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BAKER
UNIVERSITY

COLLEGE OF ARTS AND SCIENCES
FACULTY HANDBOOK

May 2017 Edition

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UNIVERSITY MISSION

Baker University is committed to assuring student learning and developing confident, competent, and responsible contributors to society.

College of Arts and Sciences Mission

The College of Arts and Sciences prepares students for a lifetime of continued intellectual, professional, and personal development. Graduates will be responsible global citizens who think critically, communicate effectively, act ethically, serve generously, and live fully.

Core Values

Student Learning, Development and Success

We are passionate about student learning, development and success. We will provide a challenging, yet supportive, learning-centered educational experience that reflects a concern for academic excellence, sensitivity to changing and emerging student, stakeholder, and market requirements, and attention to the factors that influence student learning, development, fulfillment, and success. We will build a living-learning environment that promotes student engagement and ignites in our students a passion for life-long learning. To do so, will require focus on organizational learning and agility.

Community

Our commitment to community represents the essence of our campus culture. We will adopt policies, procedures, and practices that promote attention to individual needs and aspirations, as well as those that strengthen our University and the broader community which we serve. We value diverse perspectives and promote actions that demonstrate mutual respect among all members of our local community, and the global community of which we are a part. We will actively engage students, faculty, and staff in integrated learning communities that foster synergistic connections among and within academic disciplines, task groups, and social clusters. We will seek ways to partner with our extended community to promote mutual enrichment, professional progress, and the greater good.

Character

We understand that virtuous character development is a life-long pursuit. Therefore, we encourage continued character development for students, faculty, and staff. We will seek and develop faculty and staff who will model ethical behavior, principled decision making, and personal integrity in ways that will inspire these characteristics in our students. We will integrate ethics and analytical thinking throughout our curriculum and adopt an ethos of ethical character development in our approach to athletics, co-curricular activities, student discipline, and employee relations.

Civic and Social Responsibility

We are committed to the traditional United Methodist concerns for social justice and service to others, and we will seek faculty, staff, and students who share this concern, regardless of their faith tradition. We will encourage a sense of social responsibility among members of our community by integrating academics, student development, co-curricular activities, university governance, and community-service programs in ways that promote understanding of public policy and encourage activism, service to others, leadership development, and a life-long commitment to civic and social engagement.

PREFACE

The Baker University College of Arts and Sciences (CAS) Faculty Handbook, contained in this cover, is one of several internal documents that provide important information for the faculty of Baker University. The CAS Faculty Handbook contains information about the responsibilities of the faculty member to the University and the responsibilities of the University to the faculty member. The Handbook is written for the members of the faculty. Chapters of the handbook are reviewed annually by the Faculty Grievance Committee (FG) and are subject to amendment as indicated in the Faculty Constitution. Appendices to the handbook contain material that is generally provided by the administrative bodies of the university.

Upon employment, faculty are provided with an Employment Policies Handbook which provides important information on employment and wage practices, benefits, and standards of conduct. Employees acknowledge receipt of that information, are responsible for reading and complying with the policies, and are responsible for keeping informed of changes to University policies and procedures. The Employment Policies Handbook can be found at: http://www.bakeru.edu/images/pdf/HR/employment_policies_faculty.pdf. Other documents of interest to the Baker University Faculty are the Baker University Faculty Constitution, the Baker University Faculty Constitution Bylaws, and the Student Handbook.

The Baker University Faculty Constitution and Bylaws outlines the University faculty governance structure. Each part of the structure is described and its powers and authority defined. It also includes those rules that are so important that they should not be changed except by a lengthy amendment process which includes approval by the Board of Trustees. The intended audience for the Faculty Constitution is the Board of Trustees, University administrators, and members of the faculty.

The Bylaws section includes rules and procedures that guide the faculty in carrying out its governance responsibilities in its assemblies and committees. The Bylaws apply to the faculty governance structures of the University Academic Council, the College of Arts and Sciences, the School of Professional and Graduate Studies and the Baker University School of Nursing. Within the College of Arts and Sciences, the Bylaws apply to the Faculty Senate, committees and other appointed bodies.

The Student Handbook (link found at <https://www.bakeru.edu/current-students/current-students-bc/>) contains University policies, procedures, and standards of conduct that apply to all University students. Faculty are expected to be aware of the policies, procedures, and practices so that they can guide students to act within these parameters.

CHAPTER I: THE EMPLOYMENT PROCESS

FACULTY APPOINTMENTS

Faculty Searches

The Chief Academic Officer of the College of Arts and Sciences (hereinafter called the Dean), in consultation with the President, is responsible for making any additions to or deletions from the number of faculty positions. Whenever an adjustment in the number of faculty positions within any academic department is contemplated, the chair of the department is expected to provide information to the Dean.

The search for a new faculty member is led by the chair of the department in which the vacancy exists with assistance from the Dean. The department chair is expected to work in collaboration with the Dean to develop a job description of the position to be filled. The department chair works with the Dean to combine a search committee that is responsible for reviewing the credentials of all candidates for the position.

The following criteria are used in the selection of new faculty members:

1. Evidence of teaching ability and performance, or evidence of the potential to be an effective teacher;
2. Commitment to college mission, core values, and educational goals;
3. Educational preparation and qualifications, including degrees earned and relevant experience;
4. Evidence or promise of professional scholarship, production, performance or other activity relevant to the field of expertise;
5. An understanding of and commitment to effective academic advising;
6. Professional responsibility and integrity;
7. Commitment to the University's general education program;
8. Promise of continued professional development.

The Dean, in consultation with the department chair, will make appointment recommendations to the President.

Contracts can be offered only by the President, or this authority can be delegated to the Dean by the President.

The rank associated with an initial faculty appointment, except in unusual cases, shall be consistent with Baker University academic rank qualifications.

TERMS OF EMPLOYMENT

Academic Ranks

Instructor. Appropriate for individuals who do not possess the terminal degree appropriate for their discipline and who do not hold a tenure-track position.

Assistant Professor. Appropriate for individuals who have fewer than four years of full-time college teaching experience and who have either the terminal degree or are in a tenure-track position. Promotion to this rank is also appropriate for instructors who have demonstrated teaching effectiveness and conscientious academic advising at Baker.

Associate Professor. Appointment or promotion to the rank of Associate Professor is appropriate for those members of the faculty who have demonstrated excellence in teaching and/or learning support, who provide conscientious academic advising, who show evidence of other professional service and achievement, and who hold the appropriate terminal degree.

Professor. Appointment or promotion to the rank of Professor is appropriate for individuals who provide distinction to the University as teachers, who have demonstrated research or creative activities consistent with high standards of their academic discipline, who provide conscientious academic advising, serve as a mentor to junior faculty, and who are recognized as leaders in the academic community. Generally, a minimum of ten years of full-time teaching experience is required prior to consideration for the rank of Professor.

Learning Resource Faculty. The title Learning Resource faculty member is appropriate for (a) librarians who hold at least a master's degree in an appropriate field or (b) Learning Resource Center personnel who hold at least a master's degree in an appropriate field.

Adjunct Faculty. This designation is for those contracted to teach or serve on an individual course or comparable assignment basis on a non-tenure track appointment.

Distinguished Visiting Professor. This designation is for individuals with appointments of short-term service to the University and a national reputation for scholarship, artistic creativity, religious leadership or public distinction.

Senior Professor. The assigned rank for former full-time tenured faculty members teaching under the Senior Professor program as specified in the Handbook.

Professor Emeritus. Designated by the Board of Trustees to faculty who have provided distinguished service to Baker University over an extended period of time.

Administrative Faculty. The title of Administrative Faculty Member is appropriate to full-time administrative personnel who have University appointments designating rank, discipline, and academically-related administrative responsibilities. Administrative Faculty Members include the President, Provost, and CAS Dean.

Contracts

On or before March 15 each year, contracts will be offered to all tenured faculty and those non-tenured faculty who have been recommended for contract renewal.

The contract shall stipulate the period of service, the salary offered, the teaching load for the period stipulated, specific duties of the position, and any other special provisions as required (such as the year of tenure review for tenure-track appointments, or the term of appointment for non tenure-track appointments).

Signed contracts are due in the Office of the Dean on or before March 31 following their issuance. Failure to return a signed contract by April 15 shall be regarded as resignation. The Dean, after consulting with the department chairs, may grant an extension of the notification date of April 15 for contract acceptance or resignation.

Teaching Loads

Teaching loads at Baker University are established after due consideration of teaching effectiveness and faculty responsibilities outside the classroom. Partial reassignment of teaching load for administrative duties or special university service is not automatic and must be negotiated on a case-by-case basis.

The standard teaching load for a full-time academic faculty member shall be twenty-four credit hours per academic year. Adjustments may be made when the responsibility for a course is shared, where course enrollments are unusually large or small, or where a significant portion of the faculty member's time is devoted to small group or individual instruction. Such adjustments must be negotiated between the Dean and the faculty member, in consultation with the appropriate department chair or division director.

Teaching activities of Learning Resource and Administrative faculty may differ in nature and quantity from those of Teaching Faculty. Individual contracts emphasize the unique responsibilities of each position.

Teaching Overloads

Under extraordinary circumstances, the necessity for a faculty member to exceed the normal teaching load may arise. When such a need arises, any additional teaching responsibilities will be negotiated by the faculty member and the administration.

The responsibility for offering independent courses of study is at the discretion of the faculty member with the approval of the appropriate department chair and the Dean, and is generally not considered to be an overload.

