria for Reappointment

The following criteria are taken into consideration each year to determine reappointment.

1. Evidence there is a continuing need for the appointment on the part of the college and the department.
2. Evidence the athletics faculty member is in sympathy with the basic character and aims of the college and will strive to exemplify those aims (criterion A).
3. Evidence of high-quality performance and continuing progress to improve effectiveness in teaching and/or coaching or other assigned duties (criterion C).
4. Evidence of professional growth and activity (criterion D).
5. Evidence of service to the college and community. Service includes, but is not limited to, effective recruitment of prospective student-athletes, advising, mentoring, committee

participation, engaging in college life, etc. (criterion E)

4. Administrative-Faculty Appointments

Administrative-faculty appointments may be made for Administrative positions that have some (part-time) classroom teaching responsibilities but entail significant administrative duties outside of the classroom. Administrative-faculty appointments should entail less than one-half time teaching schedules. Persons holding such appointments are not eligible to be considered for promotion or tenure and may not serve on faculty governance. Other conditions of employment depend upon the specific nature of the position and are determined by the department chair and the academic dean in consultation with the dean of the college.

A limited number of administrative-faculty appointments are made by the president upon recommendation of the dean of the college in consultation with the dean of the Offutt School of Business or division chair. Administrative-faculty appointments are renewable on an annual basis upon mutual agreement of the college and the appointee. Appointees are to be evaluated both as administrators and as teachers in accordance with established schedules for administrative evaluations. Notice of non-renewal is subject to the policies which govern administrative appointments as stated in the *Administrative Handbook*.

D. Visiting Faculty Appointments

Visiting faculty appointments are made on a temporary basis in the following special categories:

1. Visiting appointments for people holding academic rank at another institution of higher education;
2. Appointments of retired faculty members under special conditions;
3. Appointments clearly limited to a brief association with the institution, as defined by the department and the college;
4. Appointments of experts who agree to be available to the faculty of the college.

Visiting Faculty are not eligible for tenure, do not have voting rights, and do not serve on faculty committees.

a. Request for Renewal

Visiting faculty appointments will terminate automatically at the end of the specified appointment period. If the department wants to seek renewal of an expiring appointment, a request for renewal must be submitted to the dean of the college by January 15. Renewal appointment forms will be issued at the dean's discretion at the same time as all other faculty appointments.

E. Emeritus Status

Emeritus status will be awarded to retired faculty upon approval of the Board of Regents. In order to be eligible for emeritus status, a faculty member must have served a minimum of 15 years on the faculty of Concordia College and, when adding the number of their years of service to the number of years of their age, they meet or exceed the number 70.

1. Emeritus-In-Residence Status

Concordia College may bestow the title of Emeritus-In-Residence on retired faculty who have provided exemplary service to the college. A limited number of retired faculty may be designated as Emeritus-in-Residence. Emeriti faculty must apply to the chief academic officer and president for this distinction. The initial appointment is made for three years. The appointment may be renewed at the discretion of the president, in consultation with the chief academic officer.

F. Graduate Faculty

The teacher of record, for courses carrying graduate credit, will possess an academic degree relevant to the area they teach and at least one level above the level at which they teach. Hence faculty teaching in

master's programs at Concordia College will normally possess an earned doctorate or other equivalent terminal degree from a nationally accredited college/university.

If an individual possesses a terminal degree in a content area other than what they are teaching, the faculty member will be considered qualified to teach if they have completed a minimum of 18 graduate credits hours in the discipline or subfield in which they will teach.

Occasionally an individual possessing a master's degree in the appropriate content area and professional experience related to the content area may be approved for graduate teaching. Normally, a minimum of 5 years of professional experience related to the content area being taught will be required. It is assumed that such instances will occur rarely.

All instructors teaching in graduate programs will be expected to contribute to excellent teaching at Concordia College, a hallmark of a Concordia education and be in sympathy with the mission and aims of the college. Instructors will also be expected to maintain a record of research, scholarship, or achievement appropriate for the graduate program they are teaching in.

Departments or programs sponsoring a graduate degree will be responsible for identifying potential instructors and evaluating their credentials. In all instances, however, the Vice President for Academic Affairs will be responsible for approving all graduate teaching appointments.

2-3 EVALUATION CRITERIA FOR ACADEMICALLY-PREPARED FACULTY AND PROFESSIONALLY-PREPARED FACULTY

Evaluation is carried out to assist in personal improvement, professional assessment and promoting a culture of excellence at the college. The identification of areas of strength and weakness is essential to the process of enhancing teaching competence and promoting professional development. Evaluation also provides information for decision making in the area of appointment renewal and in the awarding of rank, and tenure.

I. Criteria for Evaluation

The criteria for evaluation follow. It is understood that these qualifications do not exist in identical proportions in all faculty members, and that they are expressed in a variety of ways. Nevertheless, they are the standards by which performance can be assessed and appropriately rewarded.

For academically-prepared faculty appointments and professionally-prepared faculty appointments, all five criteria are considered important, with success in meeting criterion C considered essential. All five criteria are taken into consideration in evaluation, reappointment, tenure and promotion decisions.

A. Sympathy with the Basic Character and Aims of the College

Concordia College is a liberal arts college of the Evangelical Lutheran Church in America. The purpose of the college is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

To be in sympathy with the basic character and aims of Concordia as a Lutheran college means to demonstrate active rather than passive support of its purpose and to uphold and nurture the Christian values on which the college is founded. It is expected that those who serve here will possess and foster open and inquiring minds, they will respect and enhance the dignity and worth of every individual, and they will seek to grow in their own understanding of religious issues and be open to reflection on, and discussion of, the relationship between faith and their disciplines.

To be in sympathy with the basic character and aims of Concordia as a liberal arts college means to embrace the goals for student learning as stated in the *Goals for Liberal Learning* and in our college's core curriculum and to effect these goals in one's teaching and professional development. Faculty members are called to model the life of a scholar-teacher by demonstrating a love of learning and the pursuit of excellence, by understanding profoundly and teaching effectively their own discipline, and by pursuing the dialogue between one's own discipline and other disciplines through interaction with

colleagues.

B. Formal Preparation

Formal degree preparation and professional experience are indicative of commitment and competence. Such credentials reflect a range of skills and adaptability and the capacity to fulfill the responsibilities of a faculty member. Appropriate items under this criterion include:

- 1. Academically prepared faculty:** Academic degrees earned or progress toward obtaining the appropriate terminal degree in the field.
- 2. Professionally prepared faculty:** Professional practice and/or employment experience related to one's teaching responsibilities and academic degrees earned.

C. Teaching Effectiveness

Teaching effectiveness is the most important criterion in performance evaluation; other factors cannot compensate for inadequate teaching performance. Teaching effectiveness is revealed by classroom performance, by efforts to improve one's effectiveness as a teacher, and by a commitment to stay current with advances in one's discipline.

The regular use of college course evaluation forms is required when faculty are being formally evaluated and are strongly encouraged other semesters to help faculty assess their classroom performance.

1. Teaching Performance

Faculty teaching is not limited to the classroom. Teaching occurs in the laboratory, the studio, the rehearsal hall and on study abroad experiences. It occurs one-on-one in research, independent study, cooperative education, internships and practica. Teaching also includes the coaching of athletic or speech and debate teams, theater productions, media productions, or musical ensemble groups. Teaching performance includes an array of activities related to the interaction of faculty and students in the teaching-learning process:

- a.** knowledge of and enthusiasm for the subject matter;
- b.** thorough course preparation, including statements of goals and objectives;
- c.** course organization, including written syllabi and careful preparation for daily classroom activities;
- d.** appropriate assignments and prompt evaluation and return of student work;
- e.** interest in and availability to students;
- f.** encouragement of critical thinking, effective communication and problem-solving skills through active student learning such as discussion, service learning, group projects, etc.; and
- g.** familiarity with, and use of, a variety of teaching techniques appropriate to the classroom audience.

2. Professional development related to teaching

Professional development is indispensable to teaching effectiveness. Efforts to sustain and improve currency in one's field are indicated by, but not limited to, the following:

- a.** sharing insights about teaching effectiveness through conversations with colleagues, involvement in classroom visitation, peer coaching, interaction with a mentor, and the sharing of syllabi, assignments and handouts;
- b.** participating in programs such as summer workshops, regional conferences and conferences on teaching;
- c.** attendance at and participation in professional meetings dealing with instruction-related issues;

- d. participation in departmental, interdisciplinary, or college-wide curriculum development or assessment projects; and
- e. staying current with appropriate publications in one's field.

3. Expanding areas of expertise and developing new competencies

Examples include incorporating across-the-curriculum goals into one's courses, preparing to teach in the Inquiry Seminar, Credo, interdisciplinary, or study abroad programs, developing courses appropriate to the core curriculum, attending workshops on the nature of the church-related liberal arts college or Dovre Center activities, developing new pedagogical skills, preparing to team-teach a course, incorporating value-related issues into one's teaching, and undertaking reading and study that expand one's knowledge of new fields.

D. Professional Growth and Activity

This criterion focuses on the faculty member as scholar and professional. Scholarship and professional activity keep alive the skills indigenous to one's academic discipline and foster awareness of new developments in the field and/or the impact of scholarship or professional activity on society. Because the primary mission of this college is the excellent teaching of undergraduate students, scholarship and professional activity serve this mission by leading directly or indirectly to better teaching and mentoring of students.

Because the college has several types of appointments, it is important to recognize that, while professional growth is expected of all faculty members, it is displayed differently by faculty who are in academically-prepared appointments and faculty who are in professionally-prepared appointments.

1. Professional Growth Expectations for Academically-Prepared Appointments

a. Scholarship for academically-prepared faculty

We define scholarship broadly so that faculty creativity, expressed in numerous ways, is valued: Scholarship is an investigation or creation pursued in a systematic way and presented to peers in a written, oral, visual or aural form for comment and critique. Peers may be departmental, Concordia, or professional-society colleagues.

The college is as interested in having faculty and students involved in the active process of scholarship as it is in the products that result from that scholarship. However, scholarship should ultimately end in some product suitable for review by peers.

Each department has developed its own statement of expectations for scholarship. This statement should be utilized when engaging in evaluation of faculty members. It also is helpful to distinguish several categories of scholarship that are valued throughout this liberal arts college.

1. Disciplinary Scholarship. Within this category are investigations or creations taking place within the recognized boundaries of a discipline. Examples include research projects submitted for publication, book reviews, creative writing, textbook writing, recitals, musical compositions, artistic productions and performances, invited lectures, presentations at local, regional and national meetings, and leading in-service workshops.
2. Interdisciplinary Scholarship. This category consists of investigations at the interface between traditional disciplines or investigations by a team of faculty of a broad problem. Examples include the same list as in the "Disciplinary Scholarship" section above.
3. Classroom or Academic Scholarship. These are investigations into the teaching-learning process and its effectiveness. Examples include measurement of student learning and/or satisfaction due to changed course content or teaching styles, incorporation of computer technology and assessment of its effects, and studies to assess the effectiveness of departmental, interdisciplinary, or college-wide curriculum programs.
4. Faculty Mentored Student Scholarship. The involvement of students in scholarly activity is consistent with the goals of the curriculum. Examples include co-inquirer relationships,

supervision of student honors work, student thesis advisement or supervision of student research.

b. Other Professional Activities

Included under this category are service in professional societies, continuing education activities appropriate to the profession of teaching or of one's professional discipline, and attending professional society meetings.

2. Professional Growth Expectations for Professionally-Prepared Appointments

a. Scholarship for professionally-prepared faculty

We define scholarship broadly so that faculty creativity, expressed in numerous ways, is valued: Scholarship is an investigation or creation pursued in a systematic way and presented to peers in a written, oral, visual or aural form for comment and critique. Peers may be departmental, Concordia, or professional colleagues.

The college is as interested in having faculty and students involved in the active process of scholarship as it is in the products that result from that scholarship. However, scholarship should ultimately end in some product suitable for review by peers.

Each department has developed its own statement of expectations for scholarship. This statement should be utilized when engaging in evaluation of faculty members. It also is helpful to distinguish several categories of scholarship that are valued throughout this liberal arts college.

1. Professionally Applied Scholarship. Within this category are investigations or creations taking place that are designed to be utilized in a professional setting, such as in a business, non-profit organization or hospital. Examples include invited lectures, presentations at local, regional, and national meetings, leading in-service workshops, creating business plans or conducting business audits.
2. Classroom or Academic Scholarship. These are investigations into the teaching-learning process and its effectiveness. Examples include measurement of student learning and/or satisfaction due to changed course content or teaching styles, incorporation of computer technology and assessment of its effects, and studies to assess the effectiveness of departmental, interdisciplinary or college-wide curriculum programs.
3. Faculty Mentored Student Scholarship. The involvement of students in scholarly activity is consistent with the goals of the curriculum. Examples include co-inquirer relationships, supervision of student honors work, student thesis advisement or supervision of student research.

b. Other Professional Activities

Included under this category are service in professional societies, continuing education activities appropriate to the profession of teaching or of one's professional discipline, and attending professional society meetings.

E. Advising and Service to the College and Community

Service is integral to the professional life of Concordia faculty members. It is impossible to include here the variety of ways that Concordia faculty render service, but four general categories are defined and illustrated below. It is expected that all faculty will be engaged in student advisement after their first year at the college. There should be evidence of service in other areas, but it is not necessary to have continuous or the same level of service in the other categories. Listed under the four categories are examples of service activities.

1. Student Advisement

All faculty are expected to participate in student advisement in various ways, including:

- a. Academic Advisement:** faculty members are responsible for rendering competent academic

advising to their assigned advisees.

- b. Career Advisement:** faculty members should work with students regarding preparation for potential careers.
- c. Special Category Advisement:** some faculty are assigned responsibility for advising specific categories of students (e.g. pre-law, pre-medical, pre-educators, and others).

2. Service to Students

Faculty support the development of students by mentoring students, serving as an advisor to student organizations, participating in student activities (such as Habitat for Humanity trips), speaking to student groups, and writing letters of recommendation.

3. Service to the College

The college needs responsible and competent participation of faculty members in a variety of institutional activities. Examples of service in this area include: serving on Faculty Senate, faculty and college committees and task forces; directing departments or programs; serving on faculty evaluation committees; or speaking in chapel and at other campus events.

4. Service to the Community

Concordia faculty should be models for the college's core curricular goal of being engaged in the world. Engagement in community service is one element of world engagement. Examples of community service include: sharing expertise via the media, presenting programs to service clubs and churches, volunteering for community activities, participating in civic service organizations, running for elected positions, and participating in a faith community.

2-4 EVALUATION PROCEDURES FOR ACADEMICALLY-PREPARED AND PROFESSIONALLY-PREPARED FACULTY

I. Evaluation Philosophy

The faculty evaluation process is designed to provide formative evaluation feedback, especially during a faculty member's first and second evaluations prior to a tenure review. The faculty evaluation process is also designed to provide summative evaluation, particularly in the tenure-decision year and during evaluations for promotion or conversion to continuing appointments.

II. Frequency of Formal Evaluations

Persons holding tenure-eligible appointments and fixed-term appointments will participate in a comprehensive evaluation during their second, fourth and sixth year of service at the college.

Tenured faculty members will participate in a formal evaluation in the year in which s/he would like to be considered for promotion. Otherwise, tenured faculty members will participate in tenured faculty development plans and report. (See section on "Tenured Faculty Development Plan".)

Evaluation for faculty with professionally-prepared continuing appointments and salaried part-time faculty who have been teaching at the college for more than six years will follow the evaluation process outlined for tenured faculty. (See section on "Tenured Faculty Development Plan".)

III. Process for Formal Evaluations

A. Initial Notification Deadlines

All faculty being evaluated in either fall or spring of a given academic year will be notified by Academic Affairs no later than December 21st of the prior academic year.

Suggested membership for evaluation committee members (for both fall and spring semesters) will be forwarded to the Office of Academic Affairs no later than August 30th.

The dean of the college will notify department chairs or the dean of the Offutt School of Business of approved committees (for both fall and spring semesters) no later than September 15th.

B. Faculty Self-Evaluation

The faculty member shall complete the Faculty Self-Evaluation. The Self-Evaluation should include a reflection on each of the Criteria for Evaluation.

C. Evaluation Committee

1. Structure

An evaluation committee will be determined by the department chair or dean of the Offutt School of Business in consultation with the faculty member to be evaluated, subject to approval by the division chair or by the dean of the college. The library director will determine committees for library faculty and the athletic director, in consultation with the chair of HPE for athletics faculty. The department chair will be responsible for asking the members of the evaluating committee to serve on the committee and for expediting the work of the committee.

The committee will include two department members, two student members, and one faculty member from outside the department, and additional members if requested. If the faculty member will be evaluated for teaching and scholarship in an interdisciplinary program, the faculty member may request at least one faculty member from that program serve on the committee either as the outside member or an additional member. Students should not be enrolled in the faculty member's class in the semester in which the faculty member is being evaluated. (Permission for exceptions to this policy should be directed to the appropriate area dean.) The committee chair, determined by the department chair in consultation with the faculty member to be evaluated, will be one of the two faculty members from the department or the interdisciplinary program of the person being evaluated. If possible, the chair of an evaluation committee should be a tenured member of the department. To the extent permitted by the size of the department, tenured faculty from the department ought to serve as committee members for a tenure-eligible faculty member.

*Note: The committee to evaluate a department chair will be determined by the dean of the college in consultation with the dean of the Offutt School of Business or division chair, and in consultation with the person being evaluated.

2. Organizational Meeting

At the outset of the evaluation process, the chair of the evaluation committee will arrange a meeting between the committee and the faculty member being evaluated. The faculty member will supply the committee with a current vita, course syllabi and any other material that will aid the committee's work. The faculty member should supply the committee with a completed self-evaluation along with all supporting documentation at this meeting. At the meeting the faculty member may also request attention to specific questions he/she would like addressed in the evaluation process. It is the responsibility of the committee chair to remind committee members of the importance of confidentiality in the evaluation process and to provide the committee with a copy of the department's statement on expectations for scholarship.

3. Data Collection

The evaluation committee is responsible for collecting the following data in support of the self-evaluation:

- a.** Standard student course evaluations of all courses taught during the semester immediately preceding the semester of the evaluation. The department chair (or chair's designated representative) should administer student evaluations within the last two weeks of each course. The person being evaluated may also submit course evaluations from earlier semesters. The evaluation committee (or the person being evaluated) may also choose to include course evaluations from the semester of the evaluation. In this case, the committee should administer student evaluations no earlier than mid-semester (or at the end of a block course). In all cases, the data from each course should be processed and summarized.
- b.** Observations of classroom visits by faculty peers, based on at least two visits, usually to the same course, by each faculty committee member.

- c. Observations of classroom learning by student members, based on their experiences in the class(es) of the faculty person being evaluated, together with one or two classroom visits.
- d. Committee members will submit in writing to the committee chair a commentary about how well they believe the faculty member is meeting criteria A-E. Comments should contain evidence or illustrations to support the commentary. The chair will distribute these commentaries to all committee members.