Faculty Salaries

Baker University proposes to maintain an equitable compensation schedule for the faculty. Factors including length of service, professorial rank, performance of assigned duties, quality of teaching or scholarship, and unique contributions to the University and to the community at large will be considered in determining salaries

Recognizing that equitable salary structures are essential to the good of the University, the Education Committee of the Board of Trustees in consultation with the Dean and the President, are charged with moving compensation schedules toward equity as rapidly as possible. The President shall report annually to the faculty and the Board of Trustees on salary and compensation.

Supplemental Compensation

Stipends are provided to faculty members assuming responsibilities beyond the terms of the contract for the academic year. These arrangements are by mutual agreement between the faculty member and the administration.

1. Department Chair. A stipend is provided to chairpersons, and a reduction in teaching load may be provided chairpersons with extensive administrative duties
2. Department Assessment Coordinator Department assessment coordinators (DAC) are responsible for ensuring the continued development of a program of departmental program assessment aimed at enhancing student learning through intentional curriculum revision based on assessment data. The DAC should work with the chair to ensure that assessment data is appropriately collected, stored and utilized in making curricular decisions. The DAC is responsible for coordinating with the chair to submit departmental assessment reports in a timely manner.

The DAC represents his/her department at the meetings of the CAS Program Evaluation and Outcomes Assessment (PEOA) Committee and is responsible for keeping the department on track within the seven-year process outlined for programs and departments by the PEOA (see below).

Service as DAC will be reflected in the DAC's contract and compensated with a stipend.
3. Interterm. A faculty member may propose an Interterm course to the Educational Programs and Curriculum. If the course is approved by EPC and receives sufficient enrollment, the faculty member will receive an additional stipend for teaching the course.
4. Teaching Overload. Compensation is normally a set fee per hour of overload.
5. Summer School. Stipends are standardized, by rank. The right to cancel classes with very low enrollment is reserved by the University.
6. School of Professional and Graduate Studies. Participation in these programs provides a standard stipend established by the administration. Faculty members may teach in these programs only if participation does not adversely affect their primary responsibilities at the College of Arts and Sciences. Written permission of the Dean is required prior to signing a teaching contract with SPGS.

Change in Duty Assignments

All contracts issued to faculty members (part-time and full-time, tenured and non-tenured) contain a statement that specifies the teaching load and other unique responsibilities for which the faculty member will be held responsible during the period of the contract.

Occasionally, due to unforeseen circumstances after a contract has been signed, it may be necessary for the University to seek changes in the teaching load or special duty assignments associated with a contract.

When the new agreement is reached between the faculty member and the Dean, a new statement of assignments and duties is prepared by the Dean. It is assumed that these changes will be made in consultation with the appropriate department chair.

CHAPTER II: PROFESSIONAL RESPONSIBILITIES

The basic responsibilities of Baker University Faculty include teaching, student advising, professional development, university and community service, and appropriate professional conduct. Further information regarding these responsibilities is detailed in this chapter.

In addition, faculty members are expected to involve themselves in other important activities of the University. Faculty are expected to attend faculty and departmental meetings on a regular basis. They are also expected to attend commencement and convocation ceremonies in appropriate academic regalia. Further, faculty are expected to assist the university in its recruiting efforts by participating in campus visits and off-campus events when possible as well as attending major student recruitment events. Faculty are expected to maintain a familiarity with the library and its holdings, making appropriate recommendations for addition and expansion.

The University intends no constraints on the non-professional activities of the individual but acknowledges that such activities should not, in any way, interfere with the faculty member's obligations at the University which constitute the faculty member's primary employment.

INSTRUCTION

Basic Duties

Faculty are expected to focus a major portion of their academic efforts on the scholarship of teaching and instructional activities including course preparation, classroom teaching, and evaluation of students. The following are specific responsibilities in this area.

1. **Course preparation:** Teaching Faculty are expected to invest heavily in their own professional development and to maintain current knowledge of advances in their academic discipline, integrating new knowledge and approaches where appropriate. In addition, faculty are expected to keep abreast of changes in teaching methodologies that may be appropriate to the subject matter. Faculty should prepare syllabi that are consistent with institutional and departmental learning outcome goals. Course syllabi must list course-specific learning objectives and a plan of study, the components and calculation of the final course grade, and the course attendance policy.
2. **Classroom teaching:** Teaching Faculty members are expected to hold and attend class as indicated in the academic calendar. Further, faculty members are expected to provide students in a timely fashion with appropriate syllabi, assignments, and information regarding course evaluation and completion. In addition, faculty should provide students with appropriate information regarding their progress in the course, including timely return of tests and written assignments.
3. **Evaluation of students:** faculty must evaluate the accomplishment of each student and report the evaluation to the office of the Records & Registration when requested.
4. Faculty will provide students with an opportunity to assess teaching effectiveness and the quality of the course. Except in unusual circumstances, the faculty member shall administer

course evaluation materials as approved by the Dean and the Tenure and Promotion Committee.

5. Office hours: Teaching Faculty shall set and observe regular office hours of at least four hours per week.

Student Academic Misconduct

It is the responsibility of the faculty member to comply with academic misconduct policies and procedures, as set out in the Student Handbook.

Student Attendance

The faculty member shall report students who have irregular attendance or cease to attend classes to the Office of the University Registrar.

Administrative withdrawal procedures may be initiated by the faculty member when the continued enrollment of a student will have a detrimental effect on the progress of the course. Appropriate attempts must have been made by the faculty member to resolve difficulties, with adequate adjustment time for the student, before withdrawal procedures are initiated.

ADVISING

The responsibility of the advisor in the advising program includes but is not restricted to the following:

1. Helping students to understand the nature and purpose of a liberal arts education and the College of Arts and Sciences general educational learning outcome goals.
2. Helping students to clarify values and goals.
3. Identifying special needs of students and helping them use the services of the college to meet those needs.
4. Helping students plan a degree program that is consistent with University policies and the student's goals, interests, and abilities.
5. Assisting students in monitoring and evaluating their educational progress.
6. Maintaining adequate records of the individual student's progress.
7. Holding a student's communication in confidence, except that an advisor may discuss a Confidential communication of a student with another University official whom the University has determined to have a legitimate educational interest.

PROFESSIONAL ACTIVITY

All faculty members are expected to be active participants in their disciplines and in their professional community. Professional growth is a requirement for promotion and tenure. The type and level of scholarly activities that define professional development vary with the discipline, but may include research and publication, conference presentation, juried creative work, applied projects, or active research, musical or theatrical performance.

PROFESSIONAL DEVELOPMENT

All faculty members are expected to invest in their own professional development within each of the key areas of faculty work: Teaching, Advising, Professional Activities and Service

PROFESSIONAL CONDUCT

Members of the faculty are expected to conduct themselves in a manner consistent with the institution's core values and abide by all university policies, including the policies specified in the appendices of this document and the Employment Policies Handbook (links found at: <https://www.bakeru.edu/directory/human-resources/>).

SERVICE

Faculty are encouraged to take advantage of opportunities to serve the University and the community in non-classroom circumstances. Service may include, but is not limited to, faculty participation on College and University committees, the Faculty Senate, professional organizations and community organizations, especially when the service is related to the faculty member's expertise. Faculty members should also incorporate service-learning into their course designs where appropriate. It is the responsibility of both the faculty and the administration to limit the amount of involvement in these activities, so as not to interfere with the primary responsibility of effective teaching, advising, and professional activity.

CHAPTER III: EMPLOYEE BENEFITS, LEAVES AND RETIREMENT

SECTION I: GENERAL EMPLOYEE BENEFITS

Benefits described in this section are managed by the Human Resources Office. These benefits apply to full-time members of the faculty as a result of employment at Baker University and cease when employment is terminated unless otherwise noted. Additional information and specific details regarding benefits, including eligibility and qualification criteria, may be obtained from the Human Resources Office.

The University provides various benefits to faculty including: health and welfare, tuition waivers and remission, retirement benefits and death benefits. Details on policies, eligibility, and procedures are found in the Employment Policies Handbook for faculty (<https://www.bakeru.edu/directory/human-resources/>).

RETIREMENT BENEFITS

1. For all full-time faculty members, Baker University will contribute to a 403B Retirement Plan selected by the employee from among those plans made available by the University according to the Retirement Benefit Package described in Appendix C
2. If eligible, retiring faculty employees may elect to participate in the University's health coverage plan for retirees at their own expense, through the month prior to their 65th birthday.
3. At the University's discretion, Baker University may make available the following perquisites for retired faculty members: free admission to University functions and use of office space as available.

DEATH BENEFITS

In the event of the death of a faculty member during a period in which the individual is under contract at Baker University, the estate of the individual shall be paid the total accrued earnings, plus the amount of the next two regularly scheduled salary payments.

SECTION II: LEAVES AND RETIREMENT

LEAVES

A faculty member granted a Leave of Necessity, Leave of Absence or Sabbatical Leave from the University does not have reduced opportunities for receiving an increase in salary or a promotion in rank. Leave of absence requests must be made in writing to the Dean.

Leaves of Necessity

Absences from regular faculty duties may be necessitated by a variety of conditions including temporary disability due to illness or injury; a serious health condition requiring the faculty to care for a spouse, parents, or child; and pregnancy and childbirth. Leaves of necessity anticipated to take no more than three weeks shall be understood as "short term." Longer leaves shall be understood as "extended." For further information related to disability benefits, the faculty member should consult with the Human Resources Office.

In cases of leaves of necessity, the faculty member and the department chair, with the approval of the Dean, shall make arrangements for meeting the member's obligations.

Leaves of Absence

Leaves of absence are granted primarily for purposes of professional development, but may also be granted for other personal reasons. In all cases, the Dean, the department chair and the President shall consult prior to the granting of such a leave.

Leaves of absence may not exceed an academic year in length, plus contiguous summers except under unusual circumstances. No more than two such leaves may be granted during three successive academic years.

During a leave of absence, the University pays no salary and provides no retirement benefits to the faculty member.

Sabbatical Leaves

Eligibility

Sabbatical leaves promote professional growth and development through study, research, writing, contact with faculty outside the Baker community, and other forms of professional activity. Sabbatical leaves may be granted to tenured members of the faculty who have completed at least six continuous years of service. After an individual has completed a sabbatical, six additional years of continuous service are required before the individual is again eligible. Preference in granting a sabbatical is given to those members who have not been granted a previous sabbatical leave.

Compensation

Funding of a sabbatical leave provides the faculty member with one-half salary for an entire academic year or full salary for one semester. Fringe benefits normally granted the faculty member remain in force during sabbatical leave. Prior to sabbatical leave, the faculty member must contact the Human Resource Director regarding continuation of benefits.

Application Procedures

- 1) The applicant, in consultation with his or her department chair, shall develop a detailed sabbatical proposal which includes: a) a description of the work to be undertaken; b) a summary of the professional benefits; c) assurance that the leave is of mutual benefit to both the faculty member and the institution; d) an estimation of the effect the applicant's absence is likely to have on the academic program and e) a letter of endorsement from department chair. The applicant shall submit the proposal to the Office of the Dean by December 1 prior to the contract year for which the sabbatical is requested.
- 2) By January 15, the Faculty Growth and Enrichment Committee will consider each application and make a written recommendation to the Dean. By February 1, the Dean will make a recommendation to the President who, in turn, will forward a recommendation to the Education Committee of the Board of Trustees. In the absence of concurring opinions, the vote of the Faculty Growth and Enrichment Committee will accompany the President's recommendation to the Education Committee. After the February meeting of the Board's Education Committee, prior to the contract year for which the sabbatical is requested, the faculty member will be notified by the Dean in writing of the action taken on the application for a sabbatical leave.
- 3) A written report summarizing professional activity associated with the sabbatical leave will be provided by the faculty member to the Office of the Dean at the conclusion of the sabbatical leave.

The number of sabbatical leaves granted varies from year to year, subject to the quality of the proposals and the funding levels as determined through the annual budget process. Individuals granted a sabbatical leave are obligated to return to the service of the University for at least one academic year following the sabbatical. If the faculty member does not return to Baker for one academic year, he or she may be required to reimburse the University for funding received during the sabbatical.

RETIREMENT

Any faculty member considering retirement should confer with the Dean as far in advance as feasible to facilitate the transition, to allow adequate time to search for replacement faculty, and to allow for adequate budget planning.

Senior and Emeritus Positions

Senior Professor

A full-time faculty member may request Senior Professor status at any time after his or her sixty-second birthday. Implementation of the Senior Professor status shall be by contract between an individual member of the faculty and the University, and may not be

claimed as a right by a faculty member, nor imposed by the University upon a faculty member. These requests are considered annually on an individual basis and must be mutually agreed upon by the President and the faculty member following consultation with the Dean and the department chair. Senior Professors are employed on an annual basis without any obligation by the institution for renewal beyond the contract period.

Eligible faculty members may be granted Senior Professor status by action of the Board of Trustees upon recommendation of the President. The following guidelines for employment and benefits shall be in effect for Senior Professors:

A Senior Professor shall normally teach less than a full load each academic year. Also, he or she may serve on faculty committees and provide other University service, as negotiated.

Compensation shall be negotiated between the Senior Professor and the University.

Senior Professors may elect to remain within the University's health coverage plan at their own expense, and shall have the same family education benefits specified in the Faculty Handbook for regular, full-time faculty members.

Senior Professors relinquish all other benefits not specified above, including tenure.

Emeritus Faculty

A tenured faculty member who has completed ten or more years of continuous full-time service to the University shall, upon retirement or afterwards, be eligible for election to emeritus status. Leave time authorized by the Board of Trustees shall be counted as continuous service. Emeritus status is conferred by the Board of Trustees on recommendation of the President.

Insofar as it can, the University will extend to emeritus faculty the same privileges enjoyed by the active faculty in community affairs under University sponsorship.

CHAPTER IV: PROMOTION, TENURE, AND EVALUATION

PROMOTION

Application Procedures

Applications for tenure and promotion are considered separately. The qualifications for faculty ranks, including length of service, appear on page 2, "Academic Ranks." The Tenure and Promotion Committee has stipulated the following procedural steps as part of the application for promotion process.

- 1) A faculty member seeking promotion must submit a letter of application to the Office of the Dean by September 1 in the year proceeding the year in which the promotion is desired.
- 2) By October 1, the candidate will prepare a portfolio of supporting materials and will submit it to the Office of the Dean. This portfolio should include: a) an updated resume; b) a compilation of annual faculty self-evaluation reports; c) a compilation of annual department chair evaluations; d) evidence of teaching effectiveness; e) evidence of scholarly and/or professional activity; f) a summary of service to Baker University and the community; and g) evidence of effective academic advising. In addition, the Dean may solicit evaluations from faculty colleagues and students who have worked closely with the applicant, as well as from chairs of committees on which the applicant has served.
- 3) By December 20, The Tenure and Promotion Committee will consider each application, make a written recommendation to the Dean, and provide a copy of this recommendation to the candidate. When promotion is not recommended by The Tenure and Promotion Committee, the candidate may provide a written response to the committee letter addressed to the Dean by January 25th.
- 4) By February 1, the Dean will make a recommendation to the President and provide a copy of this recommendation to the candidate. The President will, in turn, forward a recommendation to the Board of Trustees along with a copy of the recommendation from The Tenure and Promotion Committee and the Dean.
- 5) Upon the Board of Trustees' decision, the Dean will notify the applicant of the Board's action and publicly inform the University community regarding promotions.

Terminal Degree Completion.

The terminal degree generally will be required for promotion to the rank of Associate Professor or higher. Normally, the doctorate is considered the terminal degree but other degrees or licensures may be considered terminal for some disciplines. In exceptional cases, promotion in rank may be extended to an individual who lacks the terminal degree but who brings to the faculty great skills and high abilities as shown by a distinguished career.

TENURE AND REAPPOINTMENT

Definition

In general, tenure is an assurance of continuous faculty appointment at Baker University until retirement. A tenured appointment may be terminated only by voluntary resignation, retirement, dismissal due to financial exigency or dismissal for cause, as specified in the Faculty Handbook sections on "Dismissal" and "Reduction or Reallocation of Faculty Positions." The University supports the institution of tenure as a protection of academic freedom in teaching and research,

and to retain faculty who show promise of continued excellence.

Criteria

Tenure is awarded to full-time faculty members who have: (1) demonstrated excellence in teaching and advising of students; (2) shown a commitment to the University and its mission through institutional service; and (3) given evidence of professional scholarship, production, and the likelihood of continued professional growth appropriate to their disciplines. Tenure is granted to faculty members based on both their past performance as well as their promise of continued excellence in each of these areas.

Eligibility

Faculty members who are appointed to tenure-track positions are eligible to apply for tenure after a probationary period. The annual letter of appointment will specify the date when the faculty member may apply for tenure. Persons holding part-time faculty positions will not be eligible for tenure. In addition, faculty members holding full-time, term appointments are not eligible to apply for tenure. The nature of the appointment, tenure-track or fixed-term, will be specified in the initial letter of appointment and subsequent reappointments.

Probationary Period

The probationary period is a time during which students, faculty, the department chair, the Dean, and the President can observe the performance and professional development of a tenure-track faculty member. During the probationary period, the faculty member has an opportunity to assemble a portfolio of materials to support his or her candidacy for tenure. The probationary period normally is six years for new faculty appointed at the instructor or assistant professor rank. Faculty members, however, may receive up to three years' credit for previous academic experience to be specified in the initial contract.

Annual Evaluation

Faculty members with tenure-track appointments who have not attained tenure will be evaluated by their department chairs each year. The purpose of the annual evaluation is to promote improvement in teaching and professional growth, and to provide feedback to each faculty member regarding his or her progress toward a favorable tenure decision. The Tenure and Promotion Committee has stipulated the following procedural steps as part of the annual review process.

- 1) By September 15 of each fall semester, each non-tenured tenure-track faculty member shall submit to the department chair a self-evaluation report consisting of an updated resume and a summary of all professional activities during the previous twelve months. This report should include: a) a self-assessment of teaching effectiveness; b) a description of professional growth and accomplishments; c) a description of service to Baker University and the community; d) a summary of academic advising activities and responsibilities; and e) goals and objectives for the coming year. (See Appendix C for Annual Self Evaluation Report Guidelines.)
- 2) By December 1, the department chair will visit one or more of the faculty member's classes, prepare an annual evaluation report and submit it to the Office of the Dean. (Exceptions:

Chair evaluation reports for faculty members undergoing preliminary tenure evaluation must be submitted to the Office of the Dean no later than October 1, as described below. Chair evaluation reports for faculty members undergoing final tenure evaluation must be submitted to the Office of the Dean no later than October 15, as described below.) A copy of the chair's evaluation report will be provided to the faculty member.