4. Discussion and Review of Evidence with Student Committee Members

After reviewing all the materials, including student evaluations and committee members' commentaries, the evaluation committee will meet and discuss their findings. At the conclusion of this meeting, the student committee members will have completed their responsibilities for the committee.

D. Reporting

1. Faculty Evaluation Committee Report

- a. Based on the evidence collected and the discussion with student committee members, the committee will create a first draft of the committee report. For each of the five goals addressed in the self-evaluation, the draft will address briefly the following two questions:
 1. To what extent is the faculty member meeting this criteria (A-E)?
 2. What suggestions does the committee have for how the faculty member may make improvements in this area?

The faculty members of the evaluation committee will meet to discuss the first and any subsequent drafts.

- b. The faculty members from the evaluation committee will meet with the faculty member being evaluated to review the final report before it is submitted to the department chair. The faculty member being evaluated may append comments to the report if he/she wishes. The faculty member signs the report to indicate he/she reviewed the report and had an opportunity to append comments.
- c. The evaluation committee will submit the following material to the department chair: a current vita, the faculty member's self-evaluation with supporting documentation, the evaluation committee's report, and summaries of the student course evaluations. When a department chair is being evaluated, the evaluation committee will submit the material directly to the dean of the college or the dean's designee.

If this evaluation of the faculty member is not the final evaluation preceding a tenure or promotion decision for the faculty member, the procedures in the rest of this section 2-4 are followed. If this evaluation is the final evaluation preceding such a decision, the procedures in section 2-8 (tenure) or section 2-9 (promotion) are followed.

2. Department Chair

The department chair will review the committee member's commentaries, the evaluation committee's report and supporting information supplied by the faculty member being evaluated. The department chair will then prepare a letter that is submitted with the evaluation materials. In the case of tenure eligible (probationary) faculty, the chair is to review the committee report with the tenured members of the department and include or append any of their reactions to the report in the chair's letter to the dean of the college. After reviewing these comments with the faculty member being evaluated, the department chair will forward the report and supporting documents (including a copy of the department's statement on expectations for scholarship) with his/her appended comments and any comments from the tenured members of the department to the dean or division chair.

The written response of the dean or division chair to the evaluation report should also be reviewed by the tenured members of the department.

3. Dean of the College

The dean of the college will arrange a conference following the evaluation for the purpose of discussing the report and its implications for professional growth and status. The dean of the college may delegate this duty to the division chairs. For business school faculty, the dean may delegate this duty to the dean of the Offutt School of Business.

2-5 EVALUATION CRITERIA FOR SPECIAL FACULTY APPOINTMENTS

Library Faculty Appointments

Evaluation is conducted to assist in personal improvement, in professional assessment, and promoting a culture of excellence at the college. The identification of areas of strength and weakness is essential to the process of enhancing librarianship, teaching competence, and promoting professional development. Evaluation also provides for decision making in the areas of appointment renewal and in the awarding of rank and compensation.

I. Criteria for Evaluation

The criteria for evaluation follow. It is understood that these qualifications do not exist in identical proportions in all librarians, and that they are expressed in a variety of ways. Nevertheless, they provide useful standards by which performance can be assessed and appropriately rewarded.

In decisions concerning a person's evaluation, reappointment or promotion, all five criteria are considered important, with success in meeting criterion C considered essential

A. Sympathy with the Basic Character and Aims of the College

Concordia is a liberal arts college of the Evangelical Lutheran Church in America. The purpose of the college is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

To be in sympathy with the basic character and aims of Concordia as a Lutheran college means to demonstrate active rather than passive support of its purpose and to uphold and nurture the Christian values on which the college is founded. It is expected that those who serve here will possess and foster open and inquiring minds, they will respect and enhance the dignity and worth of every individual, and they will seek to grow in their own understanding of religious issues and be open to reflection on, and discussion of, the relationship between faith and their disciplines.

To be in sympathy with the basic character and aims of Concordia as a liberal arts college means to embrace the goals for student and faculty life as stated in the *Goals for Liberal Learning* and to model these goals.

Library Faculty are called to model the life of a scholar-teacher by demonstrating a love of learning and the pursuit of excellence, by understanding librarianship, by teaching information literacy, and by engaging in dialogue with colleagues in other disciplines.

B. Formal Preparation and Professional Experience

Formal degree preparation and professional experience are indicative of commitment and competence. Such credentials reflect a range of skills and adaptability and the capacity to fulfill the responsibilities of a librarian. Appropriate items under this criterion include:

1. Formal preparation

- a. Possession of the terminal degree for librarians, a Master's degree from an American Library Association accredited school
- b. A second master's or other advanced degree
- c. Certificates or licensures earned
- d. Other professional training which improves one's qualifications for librarianship, teaching, and scholarship

2. Professional experience

- a. Library experience at Concordia or at other institutions of higher education
- b. Library experience at K-12 levels if appropriate to one's college responsibilities
- c. Employment experience related to one's responsibilities
- d. Other experience relevant to one's library responsibilities

C. Library Faculty Effectiveness

Effectiveness as a librarian is the most important criterion in performance evaluation and other factors cannot compensate for a failure to satisfy this criterion. Librarian effectiveness is measured against the goals established in each librarian's job description and will vary for each specific library assignment.

In addition to the specific goals of each job, evaluation may include evidence of

1. Library Faculty Performance

- a. familiarity with a variety of library resources and services;
- b. selecting, evaluating and providing access to specialized information resources appropriate to the departments that the individual serves as a liaison;
- c. interest in and availability to students and faculty;
- d. ability to instruct students in the use of a variety of information tools and dedication to actively promoting information literacy across campus;
- e. familiarity with, and use of, a variety of teaching techniques appropriate to the classroom audience.

2. Professional Development

Professional development is indispensable to librarian effectiveness. Efforts to sustain and improve currency in one's field are indicated by, but not limited to, the following:

- a. sharing insights about librarianship through conversations with other librarians and with faculty and administrators;
- b. participating in programs such as summer workshops, regional conferences and conferences on librarianship and/or teaching;
- c. attending and participating in professional meetings dealing with librarianship and/or pedagogical issues;
- d. participating in departmental or college-wide curriculum development or assessment projects;
- e. staying current with appropriate publications in librarianship.

3. Expanding areas of expertise and developing new competencies

Examples include workshops on the nature of the church-related liberal arts college or Dovre Center activities, developing new pedagogical skills, preparing to teach a course in the core, in a department, or in an interdisciplinary program to which a librarian serves as a liaison, incorporating value-related issues into one's work and undertaking reading and study that expand one's knowledge of new fields.

D. Professional Growth and Activity

This criterion focuses on the librarian as scholar and professional. Scholarship and professional activity keep alive the skills indigenous to librarianship and foster awareness of new developments in the field. The primary mission of the library is to foster inquiry across campus thus contributing to the teaching and learning of undergraduate students. Librarian scholarship and professional activity serve this mission by leading directly or indirectly to quality teaching, to selecting and teaching the effective use of quality resources for the use of faculty and students, and to contribute meaningful knowledge to the

field of librarianship.

1. Scholarship

We define scholarship broadly so that faculty creativity, expressed in a numerous ways, is valued. Scholarship is an investigation or creation which is pursued in a systematic way and presented to peers in a written, oral, visual or aural form for comment and critique. Peers may be departmental, Concordia, or professional-society colleagues.

The college is as interested in having faculty and students involved in the active process of scholarship as it is in the products that result from that scholarship. However, scholarship should ultimately end in some product suitable for review by peers.

The library has developed its own statement of expectations for scholarship. This statement should be utilized when engaging in evaluation of library faculty members. It is helpful to distinguish several categories of scholarship that are valued in this liberal arts college and in the field of librarianship.

- a. **Disciplinary scholarship.** Within this category are investigations or creations taking place within the recognized boundaries of a discipline. Examples include publications, web based user training materials or other instructional media, presentations or poster sessions at scholarly and professional conferences and leading workshops on campus or within consortia.
- b. **Interdisciplinary Scholarship.** This category consists of investigations at the interface between traditional disciplines or investigations of a broad problem by a team of faculty. Examples include the same list as in above.
- c. **Classroom Academic Scholarship.** These are investigations into the teaching-learning and researching process and its effectiveness. Examples include measurement of student learning and/or satisfaction due to changed course content or teaching styles, incorporation of computer technology and assessment of its effects, the development of tutorials or instructional units, and studies to assess the effectiveness of departmental or college-wide curriculum programs.
- d. **Faculty Mentored Student Scholarship.** The involvement of students in scholarly activity is consistent with the goals of the curriculum. Examples include co-inquirer relationships, supervision of student honors works, student thesis advisement or supervision of student research.

2. Other Professional Activities

Included under this category are services in professional societies, and continuing education activities appropriate to librarianship or teaching and attending professional society meetings.

E. Advising and Service to the College and Community

Service is integral to the professional life of Concordia faculty members. It is impossible to include here the variety of ways that Concordia library faculty render service, but four general categories are defined and illustrated below. It is expected that library faculty will be engaged in student advisement after their first year at the college. There should be evidence of service in other areas, but it is not necessary to have continuous or the same level of service in the other categories. Listed under the four categories are examples of service activities.

1. Student Advisement

All faculty are expected to participate in student advisement in various ways, including:

- a. **Academic Advisement:** faculty members are responsible for rendering competent academic advising to their assigned advisees.
- b. **Career Advisement:** faculty members should work with students regarding preparation for potential careers.

2. Service to Students

Faculty support the development of students by mentoring students, serving as an advisor to student organizations, participating in student activities (such as Habitat for Humanity trips), speaking to student groups, and writing letters of recommendation.

3. Service to the College

The college needs responsible and competent participation of faculty members in a variety of institutional activities. Examples of service in this area include: serving on the Faculty Senate; faculty and college committees and task forces; directing departments or programs; serving on faculty evaluation committees; or speaking in chapel and at other campus events.

4. Service to the Community

Concordia faculty should be models for the college's core curricular goal of being engaged in the world. Engagement in community service is one element of world engagement.

Athletics Faculty Appointments

Evaluation is carried out to assist in personal improvement and in professional assessment as required by the college. The identification of areas of strength and weakness is essential to the process of enhancing performance and promoting professional development. Evaluation also provides feedback for decision making in the areas of contract renewal and the awarding of rank and compensation.

I. Criteria for Evaluation

Criteria A-E are described below. It is understood that these qualifications do not exist in identical proportions for all members of the athletics faculty and that they are expressed in a variety of ways. Nevertheless, they provide useful standards by which performance can be evaluated and appropriately awarded.

The criteria are weighted differently at different stages in an athletics faculty member's career. For example, in making entry-level appointments, criteria A and B take precedence, but are supported by evidence that the person is likely to meet criteria C, D and E. In decisions concerning a person's reappointment or promotion, one must demonstrate evidence of all criteria A-E.

A. Sympathy with the Basic Character and Aims of the College

Concordia is a liberal arts college of the Evangelical Lutheran Church in America. The purpose of the college is to influence the affairs of the world by sending into society thoughtful and informed men and women dedicated to the Christian life.

To be in sympathy with the basic character and aims of Concordia as a Lutheran college means to demonstrate active rather than passive support of its purpose and to uphold and nurture the Christian values on which the college is founded. It is expected that those who serve here will possess and foster open and inquiring minds, they will respect and enhance the dignity and worth of every individual, and they will seek to grow in their own understanding of religious issues and be open to reflection on, and discussion of, the relationship between faith and their disciplines.

To be in sympathy with the basic character and aims of Concordia as a liberal arts college means to embrace the goals for student and faculty life as stated in the *Goals for Liberal Learning* and to effect these goals in one's workload and professional development. Athletics faculty members are called to model the life of a scholar-teacher/coach by demonstrating a love of learning and pursuit of excellence, understanding profoundly and performing effectively within their own sport, demonstrating best practice in teaching, and pursuing the dialogue between athletics faculty and campus colleagues across disciplines.

B. Formal Preparation and Professional Experience

Formal degree preparation and professional experience are indicative of commitment and competence. Such credentials reflect a range of skills and adaptability and the capacity to fulfill the responsibilities of an athletics faculty member. Appropriate items under this criterion include:

1. Formal Preparation

- a. Prefer completed or progress towards master's or other advanced degree within six years of initial hire
- b. Hold professional certificates or licensures
- c. Participation in professional training that improves one's qualifications for work as an athletics faculty member (optional)

2. Professional Experience

- a. Describe academic/athletic workload
- b. Current and/or additional employment experience related to one's responsibilities (e.g. coaching camps, coaching outside teams, etc.)
- c. Evidence of professional activity (e.g. speaking engagements, conference attendance, etc.)
- d. Other previous experience relevant to one's athletics responsibilities (optional)

C. Athletics Faculty Effectiveness

It is understood that each athletics faculty member will be evaluated according to the breakdown of his/her workload, with appropriate weight given in proportion to the amount of his/her time assigned to the work in each category and greatest weight given to coaching responsibilities. Faculty are expected to model and uphold a standard of excellence by providing quality educational experiences to students.

1. Professional Implementation and Performance

Professional implementation and performance can be demonstrated through execution of philosophy and approach, management skills, morals and ethics, communication, and successful performance of athletic team(s).

2. Teaching Effectiveness

Teaching effectiveness is an important criterion in performance evaluation. Teaching effectiveness is revealed by classroom performance, by efforts to improve one's effectiveness as a teacher, and by a commitment to stay current with advances in one's discipline.

The regular use of college course evaluation forms is required when faculty are being formally evaluated and are strongly encouraged other semesters to help faculty assess their classroom performance.

a. Teaching performance

Teaching is not limited to the classroom. Teaching performance includes an array of activities related to the interaction of faculty/staff and students in the teaching-learning process: knowledge of and enthusiasm for the subject matter; thorough course preparation, including statements of goals and objectives; course organization, including written syllabi and careful preparation for daily classroom activities; appropriate assignments and prompt evaluation and return of student work; interest in and availability to students; encouragement of critical thinking, effective communication and problem-solving skills through active student learning such as discussion, service learning, group projects, etc.; and familiarity with, and use of, a variety of teaching techniques appropriate to the classroom audience.

b. Professional development related to teaching

Professional development is indispensable to teaching effectiveness. Efforts to sustain and improve currency in one's field are indicated by, but not limited to, the following: sharing insights about teaching effectiveness through conversations with colleagues, involvement in classroom visitation, peer coaching, interaction with a mentor, and the sharing of syllabi, assignments and handouts; participating in programs such as summer workshops, conferences on teaching; attendance at and participation in department meetings/conversations dealing with instruction-related issues; participation in departmental or college-wide curriculum development or assessment projects; and staying current in one's field.

3. Maintaining Currency

Maintaining currency is indispensable to athletics faculty effectiveness. Efforts to sustain and improve currency in one's field are indicated by, but not limited to, the following:

- a. Sharing insights about athletics through conversations with other colleagues at Concordia College and other colleges or universities, and with teaching faculty, and administrators.
- b. Participating in in-service programs such as summer workshops, regional conferences and/or ELCA-sponsored conferences.
- c. Participating in professional meetings and responding to administrative requests dealing with athletics issues.

Maintaining currency requires keeping up to date with new developments in one's discipline or sport. The best long-range strategy to achieve this end is ongoing involvement of all faculty in professional growth and activity. This is what is meant by the "scholar/teacher/coach model" of the *Goals for Liberal Learning*. For more information, see the section titled "Professional Growth and Activity" below.

4. Developing New Competencies

Working at a church-related liberal arts college often requires the athletics faculty member to expand intellectually beyond an area of specialized training. Examples include incorporating across-the-curriculum goals into athletics faculty service, developing resources appropriate to the core curriculum, attending workshops on the nature of the church-related liberal arts college, preparing to team-teach a course, incorporating value-related issues into one's work and undertaking reading and study that expand one's knowledge of new fields.

D. Professional Growth and Activity

This criterion focuses on the athletics faculty member as scholar/teacher/coach and professional. Scholarship and professional activity keep alive the skills indigenous to one's academic discipline or sport and foster awareness of new developments in the field. Because the primary mission of the college is the excellent teaching of undergraduate students, scholarship and professional activity serve this mission by leading directly or indirectly to better teaching/coaching and mentoring of students and student-athletes.

1. Scholarship and Other Professional Activities

We define scholarship broadly so that athletic faculty creativity expressed in a wide variety of ways is valued. Scholarship is an investigation or creation which is pursued in a systematic way and which is ultimately presented to peers in a written, oral, visual, or aural form for comment and critique.

It is helpful to distinguish several categories of athletics faculty that are valued in this liberal arts college. Examples include: research projects underway; work submitted for publication; publications; book reviews; papers presented to conventions; contributions to professional conferences, such as participation in seminars or panel discussions; presentations at meetings, coaching clinics, workshops, or sports camps; textbook writing; invited lectures; presentations at local, regional, and national meetings; and leading in-service workshops. Also included under this category are service in professional organizations and on professional committees, continuing education activities appropriate to the profession of teaching/coaching of one's professional discipline or sport, and attending professional meetings. Examples of such activities by athletics faculty would include professional involvement on MIAC, NCAA, or coaching organization committees, local/regional invitational meets or contests, NCAA playoffs, health fairs, and health promotion activities, as well as officiating at state, regional, or national athletic contests. (The activities listed are examples that should be considered descriptive rather than prescriptive.)

2. Scholarship Teaching and Mentoring Students

- a. Scholarship of Teaching

Scholarship of teaching can be demonstrated through investigations into the teaching-learning process and its effectiveness. Examples include measurement of student learning and/or satisfaction due to changed course content or teaching or coaching styles, research on the effectiveness of theories or techniques used in the respective content area, incorporation of computer technology and assessment of its effects, and studies to assess the effectiveness of departmental or college-wide curriculum programs.

b. Mentoring Students

The involvement of undergraduate students in authentic experiences is one of the goals of the curriculum. Examples include co-inquirer relationships, supervision of student honors works, supervision of student research, practicums, etc. This is another example of the scholar-teacher model; some of the most effective teaching of highly motivated and capable students occurs in this form.

E. Service to the College and Community

Service is integral to the professional life of Concordia faculty members. It is impossible to include here the variety of ways that Concordia faculty render service, but three general categories are defined and illustrated below. It is expected that faculty will be engaged in all three categories of service but not necessarily at equal levels for each category. Athletics Faculty have a primary responsibility for recruiting student-athletes as service to the college. Listed under the three categories are examples of service activities.

1. Service to Students

Athletics Faculty serves students in a variety of ways, including:

- a.** Academic Advisement: faculty members are responsible for rendering competent academic advising to their assigned advisees.
- b.** Career Advisement: faculty members should work with students regarding preparation for potential careers.
- c.** Special Category Advisement: some faculty are assigned responsibility for advising specific categories of students (e.g. pre-educators, and others).
- d.** Organization Advisement: some faculty are asked to serve as advisors to departmental or campus student organizations.
- e.** Other: participating in student activities, speaking to student groups, writing letters of recommendation, etc.