- 3) By December 1, the Dean will visit one or more of the faculty member's classes, and by December 15, prepare an annual evaluation report. (Exceptions: For faculty members undergoing preliminary tenure review, evaluation reports from the Dean must be submitted no later than October 1 as described below. For faculty members undergoing final tenure evaluation, evaluation reports from the Dean must be submitted no later than October 15, as described below.) A copy of the report will be provided to the faculty member.
- 4) The Dean will subsequently confer with the faculty member regarding the evaluation reports. Strengths will be indicated, areas in need of improvement will be identified, and progress toward a favorable tenure decision will be discussed. The faculty member will have an opportunity to provide a written response that will be added to his or her evaluation file.
- 5) In the event that non-reappointment is recommended, the Dean will notify the faculty member in writing. Letters of non-reappointment will be issued by February 1 to first-year appointees, by December 15 to second- or third-year appointees, and by November 1 to probationary faculty in the year of their preliminary review and thereafter until the final tenure evaluation.

Preliminary Tenure Evaluation

Probationary faculty members who are appointed with fewer than three years of service credit will participate in a formal preliminary tenure review coordinated by The Tenure and Promotion Committee according to the schedule outlined below. The primary purpose of this review is to provide early feedback that will assist the faculty member in achieving a favorable tenure decision. In some cases, the preliminary review may reveal that the faculty will be unlikely to meet standards for attainment of tenure, and the Committee recommendation will be non-reappointment.

Preliminary tenure reviews shall be conducted according to the following schedule:

<u>Years of Service Credit at Initial Appointment</u>	<u>Evaluated in Service Year</u>
0	3
1	3
2	2

The annual review procedure outlined above for untenured faculty has been modified for those who are in their preliminary tenure review year. The Tenure and Promotion Committee has stipulated the following procedural steps as part of the preliminary tenure evaluation process.

- 1) By September 15 of the scheduled year, the candidate to be reviewed will prepare a portfolio of supporting materials and will submit it to the Office of the Dean. This portfolio should include: a) an updated resume; b) a compilation of annual faculty self-evaluation reports including the current year's report; c) a compilation of annual department chair evaluations; d) evidence of teaching effectiveness; e) evidence of scholarly and/or professional activity; f)

- a summary of service to Baker University and the community; and g) evidence of effective academic advising. The Tenure and Promotion Committee Chair will advise the candidate in this process and the Office of Dean will assemble any additional relevant information for the Committee.
- 2) By October 1, the department chair, and at least two members of The Tenure and Promotion Committee shall visit one or more of the faculty member's classes.
 - 3) By October 1, the department chair will submit the annual evaluation report to the Office of the Dean. A copy of the report will be provided to the faculty member. By October 1, the Dean will provide a letter of evaluation for the candidate's file. A copy of this letter will be provided to the candidate.
 - 4) By October 15, The Tenure and Promotion Committee will send a preliminary tenure review letter to the Office of the Dean and to the faculty member. When reappointment is not recommended by The Tenure and Promotion Committee, the candidate may provide a written response to the committee letter addressed to the Dean by October 25th.
 - 5) The Dean will consider the evaluation reports, make a recommendation to the President, and send a letter of response to the faculty member. If non-reappointment is recommended, the faculty member will be notified by November 1.

Final Tenure Evaluation

The Dean will notify faculty members at the beginning of the academic years in which they are eligible to apply for tenure. Qualified faculty members are also welcome to apply for promotion at this time. This normally will be the sixth probationary year (inclusive of credit for prior service). The Tenure and Promotion Committee has stipulated the following procedural steps as part of the final tenure evaluation process.

- 1) The faculty member initiates the final tenure evaluation process by submitting a letter of application to the Office of the Dean by September 1 of the final probationary year. Probationary faculty members who fail to submit an application letter by September 1 will be issued a one-year terminal contract.
- 2) By October 1, the faculty candidate will submit a portfolio of supporting materials to the Office of the Dean. This portfolio must include: a) an updated resume; b) a compilation of annual faculty reports; c) a compilation of annual department chair evaluations; d) evidence of teaching effectiveness; e) evidence of scholarly and/or professional activity; f) evidence of effective academic advising; and g) a summary of service to Baker University and the community.
- 3) By October 15, the department chair will visit one or more of the tenure candidate's classes and will submit a tenure evaluation letter to the Office of the Dean. For departments housed within divisions, the chair will forward the evaluation report along with the faculty member's annual self-evaluation report to the division director who, upon review, will forward copies of both reports to the Office of the Dean. A copy of the letter will be provided to the faculty member.
- 4) By November 15, at least two members of The Tenure and Promotion Committee shall visit one or more of the faculty member's classes. By December 20, The Tenure and Promotion Committee will review all relevant materials, make a written recommendation to the Dean, and provide a copy of this recommendation to the candidate. When tenure is not recommended by The Tenure and Promotion Committee, the candidate may provide a written response to the committee letter addressed to the Dean by January 25th.

- 5) By February 1, the Dean will make a recommendation to the President and provide a copy of this recommendation to the candidate. The President will, in turn, forward a recommendation to the Board of Trustees, along with a copy of the recommendation from The Tenure and Promotion Committee and the Dean. If the administrative recommendations and the Committee do not agree, the vote of The Tenure and Promotion Committee will accompany the administrative recommendation to the Board of Trustees.
- 6) The Dean will notify the candidate of the Board's action in writing and publicly inform the University community regarding positive tenure decisions. Denial of tenure during the final probationary year requires that a terminal contract be offered by March 1. Denial of tenure prior to the final year of the probationary period does not prejudice a subsequent application.

EVALUATION AND REVIEW OF TENURED FACULTY

Annual Self- Evaluation

Faculty members with tenured appointments will conduct annual self-evaluations. The purpose of the annual evaluation is to promote improvement in teaching and professional growth. The annual evaluation process includes the following procedural steps:

By September 15 of each fall semester, each tenured faculty member shall submit to the department chair a self-evaluation report consisting of 1) an updated resume that includes a summary of all professional activities during the previous twelve months and 2) a review of the courses he or she taught during the year. This review should include an analysis of the student feedback about the course as documented in the IDEA reports, information about changes made to the course and how these changes affected the course, and ideas for changes that may be implemented in the future. Department chairs will also document the activities of the department each year and submit this to the VP and Dean of the College of Arts and Sciences. This may include strategic planning, assessment, and curricular changes. The intent is to document the administrative work of the department chairs. (see Appendix C for Annual Self-Evaluation Report Guidelines.)

Post-tenure Review

Tenured faculty will be reviewed formally every six years. One sixth of the tenured faculty shall be reviewed each year. All tenured faculty members shall be assigned to one of six groups by The Tenure and Promotion Committee as determined by the year in which tenure was granted. After receiving promotion, the review clock will restart. Hence, the next post-tenure review would take place six years thereafter. The Tenure and Promotion Committee shall assume overall responsibility for the review of tenured faculty as follows:

Tenured faculty will participate in a post-tenure review every six (6) years. The faculty member being reviewed will submit a letter no longer than two (2) pages to the Chair of The Tenure and Promotion Committee by February 1, summarizing accomplishments and goals for the future. The Dean of the College will collect teaching evaluations from the six year period, annual self-evaluations submitted to the Dean, and a review from the department chair made in the year where the faculty member applies for promotion or for post-tenure review. The department chair's letter is due no later than March 15. The Tenure and Promotion Committee and the Dean

will review these collected materials and by May 1 will submit a letter to the faculty member that reviews the work of the faculty member and identifies areas for development.

The review process shall not be used as a means of withdrawing tenure and terminating employment. These actions are taken only in accordance with the procedures set forth in the Handbook section on Dismissal.

EVALUATION OF TERM (NON-TENURE TRACK) FACULTY

Annual Evaluation

Faculty members with term (non-tenure track) appointments will be evaluated by their department chairs each year. The purpose of the annual evaluation is to promote improvement in teaching and professional growth. The Tenure and Promotion Committee has stipulated the following procedural steps as part of the annual review process.

- 1) By September 15 of each fall semester, each term-appointed faculty member shall submit to the department chair a self-evaluation report consisting of an updated resume and a summary of all professional activities during the previous twelve months. This report should include:
 - a) a self-assessment of teaching effectiveness;
 - b) a description of professional growth and accomplishments;
 - c) goals and objectives for the coming year.
- 2) By December 1, the department chair will visit one or more of the faculty member's classes, prepare an annual evaluation report and submit it to the Office of the Dean. A copy of the chair's evaluation report will be provided to the faculty member.
- 3) In the event that non-reappointment is recommended, the Dean will notify the faculty member in writing no later than February 1.

CHAPTER V: EMPLOYMENT TERMINATION

RESIGNATION

Appointments, including tenure appointments, may be terminated by the faculty member, effective at the conclusion of any contract period. A faculty member intending to resign shall tender a resignation to the President and the Dean no later than March 31 of the year in which he or she intends to resign.

Extensions

The President and the Dean¹, after consulting with the department chair, may grant an extension of the notification date of March 31 for resignation. The conditions agreed upon must insure that, should the faculty member resign, a satisfactory successor can be found or suitable adjustments made.

Resignation During a Contract Period

Resignation may become effective at any time during a contract period, or prior to the start of a new contract period, provided that the individual obtains the written agreement of the President.

DISMISSAL

Dismissal is the termination of the faculty appointment at Baker University. Absent extraordinary circumstances, employment may be terminated and tenure removed only at the end of the contract period, while assigned duties may be withdrawn at any time.