2. Service to the College

The college needs responsible and competent participation of faculty members in a variety of institutional activities. Examples of service in this area include: recruiting of students and student-athletes; fostering alumni relations; assisting in advancement activities; serving on Faculty Senate, faculty and college committees, and task forces; directing departments or programs; serving on faculty evaluation committees; or speaking in chapel and at other campus events.

3. Service to the Community

Concordia faculty are also members of their respective communities of residence. The college is well served by faculty involvement and influence in those communities. Examples of community service include: sharing expertise via the media, presenting programs to service clubs and churches, volunteering for community activities, participating in civic service organizations, running for elected positions, and participating in a faith community.

2-6 EVALUATION PROCEDURES FOR SPECIAL FACULTY APPOINTMENTS

Library Faculty Evaluations

I. Evaluation Philosophy

The faculty evaluation process is designed to provide formative evaluation feedback, especially during a faculty member's first and second evaluations prior to the promotion review. The faculty evaluation process is also designed to provide summative evaluation, particularly during evaluations for promotion.

II. Frequency of formal evaluations

Comprehensive formal evaluations will take place during the second, fourth & sixth year of service at the college. In addition, librarians seeking promotion should be evaluated in the academic year they are seeking promotion. Evaluation for librarians who have been at the college longer than six years will follow the evaluation process outlined for tenured faculty. (See section on "Tenured Faculty Development Plan".)

A. Process for Formal Evaluations

1. Initial Notification Deadlines

All faculty being evaluated in either fall or spring of a given academic year will be notified by Academic Affairs no later than December 21st of the prior academic year.

Suggested membership for evaluation committee members (for both fall and spring semesters) will be forwarded to the dean of the college no later than August 30th.

The dean of the college will notify department chairs of approved committees (for both fall and spring semesters) no later than September 15th.

B. Faculty Self-Evaluation

The library faculty member will complete a self-evaluation. The Self-Evaluation should include a reflection on each of the Criteria for Evaluation.

C. Evaluation Committee

1. Structure

An evaluation committee will be determined by the library director in consultation with the librarian to be evaluated, subject to approval by the dean of the college. The library director will be responsible for asking the members of the evaluating committee to serve on the committee and for expediting the work of the committee.

The committee will include two department members, one faculty member from outside the department, and two student members or staff members depending on the job description of the librarian being evaluated. The committee chair, determined by the library director in consultation with the library faculty member to be evaluated, will be one of the two library faculty members chosen for the committee. If possible, the chair of an evaluation committee should be at least an Assistant Librarian.

2. Organizational Meeting

At the outset of the evaluation process, the chair of the evaluation committee will arrange a meeting between the committee and the librarian being evaluated. The librarian will supply the committee with the completed self-evaluation and any other materials that will assist the committee with its work. At the meeting the librarian may also request attention to specific questions or concerns that he/she would like addressed during the evaluation process. It is the responsibility of the committee chair to remind committee members of the importance of confidentiality in the evaluation process and to provide the committee with a copy of the department's statement on expectations for scholarship.

3. Data Collection

The evaluation committee is responsible for collecting data in support of the self-evaluation. This data will reflect the unique aspects of the library job as defined in the position description. This may include, but need not be limited to:

- a. Standard student course evaluations of all courses taught during the semester immediately

preceding the semester of the evaluation. The department chair (or chair's designated representative) should administer student evaluations within the last two weeks of each course. The person being evaluated may also submit course evaluations from earlier semesters. The evaluation committee (or the person being evaluated) may also choose to include course evaluations from the semester of the evaluation. In this case, the committee should administer student evaluations no earlier than mid-semester (or at the end of a block course). In all cases, the data from each course should be processed and summarized.

- b. Observing the librarian performing job-related tasks including teaching.
- c. Distributing the librarian evaluation form to an appropriate sample of faculty, colleagues and/or students.

4. Discussion and review of Evidence with Student Committee Members

After reviewing all the materials, including student evaluations and the librarian evaluation forms, the evaluation committee will meet and discuss their findings. At the conclusion of this meeting, the student and/or support staff members will have completed their responsibilities for the committee.

D. Reporting

1. Library Faculty Evaluation Report

- a. Based on the evidence it has collected, and the discussion with student/support staff committee members, the committee will create a first draft of the committee report. For each of the five goals addressed in the self-evaluation, the draft will address briefly the following two questions:

- 1. Is the librarian meeting this criteria (A-E)?
- 2. What suggestions does the committee have for how the faculty member may make improvements in this area?

The faculty members of the evaluation committee will meet to discuss the first and any subsequent drafts.

- b. The faculty members from the evaluation committee will meet with the librarian being evaluated to review the final report before it is submitted to the library director. The librarian being evaluated may append comments to the report if he/she wishes. The librarian signs the report to indicate he/she reviewed the report and had an opportunity to append comments.
- c. The evaluation committee will submit the following material to the library director: a current vita, the self-evaluation with supporting documentation, the evaluation committee's report, the summaries of the student course evaluations, and the librarian evaluation forms.

2. Library Director

The library director will review the evaluation committee's report and prepare appended comments. After reviewing these comments with the librarian being evaluated, the director will forward the report and supporting documents (including a copy of the library's statement on expectations for scholarship) with his/her appended comments to the dean of the college. The librarian being evaluated may append comments to the library director's recommendation if he/she wishes. The librarian signs the recommendation to indicate he/she reviewed the recommendation and had an opportunity to append comments.

If this evaluation of the librarian is not the final evaluation preceding a promotion decision for the librarian, the procedures in section 2-6-II-D-3 are followed. If this evaluation is the final evaluation preceding such a decision, the nomination for promotion is considered by the Promotion, Tenure and Evaluation Committee before the dean of the college considers the nomination, and the procedures in section 2-10 are followed instead of the procedures in section 2-6-II-D-3.

3. Dean of the College

The dean of the college will arrange a conference following the evaluation for the purpose of discussing the report and its implications for professional growth and status. The dean of the college may delegate this duty to the library director.

Athletics Faculty Evaluations

I. Frequency

Informal evaluations will take place at the conclusion of each sport season under the supervision of the athletic director. Comprehensive formal evaluations will take place during the faculty member's second, fourth, and sixth year of service at the college; after the third evaluation (conducted in the sixth year), athletics faculty members will be evaluated every six years. In addition, athletics faculty members seeking promotion should be evaluated in the academic year they are seeking promotion. Athletics faculty members who attain the rank of Athletics Faculty IV shall follow the Tenured Faculty Development Plan as described in Chapter 2 of the Faculty Handbook.

II. Process

A. Faculty Self-Evaluation

The athletics faculty member will complete the Athletics Faculty Self-Evaluation.

B. Evaluation committee

1. Structure

After receiving formal evaluation notice from Academic Affairs, conversations between the director of athletics, department chair, and athletics faculty member being evaluated should begin immediately to determine the structure of the committee which is subject to approval by the dean of the college.

An evaluation committee of at least five members will be determined by the director of athletics in consultation with the chair of the department and the athletic faculty member being evaluated. The committee will include two department members (one of which will be the committee chair), two student members, and one faculty member from outside the department all of which would ideally be different than the most recent evaluation.

Once the committee has been officially approved, the athletic faculty member being evaluated will be responsible for completing the formal paperwork with Academic Affairs.

2. Organizational Meeting

At the outset of the evaluation process, the chair of the evaluation committee will arrange a meeting between the committee and the athletics faculty member being evaluated. The athletics faculty member will supply the committee with an updated self-evaluation, team evaluations (since the last formal evaluation), course evaluation summaries (since the last formal evaluation), updated vita, and any other supporting materials that will assist the committee with their work. At the meeting the athletics faculty may also request attention to specific questions or concerns that he/she would like addressed during the evaluation process.

3. Data Collection

The evaluation committee is responsible for collecting data in support of the self-evaluation. This data will reflect the unique aspects of the individual's workload as defined in the position description. This includes, but is not limited to:

- a. observing the athletics faculty member performing job-related tasks (e.g. classroom visits, practice and competition observations, etc.) using appropriate observation forms
- b. distributing the customized Student-Athlete Assessment of Coach to a select number of student-athletes
- c. gathering information from faculty, staff, colleagues, and/or students all of whom working closely with the athletics faculty member being evaluated

- d. when applicable, collecting course, team, or participant (intramurals, SAAC, etc.) evaluations
- e. gathering evidence of program athletic and academic success
- f. consulting the department chair for additional data

4. Discussion and Review of Evidence with Student Committee Members

After reviewing all the materials, including student evaluations and committee members' commentaries, the evaluation committee will meet and discuss their findings. At the conclusion of this meeting, the student committee members will have completed their responsibilities for the committee.

C. Reporting

1. Athletics Faculty Evaluation Committee

- a. Based on the evidence it has collected, the Committee will prepare comments on the completed Athletics Faculty Self-Evaluation that substantiates or qualifies statements in that document. For each of the five goals addressed in the Self-Evaluation, the Committee will address briefly the following two questions:
 1. To what extent is the goal being met?
 2. How could the athletics faculty improve in this area?
- b. The Evaluation Committee will meet with the athletics faculty member being evaluated to review the report before it is submitted to the director of athletics. The athletics faculty member being evaluated may append comments to the report if he/she wishes. The athletics faculty member signs the report to indicate he/she reviewed the report and had an opportunity to append comments.
- c. The Evaluation Committee will submit the following material to the director of athletics: an updated vita, the athletics faculty member's Self-Evaluation, the Evaluation Committee's report, and any supporting documents used to develop the report (team evaluations, course evaluations, formal observation forms, etc.).
- d. The Evaluation Committee will submit the final evaluation report to the department chair electronically.
- e. The Evaluation Committee will submit an electronic and hard copy of the final evaluation report to the athletics faculty member being evaluated.

2. Director of Athletics

If the athletics faculty member has teaching responsibilities, the director of athletics and the department chair will meet to review and discuss the evaluation committee's report. Following that meeting, the athletic director will prepare the formal summative evaluation letter and shares the letter with the department chair. If the athletics faculty member does not have teaching responsibilities, the athletic director will prepare the formal summative evaluation letter. The director of athletics will meet with the faculty member being reviewed to discuss the report and letter. The athletics faculty member being evaluated may append comments to the report if he/she wishes. The athletics faculty member signs the report to indicate he/she reviewed the report and had an opportunity to append comments. The final evaluation report, any faculty member appended comments, and the director of athletics letter will be submitted to the dean of the college.

If this evaluation is the final evaluation preceding a promotion decision, the nomination for promotion is considered by the Promotion, Tenure and Evaluation Committee before the dean of the college considers the nomination, and the procedures in section 2-10 are followed.

2-7 TENURED FACULTY DEVELOPMENT PLAN

The purpose of the Tenured Faculty Development Plan (TFDP) is to give tenured faculty an opportunity for systematic reflection on past teaching, research and service activities and to plan a professional development program for the future with collegial and institutional support.

The TFDP process takes place at six-year intervals after the awarding of tenure. All faculty who are due to complete the TFDP in a given academic year will be notified, along with their department chair, by the Office of Academic Affairs no later than April 15 of the prior academic year.

Completion of the TFDP has no bearing on promotion; its focus is formative rather than evaluative. The TFDP must be completed every sixth year in order to maintain eligibility for professional growth benefits including professional development funds, sabbatical leaves, and Centennial, Flaata, and Hendrickson awards. In addition, upon completion of the TFDP, faculty will receive a one-time increase to their individual professional development funds. For faculty who fail to complete the TFDP, access to professional growth benefits is frozen until the TFDP is subsequently completed.

Appeals to delay completion of the TFDP can be made to the Office of Academic Affairs. Particularly, faculty who wish to be considered for promotion within one year of their scheduled completion of the TFDP may appeal to delay the process for one year and then substitute the formal evaluation in place of the TFDP. If an appeal is granted, faculty maintain full access to professional growth benefits.

Unless an appeal is filed with the Office of Academic Affairs, every six years all tenured faculty will participate in one of the following activities:

Individual Model	Reflective-Community Model
<ol style="list-style-type: none"> 1. The faculty member will compile the following documents: <ol style="list-style-type: none"> a. Standard student evaluations from all classes taught in semester prior to the TFDP semester b. Updated Curriculum Vita c. Reflective and prospective document that addresses the faculty member's work in teaching, scholarship, and service 2. The faculty member will share items 1.a-c with a colleague whose advice the faculty member values. The colleague will sign off to verify that the materials were shared and discussed. 3. The faculty member will meet with their division chair or the Associate Dean for a final discussion of the TFDP. The division chair or Associate Dean will sign off to verify that the materials were shared and discussed. Department Chairs are encouraged to meet with the faculty member to discuss their Tenured Faculty Development Plan including future goals and objectives. 4. After steps 1-3, materials from 1.a-c will be added to the faculty member's record in Academic Affairs. 	<p>The Associate Dean will facilitate a reflective community that will meet five times to reflect on teaching, scholarship, and service.</p> <p>Over the course of the TFDP semester, the reflective-community group would address these components:</p> <ol style="list-style-type: none"> 1. Standard student evaluations from all classes taught in the semester prior to the TFDP semester 2. Updated Curriculum Vitae 3. Six-year reflection and goals for teaching, scholarship, and service 4. The last of the five meetings is a concluding group meeting with the Associate Dean. Department Chairs are encouraged to meet with the faculty member to discuss their Tenured Faculty Development Plan including future goals and objectives. 5. After steps 4, a copy of materials from 1-3 will be shared with the department chair and added to the faculty member's record in Academic Affairs.

2-8 TENURE DECISION PROCESS

Faculty may be appointed to tenured status at the completion of the tenure eligibility period. A faculty member with tenured status holds continuous appointment subject only to termination and dismissal according to the policies described in the section titled “Severance Policies”.

I. Criteria for Appointment to Tenured Status

The evaluation leading to a tenure decision is based on the criteria described in the earlier section, “Criteria for Evaluation”. Since a tenure decision represents a commitment of great magnitude, it is essential that it be weighed carefully. Tenure is granted to individuals who:

- A.** have given satisfactory evidence of their sympathy with the aims and character of the institution (criterion A);
- B.** have achieved professional experience and preparation essential to their assignment and the college’s needs (usually the terminal degree or its equivalent) (criterion B);
- C.** have given evidence of outstanding performance as a teacher (criterion C);
- D.** have given evidence of professional growth and activity (criterion D);
- E.** have given evidence of service to the college and community (criterion E).

Tenure will be awarded only to faculty who have demonstrated excellence in all of the criteria during the probationary period and who show promise of continued excellence in these criteria.

II. Procedures for Tenure Decision

The dean of the college will solicit formal evaluations and tenure recommendations from tenured members of departments of persons entering their next-to-last year of tenure eligibility. Recommendations shall be supported by evidence of performance in all categories of the Criteria for Evaluation.

- A.** Evidence shall include material obtained from the regular evaluation process.
- B.** Those persons being evaluated for tenure will provide a narrative analysis of their performance during the probationary period using the Criteria for Evaluation as a guide.
- C.** The chair and tenured members of the department will review all evaluation reports collected during the faculty member’s probationary period. The department may collect additional information to document an evaluation of performance in any of the criterion areas if there is insufficient evidence to support a recommendation. The department chair will facilitate the collection of such information. The chair and tenured members of the department meet to discuss the evaluation reports and to vote on their recommendation for tenure. Following this meeting, the department chair writes a recommendation that interprets the departmental vote and the evaluation reports to the dean and the Promotion, Tenure and Evaluation Committee. This recommendation must include the departmental vote count and a list of the individuals who voted, but not the individual votes. The department chair shares the departmental recommendation with all tenured faculty members of the department. Minority recommendations may be appended to the departmental recommendation. In the case that the department chair is the faculty member under review, the division chair performs these duties.
- D.** To facilitate review of the portfolio by members of the Promotion, Tenure, and Evaluation Committee, the department recommendation must include an evaluation of the candidate’s scholarship relative to the standards in the discipline.
- E.** It is the responsibility of the department chair to review the departmental recommendation and any appended comments with the candidate. The candidate may append comments to this recommendation and signs to indicate that he/she reviewed the recommendation and had an opportunity to append comments. The department chair then sends the entire file to the division chair.
- F.** The division chair reviews the candidate’s file and writes a letter to the dean and the Promotion, Tenure and Evaluation Committee that evaluates the integrity of the evaluation process so far and offers additional perspectives that he/she feels would be helpful for their decisions. The division chair shares this letter with the tenured members of the department. The division chair reviews this letter

with the candidate. The candidate may append comments to this letter and signs to indicate that he/she reviewed the letter and had an opportunity to append comments. The division chair then sends the entire file to the Office of Academic Affairs. The candidate has access to the file in this office.

- G.** The Promotion, Tenure and Evaluation Committee will review all recommendations and materials collected so far in the formal process as outlined above. No materials will be considered by the Promotion, Tenure, and Evaluation Committee unless they are part of this formal process. All unsolicited letters will be returned to the sender with the suggestion that they be directed to the chair of the department and to the evaluation committee. The Promotion, Tenure and Evaluation Committee will make a written recommendation with a rationale to the dean of the college.
- H.** The dean of the college will review all recommendations and materials collected so far and make a written recommendation with a rationale to the president of the college. No materials will be considered by the dean unless they are part of the formal process as outlined above. All unsolicited letters will be returned to the sender with the suggestion that they be directed to the chair of the department and to the evaluation committee. The dean will provide the candidate with a copy of the recommendation and rationale from the Promotion, Tenure and Evaluation Committee and a copy of the recommendation and rationale from the dean of the college. The candidate may append comments to these recommendations before they are sent to the president and signs to indicate that he/she reviewed the recommendations and had an opportunity to append comments.
- I.** The faculty member may initiate a request to the Tenure and Promotion Appeal Board for reconsideration of the recommendations from the Promotion, Tenure and Evaluation Committee and/or the dean of the college. This request must occur within 10 calendar days of receiving these recommendations from the dean. The faculty member has the right to make such a request regardless of whether or not they appended comments to recommendations during the decision process prior to this point. Appeals must be based on one or more of the following claims that materially affected the outcome of one or more of the recommendations: that a recommendation resulted from errors in fact, that a recommendation did not arise from established process, that a recommendation is inconsistent with the college's statement of academic freedom and responsibility as described in section 2-1, or that a recommendation is inconsistent with the college's non-discrimination statement, as found at <https://cobbernet.cord.edu/directories/offices-services/human-resources/policies/title-ix/>.

The Tenure and Promotion Appeal Board will decide if the request for an appeal is allowed under the grounds for reconsideration. If it accepts the request for an appeal, the Tenure and Promotion Appeal Board will review the written recommendations, rationales, and materials collected from the evaluation committee, the department, the division chair, the Promotion, Tenure and Evaluation Committee, and the dean of the college, along with any appended comments from the candidate. The Tenure and Promotion Appeal Board also has the authority to hold meetings with members of one or more of the following groups present: the candidate, the faculty members on the evaluation committee, the department chair, tenured faculty members of the department, the division chair, the Promotion, Tenure and Evaluation Committee, and the dean of the college. The Tenure and Promotion Appeal Board may conduct as many of these meetings, in any order, as they deem appropriate. Within 30 days of the acceptance of the appeal, the Tenure and Promotion Appeal Board must select one of the following options. They may:

1. Determine that the existing recommendations should go to the president.
2. Instruct the Promotion, Tenure and Evaluation Committee and/or the dean of the college on how to address the issues raised in the appeal. The Promotion, Tenure and Evaluation Committee and/or the dean of the college provide a written report back to the Tenure and Promotion Appeal Board. The Promotion, Tenure and Evaluation Committee and/or the dean of the college may make a new recommendation regarding the candidate. The Tenure and Promotion Appeal Board then can once again select one of these three options.
3. Send a written recommendation with a rationale, along with the recommendations, rationales, and appended comments from earlier in the process to the president.

The candidate will be informed in writing when one of these three options is selected by the Tenure

and Promotion Appeal Board. The Tenure and Promotion Appeal Board will also share with the candidate any new written recommendations from the Promotion, Tenure and Evaluation Committee, the dean of the college, or the Tenure and Promotion Appeal Board that arise from these options.

- J.** The president's decision to grant tenure is subject to approval by the Board of Regents. If the president's decision is different than that of a consensus recommendation from the Promotion, Tenure and Evaluation Committee and the dean of the college, the president must provide a written rationale to the Promotion, Tenure and Evaluation Committee in time for the committee to respond in writing before the president's decision is sent to the Board of Regents.

2-9 RANK AND PROMOTION OF ACADEMICALLY-PREPARED FACULTY AND PROFESSIONALLY-PREPARED FACULTY

Each member of the teaching faculty, with the exception of certain special faculty appointments, holds one of the following four academic ranks: instructor, assistant professor, associate professor or professor. The conditions set forth below must be satisfied in order for faculty members to be eligible for promotion; however, fulfillment of these conditions does not ensure promotion.

I. Application of Criteria to Initial Assignment of Rank and to Promotion

A. Instructor

1. Possession of the master's degree and significant further education or relevant professional experience.
2. Evidence that the person has met or is likely to meet the criteria set forth in the section on "Evaluation Criteria".

B. Assistant Professor

1. Evidence that the person has met criterion A (Criteria for Evaluation).
2. Evidence that the person meets either a or b below:
 - a. Possession of the doctorate or other appropriate terminal degree in field or
 - b. Significant education beyond the master's degree and at least six years' teaching experience at the rank of instructor or above (or other experience judged to be of equal value).
3. Evidence that the individual has met to a high degree criterion C (Criteria for Evaluation).
4. Evidence that the individual has met criteria D and E (Criteria for Evaluation).

C. Associate Professor

1. Evidence that the person has met criterion A (Criteria for Evaluation).
2. Possession of the doctorate in the field of one's principal teaching activity (or qualifications judged to be of equal value).
3. At least six years of consistent and outstanding teaching experience (criterion C) at the rank of assistant professor or above (or other experience judged to be of equal value).
4. Evidence that the individual has met criteria D and E (Criteria for Evaluation).

D. Professor

1. Evidence that the person has met criterion A (Criteria for Evaluation)
2. Possession of a terminal degree in the field on one's principal teaching activity or in a field determined by the department or program to be complementary (Criterion B for Evaluation)
3. Evidence of sustained excellence in teaching, scholarship, and service (Criteria for Evaluation C, D, and E).
4. At least seven years at the rank of Associate Professor, or other experience judged to be of equal

value.

II. Procedures for Promotion

- A.** A faculty member may be nominated for promotion by the president, by the dean of the college, by a dean, by one's division chair, by one's department chair or by self-nomination. Nominations must be submitted to the dean of the college by February 1st for promotion to take effect in September of the following calendar year.
- B.** A formal evaluation report completed during the current academic year is required.
- C.** Candidates for promotion should submit all supporting materials to their department chair. The chair should make the candidate's materials available to all tenured members of the department. The department may collect additional information to document an evaluation of performance in any of the criterion areas if there is insufficient evidence to support a recommendation. The department chair will facilitate the collection of such information. The chair and tenured members of the department meet to discuss the materials and vote on their recommendation for promotion. Following this meeting, the department chair writes a recommendation that interprets the departmental vote and the evaluation report to the dean and the Promotion, Tenure and Evaluation Committee. This recommendation must include the departmental vote count and a list of the individuals who voted, but not the individual votes. The department chair shares the departmental recommendation with all tenured faculty members of the department. Minority recommendations may be appended to the departmental recommendation. In the case that the department chair is the faculty member under review, the division chair performs these duties.
- D.** To facilitate review of the portfolio by members of the Promotion, Tenure, and Evaluation Committee, the departmental recommendation must include an evaluation of the candidate's scholarship relative to the standards in the discipline.
- E.** It is the responsibility of the department chair to review the departmental recommendation and any appended comments with the candidate. The candidate may append comments to this recommendation and signs to indicate that he/she reviewed the recommendation and had an opportunity to append comments. The department chair then sends the entire file to the division chair.
- F.** The division chair reviews the candidate's file and writes a letter to the dean and the Promotion, Tenure and Evaluation Committee that evaluates the integrity of the evaluation process so far and offers additional perspectives that he/she feels would be helpful for their decisions. The division chair shares this letter with the tenured members of the department. The division chair reviews this letter with the candidate. The candidate may append comments to this letter and signs to indicate that he/she reviewed the letter and had an opportunity to append comments. The division chair then sends the entire file to the Office of Academic Affairs. The candidate has access to the file in this office. If the candidate for promotion is the division chair, the preceding steps in this paragraph are skipped and the file goes directly from the department chair to the Office of Academic Affairs.
- G.** The Promotion, Tenure and Evaluation Committee will review all recommendations and materials collected so far in the formal process as outlined above. No materials will be considered by the Promotion, Tenure, and Evaluation Committee unless they are part of this formal process. All unsolicited letters will be returned to the sender with the suggestion that they be directed to the chair of the department and to the evaluation committee. The Promotion, Tenure and Evaluation Committee will make a written recommendation with a rationale to the dean of the college.
- H.** The dean of the college will review all recommendations and materials collected so far and make a written recommendation with a rationale to the president of the college. No materials will be considered by the dean unless they are part of the formal process as outlined above. All unsolicited letters will be returned to the sender with the suggestion that they be directed to the chair of the department and to the evaluation committee. The dean will provide the candidate with a copy of the recommendation and rationale from the Promotion, Tenure and Evaluation Committee and a copy of the recommendation and rationale from the dean of the college. The candidate may append comments to these recommendations before they are sent to the president and signs to indicate that he/she reviewed the recommendations and had an opportunity to append comments.

- I. The faculty member may initiate a request to the Tenure and Promotion Appeal Board for reconsideration of the recommendations from the Promotion, Tenure and Evaluation Committee and/or the dean of the college. This request must occur within 10 calendar days of receiving these recommendations from the dean. The faculty member has the right to make such a request regardless of whether or not they appended comments to recommendations during the decision process prior to this point. Appeals must be based on one or more of the following claims that materially affected the outcome of one or more of the recommendations: that a recommendation resulted from errors in fact, that a recommendation did not arise from established process, that a recommendation is inconsistent with the college's statement of academic freedom and responsibility as described in section 2-1, or that a recommendation is inconsistent with the college's non-discrimination statement, as found at <https://cobbernet.cord.edu/directories/offices-services/human-resources/policies/title-ix/>.

The Tenure and Promotion Appeal Board will decide if the request for an appeal is allowed under the grounds for reconsideration. If it accepts the request for an appeal, the Tenure and Promotion Appeal Board will review the written recommendations, rationales, and materials collected from the evaluation committee, the department, the division chair, the Promotion, Tenure and Evaluation Committee, and the dean of the college, along with any appended comments from the candidate. The Tenure and Promotion Appeal Board also has the authority to hold meetings with members of one or more of the following groups present: the candidate, the faculty members on the evaluation committee, the department chair, tenured faculty members of the department, the division chair, the Promotion, Tenure and Evaluation Committee, and the dean of the college. The Tenure and Promotion Appeal Board may conduct as many of these meetings, in any order, as they deem appropriate. Within 30 days of the acceptance of the appeal, the Tenure and Promotion Appeal Board must select one of the following options. They may:

1. Determine that the existing recommendations should go to the president.
2. Instruct the Promotion, Tenure and Evaluation Committee and/or the dean of the college on how to address the issues raised in the appeal. The Promotion, Tenure and Evaluation Committee and/or the dean of the college provide a written report back to the Tenure and Promotion Appeal Board. The Promotion, Tenure and Evaluation Committee and/or the dean of the college may make a new recommendation regarding the candidate. The Tenure and Promotion Appeal Board then can once again select one of these three options.
3. Send a written recommendation with a rationale, along with the recommendations, rationales, and appended comments from earlier in the process to the president.

The candidate will be informed in writing when one of these three options is selected by the Tenure and Promotion Appeal Board. The Tenure and Promotion Appeal Board will also share with the candidate any new written recommendations from the Promotion, Tenure and Evaluation Committee, the dean of the college, or the Tenure and Promotion Appeal Board that arise from these options.

- J. The president of the college will make a decision regarding promotion of the candidate which is subject to approval by the Board of Regents. If the president's decision is different than that of a consensus recommendation from the Promotion, Tenure and Evaluation Committee and the dean of the college, the president must provide a written rationale to the Promotion, Tenure and Evaluation Committee in time for the committee to respond in writing before the president's decision is sent to the Board of Regents.

2-10 RANK AND PROMOTION OF SPECIAL APPOINTMENT FACULTY

Library Faculty Evaluations

Appointment as a member of the library faculty requires that an individual have the appropriate professional degree: a master's degree in library science from a program accredited by the American Library Association (ALA). Experience must be of a type and length appropriate for the particular position or rank. In agreement with the Association of College and Research Libraries' Standards for Faculty Status, librarians at Concordia College will be promoted in rank on the basis of their academic training and professional effectiveness. Library faculty will serve in

one of three appointment ranks: Assistant Librarian, Associate Librarian and Senior Librarian.

I. Application of Criteria to Initial Assignment of Rank and Promotion

A. Assistant Librarian

1. Evidence that the person has met criterion A (Criteria for Evaluation).
2. Possession of the terminal degree for librarians, a Master's degree in library science (or similar) from an ALA accredited program or an international equivalent (Criterion B for Evaluation).
3. Evidence that the individual shows promise of effectiveness as a librarian (Criteria for Evaluation).
4. Evidence that the individual shows promise of meeting criteria D and E (Criteria for Evaluation).

B. Associate Librarian

1. Evidence that the person has met criterion A (Criteria for Evaluation).
2. Possession of the terminal degree for librarians, a Master's degree in library science (or similar) from an ALA accredited program or an international equivalent (Criterion B for Evaluation).
3. At least six years of consistent and outstanding effectiveness as a librarian (Criterion C) at the rank of Assistant Librarian or above (or other experience judged to be of equal value).
4. Evidence that the individual has met criteria D and E (Criteria for Evaluation).

C. Senior Librarian

1. Evidence that the person has met criterion A (Criteria for Evaluation).
2. Possession of the terminal degree for librarians, a Master's degree in library science (or similar) from an ALA accredited program or an international equivalent (Criterion B for Evaluation).
3. Evidence of sustained excellence in effectiveness as a librarian, scholarship, and service (Criteria for Evaluation C, D, and E).
4. At least seven years at the rank of Associate Librarian, or other experience judged to be of equal value.

II. Procedures for Promotion

- A.** A librarian may be nominated for promotion by the president, by the dean of the college, by the library director, or by self-nomination. Nominations must be submitted to the dean of the college by February 1st for promotion to take effect in September of the following calendar year.
- B.** Recommendations on behalf of nominees, along with supporting materials, must be submitted to the dean of the college by January 15. A formal evaluation report completed during the current academic year is required. Evidence should include some or all of the following: peer evaluation of librarianship, peer evaluation of professional and service activities, self-evaluation, and summaries of student evaluations.
- C.** The Promotion, Tenure and Evaluation Committee will review all recommendations and materials collected so far in the formal process as outlined above. No materials will be considered by the Promotion, Tenure, and Evaluation Committee unless they are part of this formal process. All unsolicited letters will be returned to the sender with the suggestion that they be directed to the library director and to the evaluation committee. The Promotion, Tenure and Evaluation Committee will make a written recommendation with a rationale to the dean of the college.
- D.** The dean of the college will review all recommendations and materials collected so far and make a written recommendation with a rationale to the president of the college. The dean will provide the candidate with a copy of the recommendation and rationale from the Promotion, Tenure and Evaluation Committee and a copy of the recommendation and rationale from the dean of the college.

The candidate may append comments to these recommendations before they are sent to the president and signs to indicate that he/she reviewed the recommendations and had an opportunity to append comments.

- E. The faculty member may initiate a request to the Tenure and Promotion Appeal Board for reconsideration of the recommendations from the Promotion, Tenure and Evaluation Committee and/or the dean of the college. This request must occur within 10 calendar days of receiving these recommendations from the dean. The faculty member has the right to make such a request regardless of whether or not they appended comments to recommendations during the decision process prior to this point. Appeals must be based on one or more of the following claims that materially affected the outcome of one or more of the recommendations: that a recommendation resulted from errors in fact, that a recommendation did not arise from established process, that a recommendation is inconsistent with the college's statement of academic freedom and responsibility as described in section 2-1, or that a recommendation is inconsistent with the college's non-discrimination statement, as found at <https://cobbernet.cord.edu/directories/offices-services/human-resources/policies/title-ix/>.

The Tenure and Promotion Appeal Board will decide if the request for an appeal is allowed under the grounds for reconsideration. If it accepts the request for an appeal, the Tenure and Promotion Appeal Board will review the written recommendations, rationales, and materials collected from the evaluation committee, the department, the Promotion, Tenure and Evaluation Committee, and the dean of the college, along with any appended comments from the candidate. The Tenure and Promotion Appeal Board also has the authority to hold meetings with members of one or more of the following groups present: the candidate, the faculty members on the evaluation committee, the faculty members of the department, the Promotion, Tenure and Evaluation Committee, and the dean of the college. The Tenure and Promotion Appeal Board may conduct as many of these meetings, in any order, as they deem appropriate. Within 30 days of the acceptance of the appeal, the Tenure and Promotion Appeal Board must select one of the following options. They may:

1. Determine that the existing recommendations should go to the president.
2. Instruct the Promotion, Tenure and Evaluation Committee and/or the dean of the college on how to address the issues raised in the appeal. The Promotion, Tenure and Evaluation Committee and/or the dean of the college provide a written report back to the Tenure and Promotion Appeal Board. The Promotion, Tenure and Evaluation Committee and/or the dean of the college may make a new recommendation regarding the candidate. The Tenure and Promotion Appeal Board then can once again select one of these three options.
3. Send a written recommendation with a rationale, along with the recommendations, rationales, and appended comments from earlier in the process to the president.

The candidate will be informed in writing when one of these three options is selected by the Tenure and Promotion Appeal Board. The Tenure and Promotion Appeal Board will also share with the candidate any new written recommendations from the Promotion, Tenure and Evaluation Committee, the dean of the college, or the Tenure and Promotion Appeal Board that arise from these options.

- F. The president of the college will make a decision regarding promotion of the candidate which is subject to approval by the Board of Regents. If the president's decision is different than that of a consensus recommendation from the Promotion, Tenure and Evaluation Committee and the dean of the college, the president must provide a written rationale to the Promotion, Tenure and Evaluation Committee in time for the committee to respond in writing before the president's decision is sent to the Board of Regents.

Athletics Faculty Evaluations

Athletics faculty at Concordia College will be promoted in rank on the basis of their academic training and/or professional effectiveness. Athletics faculty will serve in one of four appointment ranks: Athletics Faculty I, II, III, or IV. Promotion to the rank of Athletics faculty II, III, and IV requires a record of successful fulfillment of criteria at the previous level. Athletics faculties are not eligible for tenure-track appointments.

I. Application of Criteria to Initial Assignment of Rank and Promotion

A. Athletics Faculty I

Appointments at this rank shall require expectation of successful overall performance and the potential for a promising career as an athletics faculty member. This rank designates the beginning level of athletics faculty and generally requires minimal prior academic or athletic coaching experience.

1. Satisfactory evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Possession of a bachelor's degree or its equivalent in an appropriate field; further formal preparation preferred, such as master's degrees, doctorates, or other licensures or certifications (criterion B).
3. Satisfactory evidence that the candidate is an excellent athletics faculty member by demonstrating athletic/coaching experience (criteria C-E).
4. Satisfactory evidence that the candidate is an effective contributor to the academic and athletic community through teaching and/or other athletic administrative duties (criteria C-E).

B. Athletics Faculty II

Six years of experience as Athletics Faculty I or its equivalent is normally required for appointment or advancement to this rank.

1. Evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Prefer completion of or progress towards an advanced degree (criterion B).
3. If applicable, prefer completion of or progress towards other advanced licensures or certifications (criterion B).
4. Evidence that the candidate is an excellent athletics faculty member by demonstrating athletic/coaching experience especially as it pertains to recruiting. This category could also include evidence of successful team and budget management, successful performance of teams or athletes coached by the athletics faculty member or team academic recognition (criteria C-E).
5. Evidence that the candidate is an effective contributor to the HPE department and the college academic community through teaching and/or other duties as assigned (criteria C-E).
6. If applicable, evidence that the candidate is an effective contributor to the academic and athletic community through teaching and/or other athletic administrative duties (criteria C-E).

C. Athletics Faculty III

Six years of experience as Athletics Faculty II at Concordia College, or its equivalent, is normally required for appointment or advancement to this rank.

1. Evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Significant professional contributions to the athletics department. This category should include successful evidence of effective recruiting, successful team and budget management, and successful performance of teams or athletes coached by the athletics faculty member (conference and NCAA playoffs), team academic recognitions, and/or recognition as a conference, regional or national coach of the year.
3. Prefer completion of or progress towards an advanced degree (criterion B).
4. If applicable, prefer completion of or progress towards other advanced licensures or certifications (criterion B).
5. Active participation in the activities of professional or scholarly organizations, college committees, or civic community groups.

6. Evidence that the candidate is an effective contributor to the HPE department and the college academic community through teaching and/or other duties as assigned (criteria C-E).
7. If applicable, evidence that the candidate is an effective contributor to the academic and athletic community through teaching and/or other athletic administrative duties (criteria C-E).

D. Athletics Faculty IV

Six years of experience as Athletics Faculty III at Concordia College, or its equivalent, is normally required for appointment or advancement to this rank.