Dismissal of a tenured faculty member may be effected only for adequate cause. Adequate cause shall be related directly and substantially to the fitness of faculty members in their professional capacity. Dismissal shall not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

Preliminary Dismissal Proceedings

When possible cause for dismissal exists, the Dean will meet with the faculty member in an attempt to reach a mutually agreeable settlement. If such a settlement cannot be achieved at this conference, the Dean will refer the matter to the Faculty Grievance Committee. The Committee will meet to offer options for immediate resolution, or to consider the need for formal proceedings to dismiss. If the Committee or the President of the University recommends formal dismissal proceedings, the following procedures will be followed.

Suspension

Until the final decision concerning termination of an appointment has been reached, the faculty

¹ In the event that one or more individuals other than the one designated throughout as "Dean" is assigned the duties of the person with that designation, then the individual assigned such duties shall be the one referred to by "Dean" throughout this chapter.

member will not be suspended or assigned to other duties in lieu of suspension, unless immediate harm to the faculty member or others is threatened by continuance. Suspension is appropriate only pending a hearing. Salary will continue during the period of suspension.

Statement of Grounds

The Dean shall prepare a statement which sets forth the grounds for adequate cause for dismissal and cites reasons for concluding that these grounds will be substantiated. The only grounds that are admissible are those relating to professional competence, or to unlawful conduct or conduct that significantly compromises the university or its ability to meet its mission. This statement shall be reviewed by the President and the Faculty Grievance Committee. The President shall determine whether the case for dismissal continues to a hearing.

At least twenty days prior to the hearing, copies of this statement shall be transmitted to the faculty member being charged and to the chair of the Faculty Hearing Committee convened by the Faculty Grievance Committee. The committee will initiate formal proceedings to determine if an adequate cause for dismissal exists.

Dismissal Hearing

The Faculty Hearing Committee is composed of three members and a panel of three alternates, all of whom are chosen from the teaching faculty by the Faculty Grievance Committee. Should a committee member have a conflict of interest, one of the alternates will be empanelled for the duration of the hearing. The President and the faculty member can each challenge the seating of one Faculty Hearing Committee member without having to state a reason. At its first meeting, the Committee shall determine its own rules and procedures not specified in this document or the Baker University Constitution and Bylaws.

The hearing shall take place between 20 and 30 days from receipt by the Chair of the Faculty Hearing Committee of a statement of grounds for dismissal, and at a time and place convenient for the faculty member under investigation, the President, and the Committee.

The faculty member and the President will both be consulted about who may be present during the hearing. The faculty member may be accompanied by an advisor, who will be present for advice and support but will not be permitted to present evidence or make a statement on behalf of the faculty member unless called as a witness. The faculty member will be afforded an opportunity to obtain necessary witnesses and other evidence. Upon request of the faculty member, the President, or the Committee, a representative of a responsible educational association will be permitted to attend the hearing.

The university will provide assistance in transcribing the proceedings, and a transcript of the hearing will be made available to the faculty member at no cost.

After consideration of all relevant information the Committee shall submit its written recommendation to the President, with a copy to the charged faculty member. The decision of the President shall be final. Until the final determination of the matter, the faculty member will in general not be suspended or reassigned except where, in the judgment of the President, there will be immediate harm to students or staff by the continuance of the faculty member in assigned duties.

Publicity

Except for such simple announcements as may be required, public statements will be avoided.

Final determination

If the Faculty Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Faculty Hearing Committee and to the faculty member, and provide an opportunity for response. If the Faculty Hearing Committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend with supporting reasons.

REDUCTION OR REALLOCATION OF FACULTY POSITIONS

The policy of reduction or reallocation of faculty positions is intended to provide maximum feasible notice to faculty members whose employment at Baker is terminated in connection with financial exigencies or circumstances necessitating program discontinuance or restructuring; to provide members of the University faculty with an opportunity to participate in decisions relating to position reduction or reallocation; and to establish and maintain orderly procedures for reduction or reallocation of faculty positions. These procedures do not pertain to annual evaluation and review of probationary non-tenured positions but may impact upon these positions.

(A) Termination of individual appointment due to financial exigency

- (1) Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency. Financial exigency shall be defined as an imminent financial crisis that threatens the survival of the institution as measured by objective, external indicia including but not limited to U.S. Department of education financial viability ratios and university financial obligation debt covenants.
- (2) Faculty should be informed as early as possible of possible financial difficulties. Within fourteen days thereafter, faculty action should be effected through the establishment and utilization of the Faculty Joint Committee on Reduction or Reallocation (FJCRR or "Joint Faculty Committee").
- (3) FCJRR shall be composed of three members of The Tenure and Promotion Committee and three voting faculty members of the Educational Programs Committee acting in concert and electing their own members to this joint committee. FCJRR will elect its own chair from among its members.
- (4) Judgments determining where within the overall academic program termination of appointments may occur shall involve considerations of educational policy and are therefore the primary responsibility of the FCJRR which shall also exercise primary responsibility in determining the criteria for identifying the individuals whose appointments are to be terminated.

These criteria may appropriately include considerations for length of service.

(5) If the administration issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, then within seven working days after such notice is issued, the faculty member will have the right to a full hearing before a Faculty Grievance Committee. The case of a faculty member given notice of proposed termination of appointment will be governed by the following:

- (a) The existence and extent of financial exigency: The burden will rest on the administration to prove the existence and extent of the financial exigency. The findings of a faculty committee in a previous proceeding involving the same issue may be introduced.
- (b) The validity of the educational judgments and the criteria for identification of termination; the recommendations of a faculty body on these matters will be considered presumptively valid.
- (c) Whether the criteria are being properly applied in the individual case.

(6) If the institution, because of financial exigency, terminates appointments, it will not at the same time make new appointments except in extraordinary circumstances where a serious distortion in the academic program would otherwise result. The appointment of a faculty member with tenure will not be terminated in favor of retaining a faculty member without tenure, except in extraordinary circumstances where a serious distortion of the academic program would otherwise result.

(7) Before terminating an appointment because of financial exigency, the institution, with faculty participation, will make every effort to place the faculty member concerned in another suitable position within the institution.

(8) In all cases of termination of appointment because of financial exigency, the faculty member concerned will be given severance salary, if appropriate, in accordance with a schedule to be mutually determined by FJRR and the administration.

(9) In all cases of termination of appointment because of financial exigency, the place of the faculty member concerned will not be filled by a replacement within a period of three years, unless the released faculty member has been offered reinstatement and a reasonable time in which to accept or decline.

(B) Termination of appointments due to discontinuance of academic unit

Termination of an appointment with continuous tenure, or of a probationary or special appointment before the end of the specified term, may occur as a result of bona fide formal discontinuance of a program or department of instruction. The following standards and procedures shall apply:

(1) Faculty should be informed as early as possible of any impending financial difficulties. Faculty action should be effected through the establishment and utilization of the Faculty Joint Committee on Reduction or Reallocation.

(2) When it has been determined that a reduction or reallocation may be necessary, the President, in consultation with the Dean and the Faculty Joint Committee, will designate programs to be reviewed

for the purpose of reallocation or reduction of full-time faculty positions. The Chair of each designated department or program shall develop a proposal utilizing the criteria outlined herein along with other materials deemed appropriate and submit it in writing to the Faculty Joint Committee. The Faculty Joint Committee shall work in consultation with the Dean. Its recommendations, along with those of the Dean, shall be forwarded to the President along with department or program chair proposals and all accompanying reviews and recommendations.

(3) After considering these materials and any other available information, the President shall prepare a written recommendation identifying tenured faculty positions proposed for restructure or reallocation to the Board of Trustees. In any case in which the President's recommendation differs from those of a department or program chair, the Dean, or the Faculty Joint Committee, documentation of these differences shall be attached to the President's recommendation to the Trustees. Copies of the President's recommendation to the Trustees shall be made available to affected faculty and program chair.

(4) The Board of Trustees, exercising its authority, will review the recommendation of the President and all accompanying materials. At the conclusion of its review, the board will determine an appropriate course of action and communicate its views to the President.

(C) Criteria for Termination of Faculty Positions

(1) Retention Priority Criteria

The following criteria shall be used in determining the relative retention priority of faculty members within a program:

(a) Tenured faculty shall have priority over all non-tenured faculty members, provided they meet the needs of the College to continue to offer quality academic programs.

(b) Among tenured faculty, faculty members chosen by the President in consultation with the Dean and Faculty Joint Committee as most essential to the academic programs of the College shall have greatest retention priority.

Exceptions

If exceptions to the above procedures are needed, the President, upon advice, may take such action as necessary. It is expected that the President will consult with and request a recommendation from the Dean and the Faculty Joint Committee.

(2) Reassignment

The College will consider transferring tenured faculty members whose positions have been eliminated to other departments or programs. The qualifications of faculty members who have been terminated from positions in their original academic units to teach in other academic units of the University shall be determined by the Dean in consultation with the chair or program director and the faculty of those academic units to which the faculty member might be transferred. Where such a move can be effected, the rights of the faculty member would be preserved.

(3) Non-academic Positions

A tenured faculty member who applies for a vacant non-teaching position and who has the basic qualifications required for the position will be given employment preference over non-University applicants with similar qualifications. However, the faculty member will be paid at the salary level and work under the employment policies of other positions at that level.

(D) Criteria for Reduction or Reallocation of Programs and Departments

(1) The Dean, in consultation with the FJCRR, will designate the faculty positions, departments or programs to be reviewed. Primary consideration will be given to the contribution of the department or program of study to the mission of the University, the quality of the department or program, and its market viability. Included among questions to be addressed during this review are the following:

(a) Contribution to Mission

In what way does the department or program fit into the College's educational goals? How does the presence of students studying in this discipline and faculty teaching in it enhance the mission and intellectual milieu of the college?

How do the competencies acquired through this program relate to the stated purpose of the College?

Does the department or program make an important contribution to the College's general education program?

(b) Quality

Is the department or program academically sound?

Do adequate facilities and equipment exist to offer the program?

Is the curriculum consistent with the philosophy and objectives of the department or program?

Are the faculty good teachers and professionally active?

Would the reduction result in staffing below the minimum number necessary to offer a quality department or program?

(c) Market Viability

Does the program attract quality students to the College?

What is the net financial contribution, including indirect costs, of the program?

What is the number of majors in the department or program?

How do upper-division course enrollments compare with those of other departments or programs?

Does the program stand alone or does it serve students from other disciplines?

What are the projected enrollments?

Do graduates have a good placement record?

(2) Once the review is completed, the FJCRR will make recommendations to the Dean. The Dean will meet with the appropriate department chair. Together they will identify and evaluate job functions within the department or program, and the chair will recommend to the Dean an appropriate course of action. The Dean will submit a written evaluation and recommendation to

the President. A copy of this document will be sent to the department or program chair at the same time..

HEARING AND APPEAL PROCEDURES

The Faculty Grievance Committee

- a) A tenured faculty member who feels aggrieved by a notice of termination under these procedures shall be entitled to a hearing before the CAS Faculty Grievance Committee. The request for a hearing must be made within 30 days after the receipt of notice of termination. The hearing shall take place within 30 days of the request. The issues in this hearing include an analysis of the criteria by which the person was selected for a reduction or reallocation in force.
- b) The Faculty Grievance Committee, working with the Dean, shall report its findings and make recommendation to the President within 15 days after completion of the hearing.

The President

The President shall review the findings of the Faculty Grievance Committee and, after discussing the material with the aggrieved faculty member, shall recommend action to the Board of Trustees.

The Board of Trustees

After receiving the President's recommendation, the Trustees will discuss the termination with the aggrieved faculty member should the faculty member request it. The Trustees will then review the President's recommendation with the President and will either uphold the previous decision or approve a revision.

Rehiring Policy

- a) Should conditions permit the filling of positions vacated because of reduction or reallocation within two years following termination, former tenured faculty members who are qualified for the position shall first be offered re-employment. For a period of two years non-tenured faculty members who have been terminated in connection with reduction or reallocation described above shall be offered employment before other persons of equal qualifications.
- b) If the University, in the course of reduction or reallocation, terminates tenured appointments in certain areas it will not, at the same time or within two years, make new appointments in those or other substantially related areas without having offered the positions to the faculty members terminated by these procedures.²

² The document above has been substantially revised numerous times by different individuals. While we cannot be certain what all of the sources are for the language, it is clear that some if not most of it has been taken verbatim from the Web site of the American Association of University Professors, either standing alone or contained in close paraphrasing of language or other material from that site. To the extent that such references are known, they can be made available on request.

CHAPTER VI: AWARDS AND RECOGNITION

School of Education (SOE) faculty members shall be eligible for Baker University faculty awards listed below if they meet the University faculty award guidelines. Should a SOE faculty member be nominated for any University faculty award, the SOE Dean will appoint one SOE faculty member to sit on the joint College of Arts and Sciences (CAS) Faculty Growth and Enrichment and the Tenure and Promotion Committees when the nominations are reviewed and selected. The selection process shall follow the guidelines established and monitored by the College of Arts and Sciences

DISTINGUISHED FACULTY AWARD

Eligibility

Full-time faculty members who have served at Baker for a minimum of three years, and who have not won the award at any time during the previous five years.

Criteria

The following criteria will be used as guidelines in reviewing nominations. The review process will be guided by the degree to which nominees exhibit strength in each of the categories identified below.

Disciplinary Knowledge: Exhibits content mastery, breadth and depth, and keeps abreast of the discipline.

Instructional Pedagogy: Exhibits clear signs of planning, organization, and effective methodology with efficient use of classroom time.

Instructor/Student Rapport: Demonstrates fair and equitable treatment of all students, encourages student involvement, appears receptive to student suggestions.

Academic Advising: Demonstrates an interest in monitoring student progress toward academic and career goals by being available to advisees, encouraging contact with advisees, and mastering institutional academic policies and procedures to enable informal and appropriate counsel to students.

Enthusiastic Teaching: Enjoys teaching the subject and the students; exhibits a high level of enthusiasm for the subject and communicates this enthusiasm to the students.

Concern for Teaching: Shows a willingness for professional growth by trying new techniques and actively engaging the student in the learning process.

Award selection process

Nominations: Nominations, accompanied by a brief rationale, may be made by alumni, faculty, staff and/or student honorary organizations. Nominations must be received by the

Office of the Dean by February 15 of each academic year.

Review Process: At a joint meeting to take place no later than March 1, the Faculty Growth and Enrichment and the Tenure and Promotion committees will review the nominations, select the award recipient, and inform the CAS Vice President and Dean. (Nominees concurrently serving on either committee will be excluded from participating in the review process).

Presentation of the Distinguished Faculty Award

Announcement of the award recipient will be made by the Office of the Vice President and at the annual Faculty Recognition Celebration.

DISTINGUISHED SCHOLARSHIP AWARD

Eligibility

Full-time faculty members who have served at Baker for a minimum of three years, and who have not won the award at any time during the previous five years.

Criteria

Excellence and productivity in scholarship are the primary criteria that are considered in determining the recipient of the Distinguished Scholarship Award. Excellence and productivity may be evaluated through the consideration of any of the following professional activities:

- 1) Publication of a book
- 2) Publication of an article in a scholarly journal
- 3) Service as editor of a scholarly journal
- 4) Presentation of a paper or participation in a symposium or seminar at a professional meeting
- 5) Receipt of an externally funded grant
- 6) Presentation of an invited speech at another college or university
- 7) Participation in and leadership of a seminar or symposium at another college or university
- 8) Completion of a scholarly research project
- 9) Professional performance or exhibition of a work of music, art or theatre

Award selection process

Nominations: Nominations, accompanied by a brief rationale, may be made by alumni, faculty, staff and/or student honorary organizations. Nominations must be received by the Office of the Dean by February 15 of each academic year.

Review Process: At a joint meeting to take place no later than March 1, the Faculty Growth and Enrichment and the Tenure and Promotion committees will review the

nominations, select the award recipient, and inform the CAS Vice President and Dean. (Nominees concurrently serving on either committee will be excluded from participating in the review process).

Presentation of the Distinguished Scholarship Award

Announcement of the award recipient will be made by the Office of the Dean at the annual Faculty Recognition Celebration. The award recipient may be asked to participate in a University Forum relating to his or her scholarship activities.

THE UNITED METHODIST CHURCH EXEMPLARY TEACHER AWARD

Eligibility

Full time Baker University faculty members are eligible.

Criteria

The Exemplary Teacher Award recognizes a faculty member who has provided excellent teaching, along with significant service to his or her church and community.

Award selection process

Nominations: Nominations accompanied by a brief rationale, may be made by alumni, faculty, staff and/or student honorary organizations. Nominations must be received by the Office of the Dean by February 15 of each academic year.

Review process: At a joint meeting to take place no later than March 1, the Faculty Growth and Enrichment and the Tenure and Promotion committees will review the nominations, select the award recipient, and inform the CAS Dean. (Nominees concurrently serving on either committee will be excluded from participating in the review process).

Presentation of the United Methodist Church Exemplary Teacher Award

The Exemplary Teacher Award is presented at the annual Faculty Recognition Celebration. The recipient of the award is then a candidate for the United Methodist Church Board of Higher Education's National Teacher Award.

DISTINGUISHED EDUCATOR AWARD

Eligibility

Adjunct faculty or full-time Baker employees who teach part-time, who have taught at Baker for a minimum of two semesters, and who have not won the award at any time during the previous five years.

Criteria

The following criteria will be used as guidelines in reviewing nominations. The review process will be guided by the degree to which nominees exhibit strength in each of the categories identified below.

Disciplinary Knowledge: Exhibits content mastery, breadth and depth, and keeps abreast of the discipline.

Instructional Pedagogy: Exhibits clear signs of planning, organization, and effective methodology with efficient use of classroom time.

Instructor/Student Rapport: Demonstrates fair and equitable treatment of all students, encourages student involvement, appears receptive to student suggestions.

Enthusiastic Teaching: Enjoys teaching the subject and the students; exhibits a high level of enthusiasm for the subject and communicates this enthusiasm to the students.

Concern for Teaching: Shows a willingness for professional growth by trying new techniques and actively engaging the student in the learning process.

Award selection process

Nominations: Nominations, accompanied by a brief rationale, may be made by alumni, faculty, staff and/or student honorary organizations. Nominations must be received by the Office of the Dean by February 15 of each academic year.

Review Process: At a joint meeting to take place no later than March 1, the Faculty Growth and Enrichment and Faculty Development and Evaluation committees will review the nominations, select the award recipient, and inform the CAS Dean. (Nominees concurrently serving on either committee will be excluded from participating in the review process).

Presentation of the Distinguished Educator Award

Announcement of the award recipient will be made by the CAS Dean at the annual Faculty Recognition Celebration.