1. Evidence that the candidate is in sympathy with the basic character and aims of the college (criterion A).
2. Significant professional contributions to the athletics department. This category should include successful evidence of effective recruiting, successful team and budget management, and successful performance of teams or athletes coached by the athletics faculty member (conference and NCAA playoffs), team academic recognitions, and/or recognition as a conference, regional or national coach of the year.
3. Completed Master's degree (criterion B).
4. If applicable, completion of other advanced licensures or certifications (criterion B).
5. Active participation in the activities of professional or scholarly organizations, college committees, or civic community groups.
6. Evidence that the candidate is an effective contributor to the HPE department and the college academic community through teaching and/or other duties as assigned (criteria C-E).
7. If applicable, evidence that the candidate is an effective contributor to the academic and athletic community through teaching and/or other athletic administrative duties (criteria C-E).
8. National or regional recognition for active participation in professional or academic organizations.

II. Procedures for Promotion

- A. Athletics faculty may be nominated for promotion by the president, by the dean of the college, by the director of athletics, by the department chair, or by self-nomination. Nominations must be submitted to the dean of the college by February 1st for promotion to take effect the in September of the following calendar year.
- B. Recommendations on behalf of nominees, along with supporting materials, must be submitted to the dean of the college by February 1. A formal evaluation report completed during the current academic year is required.
- C. The Promotion, Tenure and Evaluation Committee will review all recommendations and materials collected so far in the formal process as outlined above. No materials will be considered by the Promotion, Tenure, and Evaluation Committee unless they are part of this formal process. All unsolicited letters will be returned to the sender with the suggestion that they be directed to the chair of the department and to the evaluation committee. The Promotion, Tenure and Evaluation Committee will make a written recommendation with a rationale to the dean of the college.
- D. The dean of the college will review all recommendations and materials collected so far and make a written recommendation with a rationale to the president of the college. The dean will provide the candidate with a copy of the recommendation and rationale from the Promotion, Tenure and Evaluation Committee and a copy of the recommendation and rationale from the dean of the college. The candidate may append comments to these recommendations before they are sent to the president and signs to indicate that he/she reviewed the recommendations and had an opportunity to append comments.
- E. The faculty member may initiate a request to the Tenure and Promotion Appeal Board for reconsideration of the recommendations from the Promotion, Tenure and Evaluation Committee and/or

the dean of the college. This request must occur within 10 calendar days of receiving these recommendations from the dean. The faculty member has the right to make such a request regardless of whether or not they appended comments to recommendations during the decision process prior to this point. Appeals must be based on one or more of the following claims that materially affected the outcome of one or more of the recommendations: that a recommendation resulted from errors in fact, that a recommendation did not arise from established process, that a recommendation is inconsistent with the college's statement of academic freedom and responsibility as described in section 2-1, or that a recommendation is inconsistent with the college's non-discrimination statement, as found at <https://cobbernet.cord.edu/directories/offices-services/human-resources/policies/title-ix/>.

The Tenure and Promotion Appeal Board will decide if the request for an appeal is allowed under the grounds for reconsideration. If it accepts the request for an appeal, the Tenure and Promotion Appeal Board will review the written recommendations, rationales, and materials collected from the evaluation committee, the department, the Promotion, Tenure and Evaluation Committee, and the dean of the college, along with any appended comments from the candidate. The Tenure and Promotion Appeal Board also has the authority to hold meetings with members of one or more of the following groups present: the candidate, the faculty members on the evaluation committee, the faculty members of the department, the Promotion, Tenure and Evaluation Committee, and the dean of the college. The Tenure and Promotion Appeal Board may conduct as many of these meetings, in any order, as they deem appropriate. Within 30 days of the acceptance of the appeal, the Tenure and Promotion Appeal Board must select one of the following options. They may:

1. Determine that the existing recommendations should go to the president.
2. Instruct the Promotion, Tenure and Evaluation Committee and/or the dean of the college on how to address the issues raised in the appeal. The Promotion, Tenure and Evaluation Committee and/or the dean of the college provide a written report back to the Tenure and Promotion Appeal Board. The Promotion, Tenure and Evaluation Committee and/or the dean of the college may make a new recommendation regarding the candidate. The Tenure and Promotion Appeal Board then can once again select one of these three options.
3. Send a written recommendation with a rationale, along with the recommendations, rationales, and appended comments from earlier in the process to the president.

The candidate will be informed in writing when one of these three options is selected by the Tenure and Promotion Appeal Board. The Tenure and Promotion Appeal Board will also share with the candidate any new written recommendations from the Promotion, Tenure and Evaluation Committee, the dean of the college, or the Tenure and Promotion Appeal Board that arise from these options.

- F. The president of the college will make a decision regarding promotion of the candidate which is subject to approval by the Board of Regents. If the president's decision is different than that of a consensus recommendation from the Promotion, Tenure and Evaluation Committee and the dean of the college, the president must provide a written rationale to the Promotion, Tenure and Evaluation Committee in time for the committee to respond in writing before the president's decision is sent to the Board of Regents.

2-11 APPOINTMENT AND DUTIES OF DEPARTMENT CHAIRS AND INTERDISCIPLINARY PROGRAM DIRECTORS

- I. The appointment of a department chair or interdisciplinary program director is made by the dean of the college after formal consultation with members of the department or program (members who hold the rank of instructor must have had at least one year of full-time teaching at Concordia College before they are included in these deliberations). The departmental or program recommendation will ordinarily be followed, unless in the president's view there is doubt that the appointment would be in the best interests of the dean of the college.
- II. Department chairs or interdisciplinary program directors will serve a three-year term. Reappointment may be made after consultation with the dean of the college and members of the department or program. The terms begin on July 1 of the summer preceding the academic year of appointment.

III. Criteria for Eligibility

- A.** The person must consent to serve.
- B.** Department chairs will normally have full-time instructional responsibilities in the department. Interdisciplinary program directors will teach at least one course that contributes to the respective interdisciplinary program.
- C.** The person must be a professor; or an associate professor with at least two years at the college; or, in exceptional cases, an individual declared eligible by the dean of the college and possessing qualifications appropriate to the rank and position (as for instance when it is considered best to bring in a chair or director from the outside).

IV. The duties of the department chair include but are not limited to the following:

- A.** Cooperating with the administration in securing department faculty: the chair is responsible for determining the need for additional staff and for making efforts to recruit department personnel, with the help of the administration. The administration should not hire any faculty member without the consent of the department chair who should represent the will of the department.
- B.** Supervising the work of the department faculty: the chair is responsible for evaluating the work of the department faculty and recommending promotions and tenure.
- C.** Scheduling department meetings: it is the policy of the college that each department conduct meetings at regular intervals.
- D.** Setting the department budget and making expenditures: the chair cooperates with the administration and with the department faculty in establishing the budget each year and works together with the faculty in making decisions on expenditures.
- E.** Meeting with new faculty to explain the curriculum, instructional procedures, and departmental practices.
- F.** Determining course offerings: preceding each semester and summer session, the chair, with the department faculty, is responsible for determining the courses that will be offered in the department, the number of sections of each, and faculty assignments. This information must be given to the registrar in time for preparation of the class schedule.
- G.** Serving in faculty government: refer to the constitution and bylaws.
- H.** Monitoring the performance of department faculty: recurring or chronic performance or competence problems are to be brought to the attention of the dean of the college by the chair. Possible courses of action are found under handbook sections dealing with disciplinary procedures and severance.

V. The duties of an interdisciplinary program director include but are not limited to the following:

- A.** Cooperating with the administration in securing program faculty: the chair is responsible for determining the need for additional staff and for making efforts to recruit program personnel, with the help of the administration.
- B.** Scheduling program meetings: it is the policy of the college that each program conduct meetings at regular intervals.
- C.** Setting the program budget and making expenditures: the director cooperates with the administration in establishing the budget each year and in making decisions on expenditures.
- D.** Meeting with new faculty teaching in the program to explain the curriculum, instructional procedures, and program practices.
- E.** Determining course offerings: preceding each semester and summer session, the director, with the program faculty, is responsible for determining the courses that will be offered in the program, the number of sections of each, and faculty assignments. This information must be given to the registrar in time for preparation of the class schedule. .

VI. The department chair or program director is compensated by an adjusted teaching load, a special term of

appointment, salary, or a combination, at the discretion of the dean of the college.

- VII.** Chairs or program directors may be removed by the dean of the college after formal consultation with all eligible members of the department or program. It is presumed that a chair will not be removed without departmental or program approval unless in the dean of the college's view an immediate removal would be in the best interests of the department or program and college.

2-12 DISCIPLINARY POLICIES

The college has a responsibility to protect the welfare of members of the college community by expecting appropriate standards of behavior. When it appears that a faculty member has violated college policies or regulations or is behaving in a manner debilitating to the welfare of other persons or the good of the college, his/her conduct should be confronted and corrected, giving the affected faculty member full notice of the alleged prohibited conduct and adequate opportunity to be heard.

I. Professional Misconduct

It is not possible to give an exhaustive list of behaviors considered misconduct but some general areas of concern are listed below:

- A. Performance issues**
- B. Academic integrity issues**
- C. Discrimination issues**
- D. Legal or college policy issues**
- E. Sexual Misconduct and Harassment issues** (Note: Alleged cases of sexual harassment or sexual misconduct will be handled using the college's Sexual Misconduct Policy, which may be found at <https://concordia-www.s3.amazonaws.com/files/resources/sexualmisconductpolicy-2.pdf>)

II. Procedures to Be Followed in Disciplinary Cases Involving Faculty Members

Disciplinary procedures typically will result from a complaint about a faculty member brought by another member of the college community to the dean of the college (or designee). A written record of the complaint will be kept by the dean of the college (either meeting notes or the written complaint).

The first section below describes informal procedural steps to attempt to reach resolution of the issue. The following sections describe the formal procedure. Decisions are to be reached in a timely manner and proceedings are to be kept confidential to the extent possible.

A. Investigation, Initial Determination of Adequate Cause, and Recommended Sanctions.

The dean of the college will investigate the alleged misconduct in order to determine whether the charge has any basis and, if so, its degree of seriousness. This may be done directly by the dean of the college or via an individual or group to whom the dean of the college delegates responsibility for the investigation. The person accused of misconduct will be informed of the alleged offense and will be given an opportunity to present his/her account of the events. All parties will be given notice of any proceeding and an opportunity to be heard. The department chair will be notified about the alleged faculty misconduct and consulted during the investigation process. The dean of the college or designee may consult persons with appropriate expertise to aid in the investigation. The Promotion, Tenure and Evaluation Committee may be enlisted as an independent consulting body by the dean of the college or the accused faculty member during the investigation or in later stages. It may be necessary for the dean of the college at his/her discretion to place the faculty member on paid suspension while the investigation is conducted.

Upon completion of the investigation, the dean of the college will determine whether adequate cause exists to bring a finding of professional misconduct. If there is not adequate cause, the matter is considered closed and nothing is placed in the accused individual's personnel file. If adequate cause is determined, the dean of the college will so inform the person accused in writing and propose a sanction appropriate to the nature, frequency and severity of the misconduct. The dean of the college will also

inform the person of his or her rights for appeal. If the accused agrees with this decision, the proposed sanction will be implemented.

If the accused disagrees with the dean of the college's decision; either the dean or the accused, with the other's permission, may consult the president on an informal basis in an attempt to arrive at a mutually agreed upon resolution of the matter. The president may then initiate conversation with the parties in an attempt to reach a resolution. If a mutually acceptable resolution is reached, this agreement will be implemented. If this informal process does not lead to an acceptable resolution, the procedure described in II.B, C. will be followed.

At any point in the investigation, any party may seek advice from campus colleagues or legal counsel. Faculty members are responsible for their own legal expenses. If, at any stage in the investigation process, information is received that makes dismissal a possibility, the president will be notified and the procedure outlined in IV.A under severance policies will be followed.

B. Request for Review by the Faculty Appeals Board

If the faculty member accused of misconduct does not agree that misconduct has occurred or believes that the sanction is not appropriate, the faculty member may request via a letter to the president that the case be reviewed by the Faculty Appeal Board. Such a request constitutes a demand for a formal hearing and must be granted. The written request for the hearing must take place within 14 days of the issuance of the dean's decision. The Faculty Appeal Board will review the case and provide its independent determination in writing to the accused party and to the president. The Faculty Appeal Board will conduct its review and issue its report within 30 days. Procedures used by the Faculty Appeal Board are described in the Faculty Bylaws.

Failure to request such a hearing by notifying the president in writing within the allowed time period constitutes a waiver of the right and opportunity to such a hearing, and the proposed sanction stands.

C. Final Determination by the president

The president may choose to accept, modify, or reject the determination of the Faculty Appeal Board and will so inform the Faculty Appeal Board and the accused party in writing. This constitutes the end of the formal appeal process.

If the person is exonerated, the matter is considered closed and nothing is placed in the individual personnel file.

III. Sanctions That May Be Applied

If misconduct has been determined, one or more of the following sanctions may be recommended to the president by the dean of the college or the Faculty Appeal Board. The sanction is expected to be commensurate with the nature, frequency and severity of the misconduct. The list is not intended to represent a progressive series of disciplinary sanctions. Combinations of sanctions appropriate to the misconduct may be applied. Following a determination of professional misconduct in sexual or other harassment cases, the victim or accusing party as appropriate will be consulted in the process of arriving at a recommended sanction.

- A. Oral Reprimand** — An oral reprimand is considered a formal warning that the behavior should not be repeated. Written documentation of the reason for the reprimand and the date will be placed in the faculty member's personnel file for a period of three years. If, during that time, no further substantiated complaints of misconduct are received, the letter will be removed from the personnel file and destroyed. A copy will also be given to the faculty member reprimanded.
- B. Written Reprimand** — A written reprimand will be placed in the faculty member's personnel file for a period of five years. If, during that time, no further substantiated complaints of misconduct are received, the letter will be removed from the personnel file and destroyed. A copy will also be given to the faculty member reprimanded.
- C. Suspension** — Suspension is temporary removal from duties; it may be imposed only by the dean of the college or the president. Two types of suspension are used:
 - 1. Suspension during an investigation** — The faculty member may be placed on suspension with

pay while an investigation or hearings are conducted to resolve a case.

2. **Suspension for cause** — The faculty member must vacate his/her position for a specified period of time. The terms of suspension are to be given in writing and should include the reason for suspension, the length of suspension, whether with or without pay, and whether absence from the campus is required during the suspension.
- D. Probation** — Probation is a waiting period of specified duration to determine whether the behavior is repeated. Certain conditions may be attached to probation.
- E. Apology or Restitution** — The faculty member may be asked to send a letter of apology or to make restitution to the aggrieved party.
- F. Change in Salary or Status** — A faculty member may be reduced in rank or salary, frozen in rank or salary, or removed from a position of responsibility.
- G. Dismissal** — Dismissal is the termination of the contractual relationship between the college and the faculty member. Dismissal may be immediate following establishment of adequate cause or may be deferred to a future date such as the end of a term. The “Severance Policies” section governs all dismissal proceedings.
- H. Satisfaction of Legal Obligations** — Conviction of breaking civil or criminal law(s) will require satisfaction of the sanctions imposed by local, state or federal legal systems.

2-13 SEVERANCE POLICIES

At times, it may be necessary for the college or the individual faculty member to sever their professional relationship. In order to protect the interests of both parties, the various types of severance (resignation, non-reappointment, termination and dismissal) are here defined, and the policies and procedures related to each category are set forth.

I. Resignation

A faculty member may decide to resign his/her faculty position at the end of the academic year. A faculty member should notify the dean of the college within 30 days after receiving notification of the terms of the appointment for the coming year. Exceptions may be considered by the dean of the college in situations where a faculty member would otherwise be denied substantial professional advancement or other opportunity, or in the case of prolonged physical or mental illness.

II. Non-reappointment

The college has decided not to renew a tenure-eligible appointment, a temporary appointment, or a one-year renewable appointment at the conclusion of an academic year during the probationary period or at the end of a specific temporary term.

Because all tenure-eligible and fixed-term appointments to the faculty at Concordia are subject to annual renewal and are made with the understanding that both the college and the appointee will engage in a period of mutual evaluation, a severance prerogative rests with either party at the end of each academic year during the probationary period or at the end of a specific temporary term.

A. Conditions of Non-reappointment

1. Tenure-eligible appointments

Legitimate reasons for non-reappointment of a tenure-eligible (probationary) appointment may include, but may not necessarily be limited to, the following:

- a. **Insufficient progress by the faculty member in areas outlined as evaluation criteria**
- b. **Cancellation of or change in program**
- c. **Enrollment decline**
- d. **Overstaffing**

e. Financial exigency

- 2. Temporary appointments** (academically-prepared fixed term, professionally-prepared fixed-term and visiting faculty).

A temporary appointment made for a fixed-term expires at the end of the term specified unless the faculty member is notified to the contrary. Legitimate reasons for termination of a temporary appointment before the end of the term includes but may not necessarily be limited to, the following:

- a. Insufficient progress by the faculty member in areas outlined as evaluation criteria**
- b. Cancellation of or change in program**
- c. Enrollment decline**
- d. Overstaffing**
- e. Financial exigency**

- 3. One-year renewable appointments**

Professionally-prepared continuing appointments, athletics faculty and library faculty are not eligible for tenure and are appointed to one-year renewable appointments. Legitimate reasons for non-reappointment may include, but may not necessarily be limited to, the following:

- a. Insufficient progress by the faculty member in areas outlined as evaluation criteria**
- b. Cancellation of or change in program**
- c. Enrollment decline**
- d. Overstaffing**
- e. Financial exigency**

B. Notification

Notification that an appointment is not to be renewed will be given the faculty member in advance of the expiration of the appointment as follows:

- 1. Tenure-eligible (Probationary)**

Written notice that a tenure-eligible probationary appointment is not to be renewed will be given the faculty member not later than March 1.

If a faculty member so requests, he/she will be advised of the reasons that contributed to the decision not to renew the appointment. The faculty member may request that the reasons given be confirmed in writing.

- 2. Temporary Appointments**

Notification of non-reappointment in the case of temporary appointments (term appointment positions) is given in the form of the initial appointment letter. Temporary appointments are understood to expire at the end of the appointment-specified term unless the faculty member and the college arrive at a mutual agreement to renew the appointment or unless there is cause for early termination. No explanation is required when a fixed-term appointment is not renewed. Term appointments may be ended before the final year of the term if the college no longer has a need for the position or because of a lack of satisfactory evidence that the candidate is an excellent teacher, a productive scholar and/or an effective contributor to the academic community.

- 3. Professionally-Prepared Continuing Appointments**

Professionally-Prepared Continuing Appointments may be ended if the college no longer has a need for the position or because of a lack of satisfactory evidence that the candidate is an excellent teacher, a productive scholar and/or effective contributor to the academic community.

C. Request for Reconsideration

The faculty member may request a reconsideration of a decision by those involved in the decision-making process. Insofar as the faculty member alleges that the decision against reappointment by the appropriate body or person was based on inadequate consideration, the Promotion, Tenure and Evaluation Committee will determine whether the decision was the result of adequate consideration in terms of the relevant standards of the institution. The Promotion, Tenure and Evaluation Committee will not make a judgment on whether it is in agreement with the decision as a part of this determination; it will only determine whether the decision was the result of adequate consideration. If the Promotion, Tenure and Evaluation Committee believes that adequate consideration was not given to the faculty member's performance it will request reconsideration by the department and administration, indicating the respects in which it believes the consideration may have been inadequate. It will provide copies of its findings to the faculty member, the department and the administration.

The decision not to reappoint a faculty member rests, in the final instance, with the president in consultation with the dean of the college, the Promotion, Tenure and Evaluation Committee and the appropriate department.

III. Termination of Tenured Faculty

Termination is a severance action by which the college ends the services of a tenured faculty member without regard to disciplinary action and without regard to performance. Reasons for terminating a tenured faculty member are changes in educational programs or enrollment decline of the college or the college's financial exigency.

A. Causes for Termination without Regard to Performance

1. Changes in Educational Program or Enrollment Decline

Termination of tenured faculty may occur as a result of a) formal discontinuance of a program or b) an enrollment decline that indicates the need to reduce faculty positions in a given department or program. Decisions regarding such reductions will be made by the president acting on recommendations made by the dean of the college and the Promotion, Tenure and Evaluation Committee in consultation with concerned academic departments.

When faculty reductions are considered, tenure rights will be protected insofar as possible. If it is necessary to terminate tenured faculty members within a given department, those with the fewest number of years of full-time service at Concordia College will be terminated first; but in all instances, there will be due consideration of the essential needs of each department. In situations where tenured faculty members have the same number of years of service at Concordia College, a distinction will be made on the basis of performance on evaluation criteria and on program needs.

2. Financial Exigency

Financial exigency is defined as an imminent financial crisis which threatens the college as a whole. The Board of Regents must officially declare that financial exigency exists, and the faculty must be informed of the Board's declaration.

In considering how to deal with the financial situation, the retention of a viable academic program must be the primary goal and the faculty must not bear an undue proportion of the necessary economies. Decisions regarding necessary program and faculty reductions will be made by the Board of Regents on recommendations by the president. The president will act on recommendations made by the dean of the college and the Promotion, Tenure and Evaluation Committee in consultation with concerned academic departments.

When faculty reductions are considered, tenure rights will be protected insofar as possible. If it is necessary to terminate tenured faculty members within a given department, those with the fewest number of years of full-time service at Concordia College will be terminated first; but in all instances, there will be due consideration of the essential needs of each department. In situations where tenured faculty members have the same number of years of service at Concordia College, a distinction will be made on the basis of performance on evaluation criteria and on program needs.

B. Procedures for Termination without Regard to Performance

Due notice of termination for changes in educational program or enrollment decline, or financial exigency of the college shall be given as early as possible, but not later than one year in advance of its effective date.

When changes in the educational program or enrollment decline, or financial exigency of the college necessitate the termination of tenured faculty members, every effort will be made to place such faculty members in other positions for which they are qualified. Options such as early retirement and change in status from full-time to part-time may also be explored.

If a tenured faculty member is terminated for reasons of changes in educational program or enrollment decline, or financial exigency of the college, the released faculty member's position will not be filled by replacement within a period of two years, unless the released faculty member has been offered reappointment with tenure at the rank held at the time of termination and has been given at least one month within which to accept or decline reappointment.

A faculty member terminated according to the policies outlined in this section may request a review of the case by the Faculty Appeal Board. Such a request must be made in writing within 30 days of the notice of termination. Following the review by the Faculty Appeal Board, the final decision is made by the president.

IV. Dismissal

Dismissal is severance of the relationship between the college and the faculty member for adequate cause.

Adequate cause is cause that is directly and substantially related to the faculty member's professional performance as defined in the "Evaluation Criteria" section or to the faculty member's professional misconduct. Adequate cause includes but is not limited to the following: professional incompetence; continued and gross neglect of academic duties; breach of civil or criminal law; moral turpitude; a breach of contract with the college, violation of the rights of faculty, staff or students granted by civil law or Concordia policy.

Certain situations may prevent a tenured faculty member from being able to be present and perform his or her job duties. The college will comply with all applicable state and federal laws regarding leave and accommodation, including, but not limited to the Americans with Disabilities Act and the Family and Medical Leave Act. The college will also comply with the reasonable accommodation requests by qualified individuals with a disability, as those terms are defined under the ADA. However, the inability of a faculty member to return to perform his or her job duties may result in termination. The decision to terminate will occur only after the faculty member and/or representative have been informed of the basis of the proposed action. If the faculty member so requests in writing, the decision to terminate can be reviewed by the Faculty Appeal Board before a final decision is made by the president.

The steps for a dismissal procedure follow:

1. A complaint or grievance is initiated by an interested party (student, faculty, staff or others of the Concordia College community) and filed with the dean of the college.
2. The dean of the college shall determine whether or not there is probable cause. If the dean of the college determines that probable cause exists, the faculty member and the dean of the college will meet to look for a mutual settlement among all parties, which must be approved by the president.
3. In the event of a mutual settlement, the dean of the college at his or her discretion may determine that the matter shall proceed no further. Failing a mutual settlement, the dean of the college shall ask the Promotion, Tenure and Evaluation Committee for advice and counsel. The Promotion, Tenure and Evaluation Committee will not be bound by any rules of evidence, it being understood that the handling of the matter by the Promotion, Tenure and Evaluation Committee shall not constitute a due process hearing. The Promotion, Tenure and Evaluation Committee shall issue a written opinion to the president as to how the matter should be handled.
4. The president may accept or reject the recommendation of the Promotion, Tenure and Evaluation Committee whether such recommendation be favorable or adverse to the faculty member.

5. If the president determines that dismissal proceedings are appropriate, the faculty member will be so informed in writing, with the charges prepared by the dean of the college or the dean's designee. The charges will be stated with reasonable specificity. The faculty member may be suspended with pay during the proceedings.
6. The faculty member may request a formal hearing before the Faculty Appeal Board. Such a request constitutes a demand for a due process hearing and must be made in writing within 30 days of the date of notification of initiation of dismissal proceedings by the dean of the college. The Faculty Appeal Board may obtain a written statement from the president providing a rationale for the president's decision. The hearing by the Faculty Appeal Board shall conform to the standards enumerated in the Faculty Bylaws. Failure to request such a hearing by notifying the president in writing constitutes a waiver of the right and opportunity to such a hearing.
7. In the event that a hearing is held, the Faculty Appeal Board shall issue its report in writing within two weeks of the date of said hearing to the president and to the faculty member. The Faculty Appeal Board may recommend dismissal, no dismissal, or such other action as it feels appropriate.
8. The president may accept or reject the recommendation of the Faculty Appeal Board.
9. Whether or not a Faculty Appeal Board hearing is held, the president will determine whether or not to impose dismissal.
10. A tenured faculty member may appeal the president's decision to impose dismissal as a disciplinary sanction to the Executive Committee of the Board of Regents in writing, and the Regents will consider the matter in accordance with the provisions of the College Bylaws.

Revision History:

2-9.I.D approved by Faculty Senate March 24, 2014; ratified by Board of Regents May 2014.

CHAPTER 3

ACADEMIC RESPONSIBILITIES

CHAPTER 3: ACADEMIC RESPONSIBILITIES

ADVISEMENT AND REGISTRATION

Good advising is something all students have a right to expect, and faculty must meet this expectation. Academic advising is an art as well as a science, and there is no single model that is “correct” for all students. Each faculty member is expected to know the graduation requirements and be willing to serve as a sounding board for their advisees as well as be willing to question and ask for reasons for students’ academic choices.

Advising should be understood as a dynamic process that assists students in exploring and defining educational, career, and life goals. Advisors should recognize that students’ advising needs change at different points in their college careers. The advisor/advisee relationship should encourage students to take responsibility for their own decisions and become proactive in the pursuit of their goals.

I. Advisement Principles

A. The college will encourage and support faculty in the advisement process.

1. The potential to be an excellent advisor should be a factor in hiring decisions.
2. The college will provide resources for advisor training in the form of workshops. These might include but are not limited to a workshop before the faculty member begins to advise, a follow-up workshop after they have begun to advise, summer workshop opportunities on advisement topics, mentoring on advisement, online resources, and annual updates on registration and advisement procedures.
3. The college will provide an advisor guide which each faculty member is encouraged to use as a resource for assessment of their own competence as an advisor. It will allow an advisor to monitor their personal growth and shall not be used for evaluation purposes. The guide will be available on the Registrar’s Office website so faculty who choose to use the document can download it from the site where they log-on to view information on their advisees.
4. As a benefit to both faculty and students, incoming students who declared an area of academic interest on their application for admission are assigned an advisor in that area, with some exceptions. Students who are conditionally admitted will be assigned to an academic counselor in the Center for Student Success.
5. The college community should suspend routine committee, faculty, and department meetings during the advising periods to allow time for advising meetings.
6. Community time during the advisement period should be designated for advisement and have no other scheduled events in the time slot.

B. All full-time faculty are expected to advise students.

1. Faculty members are responsible for rendering competent academic advisement to their assigned advisees. Competent advisement includes assisting students to understand and fulfill the core curriculum requirements as well as readily sharing information beyond planning the class schedule to enable students to be proactive in pursuit of their academic and career goals.
2. First-year faculty members are exempt from advising. In special circumstances first year faculty may be asked to advise a limited number of people. If a department anticipates a first year faculty member will be required to serve as an advisor, this should be disclosed in the interview process and reflected in the employment appointment.
3. Unless a part-time faculty member’s appointment form specifies that the faculty member will be expected to advise students, they are exempt from advising.
4. Faculty in their second year must participate in monthly faculty development sessions focused on advisement. In the summer, a new advisor workshop is offered for all new advisors. There are also on-going workshops and professional development opportunities for experienced advisors.

5. When a faculty member is on sabbatical, the department chair is responsible for reassigning advisees and notifying the registrar or requesting that the registrar reassign advisors. In special circumstances, the faculty on leave may request to retain their advisees. If there is a change in advisees, whenever possible, the Registrar's Office will send an automated message to the new and previous advisors and the student.
 6. Some faculty will be assigned responsibility for advising specific categories of students (e.g. pre-law, pre-medicine, pre-educators, and others).
 7. Faculty may select to serve as advisors to department or disciplinary organizations that may play a valuable role in the advisement process.
- C. All students are expected to take responsibility for playing an active role in the advisement process.**
1. Students are encouraged to become acquainted with their advisor and to view their advisor as a resource for clarifying their educational, career, and life goals.
 2. Students are expected to review the college catalog to become familiar with the college's curricular requirements.
 3. Students should arrive at scheduled meetings with their advisor prepared to discuss specific options for their plan of academic study.
 4. It is ultimately the student's responsibility to ensure they have met all curricular requirements for their degree. Students are encouraged to follow carefully their record with the college's degree-auditing software and monitor their progress in meeting the requirements identified.
 5. Students may request a change of advisor on the Registrar's Office web page or by contacting the Registrar's Office.

II. Advising First Year and Transfer Students

A. Incoming Student Advisement

All incoming students are invited to the campus for an introduction to academic programs and departments. During this time they may meet with faculty members to discuss academic programs and to get acquainted with the campus.

B. Appointment of Advisors

Each incoming student is assigned an advisor in their area of academic interest. Students who are conditionally admitted are assigned to an academic counselor in the Center for Student Success.

C. Academic Information about Students

All advisee information is available electronically through the college's advisement tools. FERPA guidelines dictate that anything in the online advising tools is considered part of the student's official educational record. A student's educational record is confidential and should only be accessed by faculty in case of an academic need. Since students have the right to view the contents of their educational records, all statements about students should be kept strictly factual. If the student changes advisors, the Registrar's Office will notify both advisors electronically.

D. Fall Orientation Program for Students

The new-student orientation program is designed to maximize the likelihood of success for incoming students. An orientation schedule is available to all new students online. Advisors will receive information electronically about their duties during this orientation period.

III. Advising Returning Students

A. Pre-Registration

Every semester each continuing student will meet with their advisor to design an academic program for the following semester. In the spring semester students may also select courses for summer school.

Advisors are expected to offer an appointment during the week prior to the start of registration. It is the responsibility of each advisee to sign up for a time to complete this pre-registration process during the advisement period. At the conclusion of the advising appointment, the advisor should provide the advisee with their registration code. The registration code is required for the advisee to be able to register online during their assigned registration time. Instructions for the advising and registration process will be provided by the Registrar's Office via email and online.

B. Registration Regulations

Students should contact the Registrar's Office to request special permission to register for more than 20 credits. Students will be charged an overload fee in excess of a 17 credit load, per credit. The Academic Procedures and Policies Committee determines overload guidelines. Information on late registration, changes in registration, and withdrawals is found in the college catalog.

IV. Class Lists

Class lists indicating a student's registration in a course are available through the college's online advisement tools in time for the first class meeting of each semester. The instructor is responsible for determining whether a student is properly enrolled in the course and for reporting to the Registrar's Office any student whose name is not listed. Students are not permitted to attend classes for which they are not registered.

V. Advisor Training

Advisor training sessions are conducted by Academic Affairs throughout the year. In general, department chairs serve as resources for advising questions in their academic areas.

(Section "Advisement and Registration" revised by action of Faculty Senate 2/18/2019.)

OFFICE HOURS

Faculty members should hold a sufficient number of office hours to allow each of their students time to speak to them outside the classroom. Office hours should be listed on class syllabi, be posted on the office door, and be observed.

COURSE POLICIES (SYLLABI)

All faculty members teaching courses at Concordia will provide students in the courses they teach with a written or electronic statement on course policies for each course. This material will be given to students no later than the end of the third class meeting for a full or block course. The course policy statement shall minimally include the following information:

- I.** Instructor's name, office location, and office hours;
- II.** Course overview stating goals* of the course;
- III.** Required texts;
- IV.** Course policies defining attendance expectations, make-up work, and academic honesty and responsibility;
- V.** A general description of the graded course assignments and evaluation procedures; and
- VI.** Approximate dates of major tests, papers, and assignments which contribute more than 10 percent of the student's final course grade.
- VII.** The following statement on disability accommodations:
Accommodations for Students with Disabilities

In accordance with the Americans with Disabilities Act, Concordia College and your instructor are committed to making reasonable accommodations to assist individuals with documented disabilities to reach their academic potential. Such disabilities include, but are not limited to, learning or psychological disabilities, or impairments to health, hearing, sight, or mobility. If you believe you require accommodations for a disability that may impact your performance in this course, you must schedule an appointment with Disability Services to determine eligibility. Students are then responsible for giving instructors a letter from Disability Services indicating the type of accommodation to be provided; please note that accommodations will not be retroactive. The Disability Services office is in Academy 106, phone 218-299-3514;

<https://www.concordiacollege.edu/directories/offices-services/counseling-center-and-disability-services/disability/>.

* Goals are general, broad, often abstract statements of desired results.

(Approved, Faculty Senate December 14, 2015)

CLASS ATTENDANCE

Regular attendance and participation in class is critical to a student's success at Concordia College. Because any absence, excused or unexcused, detracts from the learning experience, students are expected to attend all classes.

In the case of illness, students should notify their instructors. In the event of serious or extended illness, or family emergency, the Office of Student Affairs should also be notified. Makeup work may be required for any absence. Students should note that their grade in a course may be affected by excessive absences.

Faculty members should keep attendance records and report excessive absences to the Office of Student Affairs by use of the Early Alert Notice, as well as confer directly with the student about absences. If a student stops coming to class and subsequently fails the course, the last date of attendance in the class must be reported to the Office of the Registrar along with the final grade in the course.

It is the duty of each faculty member to meet all scheduled classes during the entire semester. If a faculty member must be absent, an arranged substitute should be considered. Legitimate reasons for faculty missing a class include illness and professional travel.

Class Attendance and Co-Curricular Activities

In addition to course-based learning, Concordia also values the educational experience afforded by student participation in co-curricular activities. As a result, the following articulates a policy that encourages responsible decision-making on the part of coaches, directors, activity coordinators, and students participating in co-curricular activities, while also making it possible for students to participate in co-curricular activities. Such activities include but are not limited to participation in intercollegiate athletics, choral and instrumental ensembles, forensics, academic conferences, and Concordia Language Villages.

Concordia students should not be penalized for missing classes due to participation in a co-curricular activity. Students should be allowed to take all exams/quizzes or complete other graded activities as possible. If class attendance is a factor in determining the final grade, the students should not be penalized for missing these classes. If class participation is a factor in determining the final grade, faculty should allow students to fulfill the participation requirement by some other means or at some other time. Faculty will determine what kind of make-up work is required for absences, and whether the work is to be completed before the students' departure or upon their return.

Coaches, directors, or activity coordinators of co-curricular activities must notify participating students of the dates of scheduled absences. This should be done as soon as possible; ideally, this information should be available before students register for classes. Students should notify their instructors of scheduled absences at the beginning of the semester, or as soon as that information is available to them.

Coaches, directors, or activity coordinators of co-curricular activities should provide faculty with verified rosters and dates of scheduled absences at the earliest point possible. If exact dates are unavailable, the number of expected absences and their approximate dates should be provided. To the extent that coaches, directors, and coordinators have control of the number of scheduled absences, they should be prudent in the number of absences they require of

the students.

Under normal circumstances, students should not miss more than 10 percent of the total scheduled class periods because of a co-curricular activity. If scheduled absences will exceed 10 percent of class meetings, the coach, director, or activity coordinator of the co-curricular activity should submit the activity schedule to the Academic Procedures and Policies Committee for approval, prior to the start of the semester if possible. If the schedule is approved, students should be allowed to complete missed work without penalty. Coaches, directors, or activity coordinators must inform instructors that the schedule has been approved.

Students who choose to participate in more than one co-curricular activity, and will miss more than 15 percent of the meetings in any class, should consult with their instructors as soon as they become aware of this situation. The student should recognize that a grade penalty may result from this number of absences.

Faculty or students should bring to the attention of the Academic Procedures and Policies Committee any co-curricular activity that, in their opinion, has scheduled an excessive number of absences. Programs that, in the opinion of the Committee, persist in over-scheduling, will be reported to the dean and the president. Conversely, students or organizations who perceive that faculty members are not abiding by this attendance policy may appeal to the Academic Procedures and Policies Committee.

Required Contextual Learning Experiences and Co-Curricular Activities

Faculty should notify students at the beginning of the semester if an academic program or course requires contextual learning experiences beyond the typical classroom schedule (e.g., clinicals, student teaching, internships that occur on evenings, nights, and weekends); students should also be informed of any additional fees that may be required for rescheduling the contextual learning activities. Students who are enrolled in such courses and who are involved in a co-curricular activity will be responsible for communicating with the course faculty member and the coach, director or activity coordinator if any schedule conflicts arise between course expectations and the activity schedule. As much as possible, students wishing to participate in co-curricular activities should plan their course enrollments so as to avoid such conflicts (e.g., scheduling student teaching in the spring to avoid conflicts with fall sports). Course faculty and the coach, director, or coordinator should consult as soon as possible to determine how to most effectively resolve the schedule conflict. If the course faculty and coach, director, or activity coordinator are unable to reach consensus on how to resolve the scheduling conflict, the issue may be referred to the Academic Procedures and Policies Committee for their consideration—or, if a decision must be made quickly, to the dean of the college. Decisions of the Academic Procedures and Policies Committee may be appealed to the dean of the college.