THE KOPKE AWARD FOR DISTINGUISHED TEACHING

Eligibility

Full-time Baker University faculty members are eligible. Prospective recipients shall be considered without regard to:

- gender of the faculty member
- academic rank/position within their department
- tenure
- publishing efforts
- previous honors or awards
- number or type of degree(s) held
- length of service to the University

Criteria

Faculty members considered for this award should:

be effective in the classroom
bring unusual honors to the University
succeed in creating scholars out of their students
have good moral character

Award selection process

Kopke Award recipients are selected by the President of the University.

Presentation of the Kopke Award for Distinguished Teaching

The award will be presented to the recipient at Spring Commencement. A \$5,000 prize is issued to the recipient of the Kopke Award.

CRITERIA FOR SELECTION OF CAS FACULTY TO THE BAKER FACULTY HALL OF FAME

Purpose

The purpose of the Faculty Hall of Fame Committee is to identify and honor those faculty members who have maintained Baker's distinguished tradition of academic excellence through rigorous training and careful scholarship; who have represented the highest values of the teaching profession; who have moved the hearts and minds of their students; and who continue to serve as models for excellence in teaching.

Selection for the Faculty Hall of Fame will be made based on the following criteria:

1. The candidate shall have served as a full-time faculty member at Baker University for at least fifteen years.
2. As a general rule, candidates should have the terminal degree for their discipline. In truly exceptional cases, a candidate without the terminal degree may be considered.
3. There shall be evidence of off-campus recognition, such as service in professional organizations, publication, research, lecturing to the general public, recitals, exhibitions, etc.
4. There shall be well-grounded documentation of teaching excellence as well as the willingness to advise, carry out committee assignments, or serve as a faculty sponsor.
5. There shall be evidence of a willingness to serve as a constructive citizen in their community.
6. Above all, there shall be evidence of those qualities of personality, character, and professional ability which touch and enrich the lives of students, including but not limited to the following:

- a. the ability to bridge the ground between the subject matter and the student, while at the same time maintaining high academic standards.
- b. the ability to infuse enthusiasm for learning, abstract reasoning, intellectual accomplishment and pride.
- c. the ability to convey the highest ethical responsibility toward fellow human beings.

APPENDIX A

CHARTER OF BAKER UNIVERSITY

(Revised October 1984)

Be it enacted by the Governor and Legislative
Assembly of the Territory of Kansas

Section 1. That L. B. Dennis, Ira Blackford, Charles H. Lovejoy, Walter Oakley, N. Taylor, Homer H. Moore, James Snow, Curtis Graham and William Butt of the Kansas and Nebraska Conference of the Methodist Episcopal Church, and such other persons as shall, or may hereafter be appointed by the Kansas Conference, or subdivisions of said Kansas Conference, of the said Methodist Episcopal Church to succeed them, be, and they are hereby created and constituted a body politic, and corporate, under the name and style of the Trustees of the Baker University, and henceforth shall be styled and known by that name, and, by the name and style, to remain and have perpetual succession, with power to sue and be sued, to plead and be impleaded; to acquire, hold and convey property, real, personal or mixed, in lawful ways; to have and use a common seal, and to alter the same at pleasure; to make and alter from time to time such by-laws as they may deem necessary for the government of said institution, its officers and servants; Provided, such by-laws are not inconsistent with the constitution of the United States and the Organic Act; and to confer on such persons as may be considered worthy of such academical or honorary degrees as are usually conferred by similar institutions, colleges and universities.

Section 2. That the term of office of said Trustees shall be four years, but they shall hereafter, at the regular Annual Conference aforesaid, in 1859, so arrange by lot that the term of office of one-fourth of their number shall expire annually; and said board shall, in the manner above specified, have perpetual succession and shall hold the property of said institution solely for the purposes of education, and not as stock for the individual benefit of themselves, or any contributor to the endowment of the same. No particular religious faith shall be required by those who become students of the institution. Nine members shall constitute a quorum for the transaction of any business of the Board, except the election of President or Professor, or the establishment of Chairs in said institution, and the enactment of by-laws for its government, for which the presence of a majority of the Board shall be necessary; Provided, that the Trustees hereafter selected, shall not exceed thirty-two in number, who shall be fairly apportioned among the respective Conferences having the selection thereof, as hereinbefore provided.

Section 3. That the said Annual Conference of the Methodist Episcopal Church under whose patronage said University is placed, shall each also have the right to appoint annually, two suitable persons, members of their own body, visitors to said University, who shall attend the examination of students, and be entitled to participate in the deliberations of the Board of Trustees, and enjoy all the privileges of members of said Board, except the right to vote.

Section 4. That the said institution shall be, and hereby is, permanently located at Baldwin City in the Territory of Kansas, and the incorporators and their successors shall be competent, in law or equity, to take to themselves, in their said corporate name, real, personal or mixed estate, by gift, grant, bargain and sale, conveyance, will, demise, or bequest, of any person whatsoever; and the same estate, whether real, personal or mixed, to grant, bargain sell, convey, demise, let, place out at interest, or otherwise dispose of the same, for the use of said institution, in such manner as to them shall seem most beneficial

to said institution. Said corporators shall faithfully apply all the funds collected, as the proceeds of the property belonging to the said institution, according to their best judgment in erecting and completing suitable buildings, supporting necessary officers, instructors, servants and agents, and procuring books, maps, charts, globes and philosophical, chemical, and all other apparatus necessary to the success of the institution and do all other acts usually performed by similar institutions that may be deemed necessary to the success of said institution under the restrictions imposed;

Provided, nevertheless, That, in case any donation, demise or bequest shall be made for particular purposes, accordant with the design of the institution, and the corporation shall accept the same, every such donation, demise or bequest, shall be applied in conformity with the express conditions of the donors or devisors:

Provided, further, that said corporation shall not be allowed to hold more than two thousand acres of land at any one time, unless the said corporation shall have received the same by gift, grant or demise; and in such case they shall be required to sell or dispose of the same within ten years from the time they shall acquire such title, and in failure to do so, such land, over and above the before named two thousand acres, shall revert to the original donor, grantor, devisors or their heirs.

Section 5. That the treasurer of the institution, and all other agents, when required, before entering upon the duties of their appointment shall give bond for the security of the corporation, in such penal sum and with such securities as the corporation shall approve; and all processes against the corporation shall be by summons, and the services of the same shall be by leaving an attested copy thereof, with the treasurer at least sixty days before the return day thereof.

Section 6. That the corporation shall have power to employ and appoint a President or Principal for said institution, and all such Professors or Teachers and all such agents or servants as may be necessary, and shall have power to displace any, or such of them as the interest of the institution may require; to fill vacancies which may happen by death, resignation or otherwise, among said officers and servants; and to prescribe and direct the course of studies to be pursued in said institution, by and with the advice and consent of the President and Professors thereof.

Section 7. That the Corporation shall have power to establish Departments for the study of any and all the learned and liberal professions in the same, to confer the degrees of Doctor in the learned arts and sciences and belles-lettres, and to confer such other academical degrees as are usually conferred by the most learned institutions, colleges and universities.

Section 8. That the said corporation shall have power to institute a Board of competent persons, always including the Faculty, who shall examine such individuals as may apply, and, if such applicants are found to possess such knowledge pursued in said institution as, in the judgment of said Board, renders them worthy, they may be considered graduates in course, and shall be entitled to diplomas accordingly on paying such fees as the corporation shall affix; which fee, however, shall in no case exceed the tuition bills of the full course of studies in said institution. Such examining Board may not exceed the number of ten, three of whom may transact business provided one be of the Faculty.

Section 9. That, should the corporation at any time act contrary to the provisions of this charter, or fail to comply with the same, upon complaint being made to the proper court of the county in which said University is situated, a scire facias shall issue, and the proper attorney shall prosecute in behalf of

the people of the Territory for forfeiture of this charter. This act shall be a public act, and shall be construed liberally in all courts, for the purpose herein expressed.

(Signed)

G. W. Deitzler
Speaker of the House of Representatives

C. W. Babcock
President of the Council

Approved February 12, 1858
J. W. Denver
Acting Governor

NOTE: Words underlined in Sections 1 and 7, above, are added as amendments to the Charter by action of the Board of Trustees on the 18th day of March, 1978 for good and sufficient cause, and approved by the Kansas State Board of Education on May 9, 1978.

APPENDIX B

Baker University College of Arts and Sciences Faculty Annual Self-Evaluation Report Guidelines

Purpose

The annual report and evaluation process includes (a) faculty annual self-evaluation reports filed with department chairs or the V.P and CAS Dean as appropriate and (b) annual evaluations written by department chairs, division chairs, or V.P. and CAS Dean. These annual self-evaluation reports and the accompanying administrator's evaluation become part of the faculty member's performance record and should be used primarily as a developmental tool, with the faculty member and appropriate administrators working closely together to promote faculty effectiveness and satisfaction. The reports and evaluations become part of the portfolio of information used by committees and administrators when conducting pre-tenure, tenure, promotion, and post-tenure evaluations. They will also be used as a factor in determining salary increases, when funds for merit pay are available. When the faculty member also has administrative responsibility, the reports and evaluations also will be used to promote administrative effectiveness and leadership development.

These guidelines are designed to:

- ❑ Clearly describe the key areas of faculty work so that faculty can more easily determine how best to utilize their time and talents as they move toward tenure, promotion, merit raises, and other forms of faculty recognition.
- ❑ Provide faculty members with the opportunity to be recognized for their contributions and achievements in the key areas of faculty work: teaching effectiveness, advising, professional activities, and service.
- ❑ Promote the self-satisfaction and personal and professional growth that comes from serious reflection on one's contributions, achievements, challenges, and goals.
- ❑ Provide administrators at the department, division, and dean level a solid foundation on which to approach individual faculty development needs.
- ❑ Standardize the format used for faculty self-evaluation reports so that administrators and committees can easily determine faculty contributions in the key areas of work.
- ❑ Standardize the criteria used for administrator evaluations, so that faculty across the campus are evaluated fairly using the same rubric. These criteria are non-prescriptive and allow for appropriate discipline-based definitions.