Other Contextual Learning Experiences

Occasionally, courses will require out-of-class learning experiences (field trips, lectures, etc.) that will cause students to miss other classes. Faculty should be prudent in the number of absences resulting from such learning experiences. These experiences are to be pre-approved and monitored by the departmental chair. The course instructor should inform students at the beginning of the semester, or as soon as possible, of any such experiences including the date(s) and time(s) they occur. Students should notify their other instructors as soon as the information is available to them. The instructor should provide faculty with verified rosters and dates of scheduled absences at the earliest point possible.

Under normal circumstances, absences for department-approved learning experiences should be governed by the same policies as co-curricular absences, and students should not be penalized in any way. In situations where students miss an excessive number of classes due to the combination of co-curricular activities and department-approved learning experiences, course faculty and the coach, director, or coordinator should consult as soon as possible to determine how to most effectively resolve the schedule conflict. If consensus cannot be reached on how to resolve the scheduling conflict, one or more of these parties may refer the issue to the Academic Procedures and Policies Committee for their consideration—or, if a decision must be made quickly, to the dean of the college. Decisions of the Academic Procedures and Policies Committee may be appealed to the dean of the college.

(approved, Faculty Senate, October 6, 2014; amended January 16, 2017)

COCURRICULAR ELIGIBILITY

Every college-sponsored activity should provide the Curriculum Committee with its eligibility requirements. While those responsible for coaching, directing, or coordinating these activities are encouraged to develop eligibility requirements that suit their particular activity best, the following is the minimum requirement at Concordia College: students participating in college sponsored activities must maintain at least a three course credit load. Students who do not meet this minimum may appeal to the Committee for an exception to the rule, as may directors who have special needs that this policy makes impossible for them to meet.

Any student in residence meeting the minimum eligibility requirements is eligible for participation in cocurricular activities. Exceptions of this policy may be made in cases involving (a) intercollegiate athletics which are governed by MIAC and NCAA regulations; (b) students on probation who may, at the discretion of the Committee on Student Academic Performance and Procedures, have their activities curtailed; c) departments or organizations which may wish to have more stringent eligibility requirements.

EXAMINATIONS

- I.** It is expected of faculty that they announce, well in advance, the due dates for major papers, projects, and examinations:
 - A.** Due dates for major papers or projects should be announced within the first two weeks of class.
 - B.** Dates for major examinations should be announced at least one week prior to the administration of such examinations.
 - C.** “Drop quizzes” may be used if the procedure is announced in advance of implementation.
- II.** Faculty should establish the due dates of major papers, projects, and examinations with due regard for the scheduling of all assignments.
- III.** All regularly scheduled exams should be given during the regularly scheduled class period or final exam period. The scheduling of evening examinations in any day course is permitted only when all of the following conditions are fulfilled:
 - A.** The Registrar’s Office is notified so that the Course Schedule can list all classes offering evening exams.
 - B.** The instructor announces the dates for the evening examinations within the first week of classes.
 - C.** Students who have a conflict between a scheduled evening examination and other scheduled academic or extracurricular activities will be provided with an examination at an alternate time and without penalty.

Any exceptions to these policies must be approved by the Curriculum Committee.
- IV.** Exams are normally administered by the instructor of the course. In the event that this is not possible, exams may be administered by another faculty member or a member of the staff. Students are not allowed to proctor exams.

FINAL EXAMINATIONS

- I.** Whether or not a final exam (or other end-of-the-semester assignment such as a major paper or take-home exam, etc.) is given in a course is the prerogative of the instructor. Such end-of-term assignments are encouraged but not required. Faculty are required to meet their classes during the final exam period in order to meet the Federal credit hour standards.
- II.** If a final exam (or alternate assignment) is assigned, it is to be given (due) during the final exam period scheduled by the Registrar’s Office.
- III.** Where there is an end-of-term examination or a major examination, there should not be a unit examination or a major assignment during the five class days preceding the beginning of the examination period.
- IV.** When there is a comprehensive examination or a unit examination at the end of the term, it should be administered during the final examination period, not during the preceding week of classes.

Guidelines for a “Unit Test”: a test that covers more than two weeks of course work. It may be comprehensive in nature. It may require more than 30 minutes to complete or count more than 10 percent toward the final grade. (Such a test may not be given during the last five class days.)

Guidelines for a test that may be administered during the last five class days: a test or quiz that covers no more than two weeks of course work. It, so far as practical, shall not be comprehensive in nature. It requires less than 30 minutes to complete and counts no more than 10 percent toward the final grade.

- V. Music juries for students taking private instruction and biology lab practicals are permitted during the last five class days along with oral presentations in which work is completed prior to those days.
- VI. In the event that the above requirements detract from the academic value of the class, the department may apply to the dean of the college for a class exemption from these requirements. Departments with special testing requirements are expected to follow the spirit of these guidelines.
- VII. The spirit of these guidelines is to ensure that class testing procedures do not interfere with the preparation for comprehensive final examinations or their equivalent the last five class days of the semester.
- VIII. Faculty are not obligated to change the final exam schedule for the convenience of individual students. Since the final exam schedule is published ahead of time, students are expected to take finals at the times listed in the schedule.
- IX. Students who end up with more than two finals on a given day may request that one of the exams be rescheduled.

It is expected of students that they make every effort to consult with faculty members in advance when unable to complete projects or take examinations on schedule. (Where unusual circumstances make advance consultation impossible, responsibility still lies with the student to contact the faculty member about the matter.)

Your cooperation in abiding by these policies will make the exam period less stressful and a better learning experience for all parties concerned.

STUDENT HANDBOOK

A handbook for students, setting out regulations and giving general information, is available online at <http://www.cord.edu/Studentlife/StudentHandbook/studenthandbook1.php>, maintained by the Student Affairs Office. Faculty are responsible for reading this handbook and are held to the policies contained therein.

COMMENCEMENT, CONVOCATIONS, FACULTY WORKSHOPS

All faculty are required to attend the opening fall workshop, the opening convocation, special convocations, and commencement as part of their appointment at the college. Exceptions can be granted by the dean of the college. Instructions are mailed to faculty prior to each event. Academic garb is required and should be purchased independently; the college bookstore is available as a resource.

ORDERING TEXTBOOKS

Every semester, each faculty member receives an email from the bookstore which includes pertinent information regarding placing textbook orders, timeframe requirements of textbook adoptions and valuable information regarding end of semester buyback parameters. Also included in the email is an attachment which contains the textbook adoption form. Faculty members fill in the required areas of the textbook adoption form and then submit the information to the bookstore via reply email. This form must be completed and returned by the stated deadline in order to ensure that the textbooks required are received before the next semester begins. This also enables the bookstore to offer students lower-cost used books and rental options.

OUTSIDE EMPLOYMENT

A faculty member must not permit any outside employment to interfere with duties at the college. A faculty member

considering outside employment must obtain permission from the dean of the college before accepting outside employment.

SUMMER ACTIVITIES

Faculty occasionally receive requests from various units at the college for their time and services during the summer months. The Promotion, Tenure and Evaluation Committee has developed the following guidelines concerning summer obligations and expectations in relation to the academic year appointment:

I. Requests for services which require a significant amount of time and effort.

This includes summer school teaching, and college-sponsored faculty development activities. Participation is optional. Compensation will normally be granted.

II. Requests for time and services which are traditionally associated with one's position at the college and which do not usually require a large block of time.

Participation by faculty will normally be expected as a part of the regular academic year appointment. Examples might include infrequent meetings of college committees, the writing of recommendation letters for students, duties associated with the hiring of staff and managing of the curriculum (especially by departmental chairs).

III. Requests for time and services which do not logically fall in either of the first two categories, i.e., they require a significant amount of time without compensation and are not normally considered to be part of one's academic-year duties.

Any duties in this category are optional and participation is understood to be voluntary. Decisions not to volunteer one's service will have no negative connotations in the evaluation process.

GRADES

I. Letter Grades

Grades indicated by letters and are defined as follows:

		Grade Points per Course
A	Excellent	4.0
A-		3.7
B+		3.3
B	Good	3.0
B-		2.7
C+		2.3
C	Satisfactory	2.0
C-		1.7
D+		1.3
D		1.0
D-	Minimum Passing	0.7
AU	Audit	0
NG	No Grade	0
NR	No Report	0
F	Failure	0.0
S	Passing Grade (S-U course)	0
U	Failing Grade (S-U course)	0
I	Incomplete	0
W	Withdrawn	0
DR	Dropped Course	0

A. Pass-Fail Registration Option

The purpose of the pass-fail option is to encourage students to try courses in fields other than their major or minor. Students may take a maximum of 8 semester credits or their equivalent (including

transfer credits) on a satisfactory-unsatisfactory (S-U) basis; no more than 4 semester credits per department can be graded on an S-U basis, and a course taken for a grade of S-U cannot satisfy any of the liberal arts Core requirements.

The minimum letter grade for passing with a grade of S is a C-. The grade of U is awarded for D and F level work. Courses offered only on an S-U basis may be taken in addition to the two-course maximum. Nursing courses required for the major cannot be taken on a pass-fail basis.

B. Incomplete (I) Grades

A grade of I is a temporary indicator to a student that assigned course work has been satisfactorily completed to date and that credit may be earned upon completion of all course requirements. The grade of I is issued only when a student has missed examinations or failed to complete course assignments because of serious and prolonged illness or other unavoidable emergencies. The student is responsible for consulting the instructor and initiating the grade of I and the makeup work. Faculty are encouraged to consult with college medical, counseling, or Student Affairs staff before assigning a grade of I.

If justified, an I grade is awarded by the instructor. The instructor will indicate course requirements to be completed, date by which requirements will be completed and received by the instructor (no later than the eighth week of the following semester), and the course grade which will be recorded should the student fail to meet all conditions of the agreement.

If three or more incompletes have accumulated, permission to enroll in any new courses the following semester will be withheld until a student has met with a member of the Student Academic Performance and Procedures Committee to discuss and establish a plan for removing the incompletes and until substantial progress has been made in finishing the incompletes. The final grades for removal of incompletes and conditions are given in the college calendar; they are the dates after which the registrar cannot accept revisions of I grades given the preceding semester.

C. No Grade (NG)

Grades are due by 4:00 p.m. two weekdays after the last day of finals for each semester and Part of Term. Faculty must adhere to this grade submission timeline and all other published guidelines. An NG grade is generated in Banner if a grade was not reported during that assigned grading period. When faculty would like to report the grade, a grade change form will need to be submitted to the Registrar's Office.

II. Schedule for Dropping Courses with No Grade Assigned

Students may drop a course and will not receive any grade in the course if they request to drop the course according to the following schedule:

- A.** Students enrolled in semester courses are able to drop a full-semester course online, on or before the 10th academic day of the semester.
- B.** Students enrolled in Part of Term 2 and 3 courses must drop on or before the 5th academic day of the Part of Term.

In the event of unusual or extenuating circumstances, students may appeal to drop a course after the deadline by submitting the appeal form and the add/drop slip with the appropriate signatures to the Registrar's Office for consideration. Students should know that appeals will not automatically be granted.

III. Reporting Grades

At the end of the first and second semester, and each Part of Term, grades must be submitted electronically two weekdays after the last examination. We urge your cooperation in order to ensure rapid reporting to students. Grade reports cannot be run until all grades are in.

Student grades are to be reported in Banner. The final class roster contains the name of every student enrolled in the course or section.

CHAPTER 4

FACULTY DEVELOPMENT

Revised July 2013

CHAPTER 4: FACULTY DEVELOPMENT

RATIONALE

The college mission statement says nothing directly — but implies much — about the skills and training of faculty. In order to send forth students who are thoughtful and informed, ready to influence the affairs of the world, the faculty must be excellent teacher-scholars, who work from solid bases of training and research to introduce students to disciplined patterns of thought and inquiry. Faculty must be aware of the needs of the world and they must be models of service. Faculty must also be thoughtful about what it means to teach at a Lutheran institution committed to the liberal arts as a means of educating the whole person. Faculty must be able to articulate the links between their teaching, their scholarship, and their service to the world, working as they do within the Christian perspective that Concordia College and its mission create.

Concordia seeks faculty who show promise of fulfilling these expectations, and expects them to continue growing as committed scholar-teachers throughout their careers at Concordia. To aid faculty in this continuing endeavor, the college seeks and creates support for a variety of faculty development programs. Support is available in five areas of development: new faculty orientation, disciplinary research, pedagogy, faith and the liberal arts, and general development.

ELIGIBILITY

Unless otherwise noted, all programs listed below are open to faculty who hold continuing appointments as tenured, tenure eligible, Academically Prepared Fixed Term, Professionally Prepared Fixed Term, Professionally Prepared Continuing Appointment, library faculty, or athletics faculty on full-time or benefit eligible part-time appointment. Tenured faculty must have completed either a formal evaluation or a Tenured Faculty Development Plan, as scheduled by the dean of the college, in order to be eligible for faculty development funds (sabbatical leaves, Centennial Independent Research Scholars Program, Centennial Scholars Program, Professional Growth Allowance, Strategic Initiative grants, Regents Scholars grants, and other faculty development programs offered by Concordia College). Changes in employment status may affect a faculty member's eligibility for further support. Resignation or dismissal from the college will make a (former) faculty member ineligible for support.

FACULTY RESPONSIBILITIES

Several faculty development programs offered by the college require faculty to report on their work to the dean or to colleagues; several programs are also available to faculty on the condition the faculty member will be teaching at Concordia the following academic year, on a continuing appointment. If a faculty member receives faculty development funds and does not submit a required final report, or if a faculty member resigns or is dismissed from the college before the completion of his/her funded work, the faculty member shall refund to the college all such faculty development funds that were awarded. Further, a faculty member who does not fulfill reporting requirements will not be eligible for any subsequent support until he/she has completed obligations called for by the relevant program.

PROGRAMS

I. New Faculty Orientation

All new full-time faculty are required to participate in the faculty/staff orientation that occurs on the Monday and Tuesday preceding the Fall Workshop. These two days orient faculty to the mission of the college and the Lutheran and Liberal Arts identity of Concordia College. In addition, all new full-time faculty are required to participate in a two-year faculty orientation program. The first year provides further elaboration of faculty life in a liberal arts college and the second year focuses on the role of the academic advisor. Sessions are held during community time once per month during the academic year. The associate dean of the college coordinates this program. In addition, new faculty can volunteer to participate in the new-faculty mentoring program provided through the Dovre Center for Faith and Learning. Faculty typically participate in this one-year program during their third year or beyond. The director of the Dovre

Center coordinates this program.

II. Funding for Disciplinary Research

Research in one's own discipline nourishes a faculty member in the development of disciplinary skills, methods and theories; allows one to explore and master new areas of study; and encourages and makes possible membership in communities of scholars both in and beyond the college. More importantly, disciplinary research renews faculty for their teaching by presenting new intellectual challenges and reaffirming a kinship with that aspect of their research which led them to their disciplines in the first place.

Concordia College offers two categories of funding for disciplinary research, competitive and non-competitive.

A. Competitive programs. Funds are available on a competitive basis through several Concordia-sponsored programs.

1. Sabbatical leaves

a. Purpose

The sabbatical leaves program recognizes the important role that growth, development and renewal play in the career of a faculty member. The purpose of the Concordia sabbatical program, which is overseen by the Professional Growth Committee, is to provide funded opportunities for faculty to engage in activities which enhance their effectiveness as teacher-scholars. The ultimate purpose is to maintain a vibrant, engaged and up-to-date community of teacher-scholars.

b. Eligibility

1. The applicant must have been a full-time faculty member of Concordia College for seven years at the time the leave period begins. See the Sabbatical leaves section titled "Procedure for Reapplication and Renewed Eligibility" for eligibility regarding subsequent sabbaticals.
2. To be eligible one must be a full-time faculty member as defined in Articles 2.1, 2.3, or 2.4 of the Faculty Constitution and have an appointment which continues through the following academic year.
3. Termination of employment must not be contemplated either by the faculty member or by the college.
4. In cases where eligibility is in question, the academic dean in consultation with the department chairperson will make the determination.

c. Leave Period

1. Sabbatical leaves may be granted either for one year or for one semester.
2. The summer period may be considered part of the leave.
3. Deviations from the standard leave periods will be considered. Such arrangements should be carefully justified in the application to the Professional Growth Committee.

d. Conditions of Support

1. A sabbatical leave for a full year is supported by 60 percent of the academic year salary the faculty member would have received for full-time duty at the college. A sabbatical leave for one semester is supported by 90 percent of half of the academic year salary the faculty member would have received during the leave year. The salary savings will be allocated to fund the replacement costs of sabbatical leaves. Additionally, some money is set aside each year in a budget specifically designated for the sabbatical program.
2. Faculty on full-year leaves are encouraged to seek outside funding to supplement their income and to help them achieve the objectives of their sabbatical plan.

3. The faculty member continues to participate in all fringe benefit programs with the college continuing its matching contributions.
4. Arrangements regarding Social Security and income tax deductions are made through the Business Office in a manner satisfying state and federal law.
5. Departments will attempt to avoid the necessity of engaging a full-time replacement for members on sabbatical leave by finding qualified persons in the area to work on a part-time basis or by adjusting the schedule of course offerings. It is recognized that in some cases the above options will be inadequate and full-time replacements will be secured.

e. Procedure for Application and Associated Details

1. Application forms for sabbatical leaves are available on the Academic Affairs website.
2. Applications for sabbatical leaves must first be submitted to department chairs. The role of the chair is to make recommendations regarding options available for the replacement of the applicant if the leave is granted (See the “Conditions of Support” section above). The chair will coordinate applications so that, ordinarily, only one person from the department will be on leave at any given time. However, in large departments, more than one person may be on sabbatical simultaneously (See remainder of this section for details).
3. In the event of multiple leave requests from any one department, approval of the academic dean and the department chair shall be obtained before the applications are made.
4. Applications for sabbatical will be typically made in the academic year before the proposed sabbatical leave. In exceptional circumstances, applications may be made up to two academic years before the proposed leave but not later than one year before the proposed leave.
5. The Professional Growth Committee will review all applications. Application does not guarantee acceptance; the committee may reject the application because it lacks sufficient quality to warrant funding or does not follow proper application procedure. The number of leaves granted under this program cannot exceed the number permitted by the budget. The number will vary in light of replacement costs and budgeted funds.
6. Notification of acceptance or rejection of applications will ordinarily be made no later than January 15.
7. No more than 15 percent of the tenured faculty will be awarded sabbatical leaves for any particular academic year.
8. In departments with six or fewer tenured faculty, normally no more than one sabbatical per semester will be awarded. The department chair and the dean will resolve unusual situations. In departments with seven or more tenured faculty, no more than two sabbaticals per semester will be awarded.
9. Departments must develop a sabbatical scheduling plan that avoids bunching of faculty requests; this plan must be filed with the academic dean. The plan should be updated regularly as some faculty leave and others enter the tenured ranks of a department.
10. Departments should make every effort to avoid the necessity of hiring full-time replacements for faculty on one-semester leaves. When a person is on sabbatical for a full year, a full-time replacement will be considered. When two persons are on sabbatical in the same term from the same department, only one will normally be replaced by a full-time replacement.
11. Faculty on sabbatical replacement appointments will be known as visiting instructors/professors.
12. Persons on sabbatical may have to make their offices available to replacement faculty if

office space is short.

f. Criteria for Approval of Applications

1. The quality of the proposal will be the dominant factor in its approval. Requests must be based on well-conceived, carefully-written plans of action for the sabbatical term and should ideally enhance the college in areas of teaching or scholarship. The Professional Growth Committee will weigh the merit of the proposal and use the following criteria in recommending sabbaticals for approval; the project is compatible with the department's statement on scholarship, the applicant has or could acquire the skills to undertake and complete the project during the proposed timeline, the project will positively contribute to the applicant's maturation as a teacher-scholar, and the applicant has demonstrated success on similar endeavors or a prior sabbatical.
2. In the case of equally meritorious proposals, priority will be given to the applicant with the greatest number of years of service at the college without a sabbatical.

g. Post-sabbatical Report

1. As a condition of sabbatical leave, the Professional Growth Committee requires that a post-sabbatical report be submitted to the committee through the academic dean no later than Oct. 1 or Feb. 15, whichever date occurs soonest after the completion of the sabbatical.
2. The post-sabbatical report should include at least the following points:
 - a. A detailed description of how the original program planned for the sabbatical leave was achieved (or modified) during the course of the sabbatical.
 - b. Any notable results of the leave in terms of publications or other forms of professional recognition.
 - c. The benefits which will accrue to the faculty member, the department and/or the college as a result of the leave.

h. Return to the College

The person granted a leave under this plan is expected to return to Concordia College for at least one (1) year following the leave. In the event the faculty member fails to return to Concordia College for one (1) year of service after the conclusion of the sabbatical, the faculty member shall refund to the college such funds awarded during that sabbatical period.

The sabbatical plan must include a signed agreement to submit a written report of the results of the sabbatical to the Professional Growth Committee through the academic dean upon conclusion of the sabbatical leave. The faculty member shall agree in writing to return to Concordia College for at least one (1) year of service after the conclusion of the sabbatical.

i. Procedure for Reapplication and Renewed Eligibility

1. A person whose application was not granted may reapply the following year.
2. After having been granted a sabbatical leave – for either one or two semesters – under this program, a faculty member shall become eligible for a subsequent sabbatical following six years of further service.
3. If a person leaves the employ of the college but is re-engaged later, eligibility in the sabbatical leaves program is retained; however, the absent years are not counted.

2. **The Centennial Independent Research Scholars Program.** This program supports research activity conducted by faculty members in their own academic disciplines. Viable projects include those using methodologies or skills appropriate to a specific discipline to explore current problems in social issues, questions of values, issues of institutional significance, and/or questions of importance in that discipline. Independent research should be conducted in the summer months. Independent Research Scholars will receive an initial summer stipend of \$3,000 and a final stipend

of \$500 upon completion of a paper and public lecture. A limited amount of funding is available for project research costs.

To be eligible, faculty must hold a full-time appointment through the academic year following the summer research period. Independent Research Scholars agree to complete two months' full-time work on the research project during the summer, without teaching or other responsibilities such as workshops or seminars. Scholars will prepare a research-based paper in a style appropriate to a professional journal in the researcher's discipline, submitted electronically to academic@cord.edu. This paper will serve as the basis for a public lecture to be given in the academic year following the summer grant research.

Applications for funding must be made to the Professional Growth Committee by January 15. Application forms are available on the Academic Affairs website. Applicants will ordinarily be notified within thirty days of the committee's decisions.

- 3. The Centennial Scholars Program.** This program brings together faculty and students as co-inquirers on a research project. Eligible projects include those using methodologies or skills appropriate to a specific discipline to explore current problems in social issues, questions of values, issues of institutional significance, and/or questions of importance in that discipline.

The college expects to choose one or more faculty members as Centennial Scholars each year. Once chosen, each faculty member then chooses two students to serve as co-inquirers on the specific research project. To be eligible, faculty must hold a full-time appointment through the academic year following the summer research period.

Faculty Research Scholars will receive an initial summer stipend of \$4,000 and a final stipend of \$500 upon completion of a paper and public lecture. Up to two student co-inquirers will be paid \$340 per week, subject to taxes and other withholdings, for full time work on the project (40 hours per week for up to 8 weeks). During the scope of the summer research project, students must not take summer school classes or hold other on-campus/work study employment. Limited funding is available for project research costs. Mentors and co-inquirers must submit a learning agreement to the director of undergraduate research prior to the beginning of the project.

Faculty Research Scholars agree to complete the equivalent of two months' full-time work on the research project during the summer, with no other commitments during this time such as summer school, workshops, and seminars. One summer school course may be taught, but not during the duration of the summer research. Scholars will involve students in the research project and when feasible, in the public presentation. Scholars will complete a research-based paper in a style appropriate to a professional journal in the researchers' discipline, submitted electronically to academic@cord.edu. This paper will serve as the basis for a public lecture to be given in the academic year following the summer grant research.

Applications for this program must be made to the Professional Growth Committee by January 15. Application forms are available on the Academic Affairs website. Applicants will ordinarily be notified within 30 days of the committee's decisions.

- 4. Hendrickson Fine Arts Summer Study Grants.** The college awards summer study grants to assist faculty members in the departments of art, music, and theatre in a summer study activity, such as attendance at a university summer session, participation in special summer institutes, seminars, conferences or short courses, and/or expenses related to a research project.

Funding may be used for transportation, housing and food away from home, and study costs for the applicant, but may not be used to offset costs to the applicant's family, nor to supplement the applicant's salary. Individual awards will, as a general rule, not exceed \$1,250.

Applications for funding must be made to the Professional Growth Committee by January 15. Forms are available on the Academic Affairs website. Applicants will ordinarily be notified within thirty days of the committee's decision. A brief report on funded activities should be submitted electronically to academic@cord.edu by Oct. 1 of the next fall semester. Grant award letters will contain details of additional reporting required, according to guidelines established for the endowment from which these funds are awarded.

B. Broad-based development opportunities. In order to help all faculty with the costs associated with disciplinary development, the college makes funding available on a non-competitive basis. Two types of funding are currently available.

1. Professional Growth Allowance

Each faculty member on an academic-year appointment is given a Professional Growth Allowance, to be used for professional development. These funds may be used to attend teaching workshops, professional society meetings, memberships in professional organizations, journal subscriptions, books, computer software, etc. Funds may be allocated at the discretion of the individual faculty member; however, all expenses must be approved by the division chair.

All tenured, tenure eligible, Academically Prepared Fixed Term, Professionally Prepared Fixed Term, Professionally Prepared Continuing appointment, library faculty, and athletics faculty teaching half-time or more are allowed up to \$1000 annually, prorated based on faculty FTE, which includes \$500 for travel expenses and \$500 for general expenses. Travel funds must be used to pay for food, lodging, and transportation related to professional development activities; these funds may accumulate to a maximum of \$1,000. General funds may pay for travel costs as well as other types of expenses (journals, books, etc.); general funds may accumulate to a maximum total of \$1000. Travel expenses will be paid out of travel funds first; if travel expenses exceed the level of travel funds, the remainder will be paid out of the faculty member's available general funds.

Faculty on sabbatical will receive their regular allowance for the academic year.

Funds are available to faculty on May 1 for the following academic year. Faculty members leaving the employment of Concordia College will have until the end of their last semester to use funds in their allowance. Faculty whose employment at Concordia College comes to an end during summer months will become ineligible for any Professional Growth funds beyond those awarded for previous academic years.

Money from Professional Growth Allowances may be spent only if funds are present in a faculty member's allowance at the time a requested expense occurred: i.e., a faculty member may be reimbursed for a book purchased in April only if funds are still available in that person's allowance on the date the book was purchased. Faculty may not spend funds in advance, nor may funds be disbursed to cover expenses occurring in a prior fiscal year. The only exceptions allowed under these rules are that faculty members may pay airfare costs and/or conference fees for events taking place during the next fiscal year if funds are available when these costs are submitted.

Faculty may request reimbursement for expenses by submitting a reimbursement request with detailed receipts to Academic Affairs. Faculty can contact Academic Affairs if they have questions on the current balance in their Professional Growth Allowances.

2. Conference Travel Funds

Limited funds are available in the Conference Travel Account to assist faculty members who make presentations of scholarly research (including artistic endeavors) at professional meetings. These funds may be used for transportation expenses.

Complete a Conference Travel Fund Request form before travel arrangements are made, and submit it to the dean's office to request support from this account. Any faculty member who provides evidence of formal participation in a professional meeting (such as a printed program or an invitation to participate in a panel discussion, etc.) is eligible for support. The account covers transportation costs of up to \$500 within the United States and up to \$1,000 for travel abroad. Funds are available on a first-come, first-serve basis, and an individual may use this account only once each fiscal year.

III. Pedagogy Development

The college's emphasis on liberal arts leads faculty to be aware of ways in which they can better train students in critical thinking, interdisciplinary modes of inquiry, and multicultural awareness as well as

facilitate and draw on learning through technology. Both competitive and non-competitive funding is available to help faculty meet pedagogical development needs.

A. Competitive programs

- 1. Centennial Classroom Research Grants.** This program is designed to strengthen faculty inquiry and teaching by direct involvement in pedagogical research. Research projects involving curricular issues may be included in these projects. The college expects to name one faculty member each year as a Centennial Classroom Research Scholar; that faculty member then chooses two student co-inquirers to collaborate with him/her on specific research projects.

To be eligible, faculty must hold a full-time appointment through the academic year following the summer research period. Faculty Research Scholars will receive an initial summer stipend of \$4,000 and a final stipend of \$500 upon completion of a paper and public lecture. Up to two student co-inquirers will be paid \$340 per week, subject to taxes and other withholding, for eight weeks full time work on the project (40 hours/week). During the scope of the summer research project, students must not take summer school classes or hold other on-campus/work study employment. Limited funding is available for project research costs. Mentors and students must submit a learning agreement to the director of undergraduate research prior to the beginning of the project.

Faculty Research Scholars agree to complete the equivalent of two months' full-time work on the research project during the summer, with no other commitments during this time such as summer school, workshops, and seminars. One summer school course may be taught, but not during the duration of the summer research. Scholars will involve students in the research project and when feasible, in the public presentation. Scholars will complete a research-based paper in a style appropriate to a professional journal in the researchers' discipline, submitted electronically to academic@cord.edu. This paper will serve as the basis for a public lecture to be given in the academic year following the summer grant research.

Applications for this program must be made to the Professional Growth Committee by January 15. Application forms are available on the Academic Affairs website. Applicants will ordinarily be notified within thirty days of the committee's decisions.

- 2. Other grants as they become available**

In the past Concordia College has received funding for pedagogical development from outside organizations such as the Bush Foundation and the Knight Foundation. The college will continue to seek these funds. The division chair will inform faculty as these funds become available.

B. Broad-based development opportunities

- 1. Consultation Support.** There are opportunities to receive support and consultation from Concordia faculty or administrators whose consulting activity is supported by development funds.
 - a. Chief Information Officer.** The CIO will oversee programs designed to assist faculty on developing ways to use technology in their teaching appropriately and effectively. He or she will also oversee and coordinate the work of others assigned to assist faculty with technology equipment and concerns.
 - b. Director of Student Leadership and Service.** The director will support all faculty who would like to use service projects (options are available across a wide spectrum of models) to demonstrate the principles they are teaching in their courses.

- 2. Teaching and Learning Forum**

This program provides a forum for informal discussions of teaching and learning. All faculty are invited to attend, particularly newer faculty. The academic affairs office is responsible for scheduling topics, times and locations of events. These are announced throughout the semester.

IV. Faith and the Liberal Arts

Concordia College is committed to its Lutheran heritage and to liberal arts education. It fosters an

intellectual community informed by its faith history; alive in its present self-understanding, disagreements and challenges; and active in its encouragement of Christian love of neighbor. It is in the spirit of respectful dialogue and not indoctrination that the college sponsors (or co-sponsors) programs which encourage faculty to explore what it means to teach at a liberal arts college of the Lutheran church in a collaborative environment of academic freedom.

- A. College-Sponsored Programs.** The Dovre Center for Faith and Learning offers a variety of programs which change from year to year. Programs will be advertised and participation by faculty will be solicited by the Center as these programs occur.
- B. College-Sponsored Conference Attendance.** Concordia wishes to support discussions among faculty and Lutheran institutions and so provides funding for attendance at Lutheran-sponsored conferences.
 - 1. Association of Lutheran College Faculties Conference.** The college will pay full travel, lodging, and registration costs for two faculty members to attend this conference. All faculty on continuing appointments are eligible to attend, although full-time faculty will receive preference. Interested faculty members are asked to contact the faculty development coordinator.
 - 2. “The Vocation of a Lutheran College” Conference.** Concordia and the ELCA will pay full travel, lodging, and registration costs for three faculty members to attend this conference. Participation is by invitation, though expressions of interest are welcome. Full-time faculty will receive preference.

V. General Faculty Development

In addition to development funds tied specifically to research, teaching, and faith and the liberal arts, Concordia College offers faculty other opportunities for professional growth.

A. Summer Workshops

The college sponsors summer workshops to provide a variety of opportunities for professional growth. The number of workshops and their topics change from year to year. Announcements are made in March or April; faculty may register after topics are announced.

B. Attendance at conferences sponsored by the college

In collaboration with other colleges, Concordia participates in a number of annual and semi-annual conferences, including the annual fall Nobel Conference and the January AAC&U Annual Meeting. As part of our commitment to these conferences, the college regularly supports small delegations of faculty members to attend, covering registration and travel costs for those persons. Faculty can express interest in attending by contacting the faculty development coordinator.

C. External grants

In addition to maintaining the Centennial Research grants, Concordia actively pursues support from a number of independent granting organizations. When faculty seek a grant, they are to first notify the director of foundation relations and research grants by completing a Grant Initiation form. Individual faculty members are encouraged to seek out help from external sources such as the National Endowment for the Humanities, the National Science Foundation, the National Institutes of Health, the Fulbright Fellowship program, and state and local grants supporting the sciences and humanities.

D. Leaves for professional growth with external support

Faculty members are encouraged to take advantage of non-college funding sources for pre-doctoral and post-doctoral leave support. Program information for funding sources is regularly sent to the faculty development coordinator and then distributed to faculty.

Leaves should have the approval of the department chair and the dean of the college. The president rules as to whether or not time on a leave supported by external agencies shall be counted toward the tenure probationary period or as years of service toward promotion. Fringe benefits are handled in the same manner as during an unsupported leave of absence.

CHAPTER 5

FACULTY COMPENSATION AND BENEFITS

Revised July 2013

CHAPTER 5: FACULTY COMPENSATION AND BENEFITS

FACULTY APPOINTMENTS AND ANNUAL RENEWAL LETTERS

Concordia College offers the following types of faculty appointments: Tenured, Tenure-Eligible, Academically Prepared Fixed-Term, Professionally Prepared Fixed Term, Professionally Prepared Continuing, Library faculty, Athletics faculty, Visiting, Adjunct and Administrative appointment faculty.

Each faculty member is given an appointment form when initially employed. The appointment form contains provisions related to technical conditions of employment and personal behavior. Faculty members' services are required beginning with faculty orientation and continuing through the following spring commencement and submission of grades, unless special arrangements have been made for a longer period.

The technical conditions of the appointment include type of appointment, length of term, initial academic rank, initial salary, the department to which the person is assigned, agreement to participate in required financial security programs, and initial status with respect to tenure regulations. The standard teaching assignment for tenured, tenure eligible, fixed term appointment and visiting faculty is the equivalent of three full courses per semester or six courses per academic year. Course (or equivalent) assignments are determined by the department chair in consultation with the faculty member and with the approval of the dean.

The appointment conditions regarding personal behavior state that faculty members will reveal by precept and example that they are in sympathy with the basic purposes of the college and that they will use their positions to contribute to the mission of the college.

By April 15, each person retained for the following year receives information about applicable compensation and benefits.

SALARY POLICY

Each year, the dean of the college reviews overall salary conditions and makes a recommendation to the president for salary allocation. Salary increases are not automatic; they depend on a variety of factors including, but not limited to, availability of funds, length of service and merit. The salary for a new appointee is determined by the salary range for the proposed rank of the appointee, the experience of the appointee, the appointee's qualifications, and conditions of supply and demand in the appointee's field.

Faculty members with grievances about salaries may appeal to the dean of the college.

BENEFITS FOR SHORT-TERM LEAVES OF ABSENCE

I. Short-term Disability

Concordia College provides paid leave to faculty during necessary periods of absence for physical and mental illness, pregnancy-related complications and postpartum recovery, accidents, exposure to contagious diseases, or emergency attendance upon a member of the immediate family. A confirming recommendation for leave of absence by an attending physician is required for medical conditions. A faculty member should consult with the department chair and receive approval for the leave from the dean. Paid leave, including salary and institutional contributions to benefit programs, may be granted to the extent considered reasonable and necessary but shall not exceed six months. If a faculty member has a medical condition that will not allow adequate fulfillment of his or her job for longer than six months, the faculty member is eligible to apply for Teachers Insurance and Annuity Association (TIAA) disability payments provided he or she is enrolled in this plan. The disability plan is optional, but faculty are strongly urged to carry such protection; the plan is inexpensive yet generous in coverage.

II. Other Leaves of Absence

Faculty may request a leave of absence for jury duty, military duty, or extraordinary circumstances through their department chair. Each situation will be individually evaluated and granted by the dean of the college. Under certain circumstances, faculty members may request an unpaid leave of absence for up to one year.

To be eligible for leave, generally, at least three years of service for those employed on at least a half-time basis is required. The dean of the college, in consultation with the department chair, will review the request taking into account the faculty member's work record, length of service, nature of the request, and the work needs of the department. The dean and president will act on the request.

An unpaid leave will not be counted toward completion of the probationary period for tenure or for time of service toward promotion unless the dean of the college and faculty member initially agree to count the leave period. Retirement benefits will not accrue during the period of unpaid absence, although insurance coverage may be continued if the faculty member pays the full premium. Some insurance coverage may continue under the COBRA Continuation of Coverage laws. See also "Sabbatical Leaves" and "Leaves for Professional Growth with External Support" in Chapter 4, "Faculty Development."

See the Concordia College employee handbook for information on compensation, benefits, and policies.