Preparing your annual self-evaluation report

Please organize your annual self-evaluation report so that you have an overview paragraph, followed by a report of your activities in the areas of: (1) Teaching Effectiveness; (2) Advising; (3) Professional Activities; (4) Service; and (5) Goals. Faculty with administrative appointments should also report on their Administrative Activities. The following template is designed to prompt your thinking and serve as a guide for the type of content to be included under each key area. You are not expected to have something to report on each item listed.

(1) **TEACHING EFFECTIVENESS**

- **Productivity and Accessibility** (*Faculty report must include the following*)
 - Courses Taught
 - New Preparations
 - Major Revisions
 - Lab Components
 - Enrollments
 - Accessibility (office hours and work patterns)

- **Course organization and Planning** (*Faculty report should address the following, plus any additional relevant information.*)
 - Course syllabus is appropriate, learning-centered, current, and supportive of course goals and objectives, with learning objectives clearly articulated
 - Attention to writing, communication skills, critical thinking, and other College learning outcome goals, as appropriate
 - Student learning assessment methods allow student to demonstrate achievement of course objectives
 - Active learning incorporated into course projects and assignments
 - Expend effort to develop instructional support materials (study guides, case studies, problem solving sets, concepts map, annotated bibliographies, etc.)
 - Additional evidence of course preparation and planning

- **Communication and Delivery** (*Faculty report could contain self assessment and summary of student perceptions; administrator's report will include classroom observation.)*)
 - Classroom management techniques that promote effective use of class time
 - Effective use of instructional techniques and tools (including lecture, discussion, audio/visual, group activities, and technology)
 - Effectively facilitates active learning, service learning, or other innovations designed to stimulate interest, enrich learning, and promote active engagement

- **Knowledge of Subject Matter** (*Faculty report could contain self assessment and summary of student perceptions; administrator's report will include classroom observation.)*)
 - Activities that demonstrate contemporary knowledge of discipline and of interconnection among departmental/division offerings; ability to express this knowledge in class.
 - Evidence/demonstration of competence with course content that is relevant and thorough (e.g., truly competent and also appears competent to students and peers)

(2) **STUDENT ADVISING**

- **Productivity** (*Faculty report should describe "advising load" using these and other meaningful data.*)
 - Office Hours/Time per week
 - Number of Advisees
 - Major/program Advisees
 - Freshman Advisees

- **Advising Effectiveness** (*Faculty report should describe the types of support they provide students and evidence of their advising effectiveness.*)

- Types of support could include: planning, scheduling, degree plan analysis, identifying and resolving difficulties, and any proactive steps taken to support student success
 - Evidence of advising effectiveness should include any recent report of student perceptions of advising, trends in these reports, unsolicited student feedback, and descriptions of student success (e.g., graduation rates for advisees, acceptance into graduate programs, etc.)
 - Additional evidence of advising effectiveness
- **Career Counseling** (*Faculty report could mention the following efforts:*)
 - Collaborative work with Career Counseling Center ensure that students are aware of and prepared for career opportunities in their field
 - Facilitate internships, practicum, service learning and other activities that connect students with employers and the world of work
 - Assist students' Post-Grad Application Process
 - Additional evidence of effectiveness in career counseling
- **Personal Support and Engagement** (*Faculty report could mention the following as philosophy or with supporting evidence.*)
 - Availability
 - Approachability
 - Resourcefulness
 - Refer to others as appropriate

(3) PROFESSIONAL ACTIVITIES

- **Professional Involvement** (*Faculty report should include the following activities:*)
 - Membership in state, regional, national, or international professional organization
 - Attendance at state, regional, national, or international professional conference
- **Scholarly and/or Creative Activities** (*Faculty report could include the following activities:*)
 - University Forum Presentation
 - Competitively select presentation of paper at conference
 - Invited conference presentation
 - Roundtable/Panel Discussant
 - Article-length Scholarly Publications in state, regional, national, or international journal
 - Book-length scholarly publications
 - Editor or Referee for Scholarly Publication, Performance of Recital, Art Exhibition/Show, Stage Performance, Direction of Professional/Semi-Professional/Civic Performance Group
 - Additional Scholarship or Creative Activity, as appropriately defined by department
- **Awards, Grants, Artistic Commissions, and/or Fellowships** (Faculty report could list the following awards)
 - Internal awards for teaching, advising, research or service
 - Conference Top Paper Award
 - Grants Activity (mention proposals and awards)
 - Artistic Commissions
 - Scholarly or Artistic Fellowships
 - Other recognition of achievement

- **Continuing Education** (*Faculty report should include evidence of investment in continuing education.*)
 - Workshop attendance
 - Summer institutes
 - Short courses
 - Graduate courses
 - Review of external programs

(4) SERVICE

- **Service to Academic Discipline – External** (*Faculty report could include the following activities as appropriate:*)
 - Officer in state, regional, national or international organization
 - Committee chair for state, regional, national, or international organization
 - Committee member for state, regional, national, or international organization
 - Paper reader for conference submissions
 - Service as program evaluator for external program
 - Service on accreditation evaluation team
 - Additional service to academic discipline
- **Service to Division or Department – internal** (*Faculty report could include the following activities as appropriate:*)
 - Coordinator of Learning Outcomes Assessment effort
 - Leadership in new curriculum design or major modifications to existing program
 - Chair for or Membership on Department Standing Committee
 - Chair for or Membership on Department Ad Hoc committee or task force group
 - Internship coordinator
 - Faculty advisor to student group or organization
 - Additional departmental service activity
- **Service to the University** (*Faculty report could include the following activities as appropriate:*)
 - Chair for or member of University Standing Committee or Council
 - Chair for or Membership on College Standing Committee or Council
 - Chair for or membership on College/University Ad Hoc Committee or task force group
 - New Faculty Mentor
 - Member of or Officer for Faculty Senate
 - Leader of Campus-Wide Workshops or Presentations
 - Organizer of Lecture Series
 - Advisor to Campus-wide student organization (e.g. honor society)
 - Activities in support of student recruitment
 - Activities in support of University advancement
 - Additional University service activity
- **Service to the Community** (Faculty report should include all community service activities, but should highlight those activities that involve application of expertise such as:)
 - Participation in local government or civic projects involving faculty expertise
 - Sponsoring community events related to discipline (e.g. art openings, music performances, theatre performances, special athletic events, public forums, etc.)
 - Participation in College Sponsored Outreach Programs

- Engaging students in service-learning projects
- Additional community service activity

(5) INDIVIDUAL GOALS *(Faculty report must list goals for the upcoming year.)*

- **Professional development goals in the areas of:**
 - Teaching
 - Advising
 - Professional Activity
 - Service
- **Personal growth and development goals, for which support is desired**

ADMINISTRATIVE ACTIVITIES *(To be inserted before “Professional Goals” by department chairs, and program directors, as appropriate)*

- Leadership & shared governance
- Strategic planning activity
- Accreditation (where appropriate)
- Learning outcomes assessment
- Curriculum Enhancement and Program Improvement
- Support for Faculty Development
- Recruitment efforts
- Efforts to support Student Engagement and Retention
- Partnerships and other collaborative relationships
- Grant activity
- Challenges and Goals

RATING SCALE

The following Rating Scale will be used by administrators to make summative evaluations in each of the key areas of faculty work.

EP (EXEMPLARY PERFORMANCE)

Consistently exceeds accepted standards of professional performance

HP (HIGH PERFORMANCE)

Frequently exceeds accepted standards of professional performance

SP (SATISFACTORY PERFORMANCE)

Consistently meets accepted standards of professional performance

MP (MINIMAL PERFORMANCE)

Does not consistently meet accepted standards of professional performance

UP (UNSATISFACTORY PERFORMANCE)

Does not meet accepted standards of professional performance

Appendix C
Retirement Benefit Package

Component 1: Retirement Package for all Employees

At the beginning of employment faculty and staff may contribute to a 403(b) Retirement Plan. Baker University contributes the equivalent of 3% of the faculty's base salary after 2 years of service – prior service at a similar institution may be accepted to waive 2-year requirement. Additional matching contributions are available after ten years of service. In addition to the 3% contribution, for employees with more than ten years of service, the University will match their voluntary contributions to an approved 403(b) retirement fund according to the following schedule:

- i. 10-14 years of service 2.25% of salary
- ii. 15-19 years of service 3.25% of salary
- iii. 20-24 years of service 4.25% of salary
- iv. Over 25 years of service 5.25% of salary

Component 2: University-wide Retirement Training Program for All Employees

To ensure that employees have an understanding of the importance of retirement planning, Human Resources will continue to notify faculty and staff members of when they are eligible for university funds for retirement. They will encourage faculty and staff members to contact their respective retirement and fund representatives to determine status and information about their funds. In addition, HR will provide information to individuals about the costs of delaying retirement planning. Finally, to ensure the information is disseminated, HR will develop and offer an open retirement workshop for faculty and staff at least once a year.

Component 3: Retirement Bridge Program for Faculty

A Bridge Program can be the financial incentive to allow faculty to retire prior to reaching the age of full Social Security.

To qualify for the Bridge Program, each of the following criteria would need to be met:

- 1. A full-time faculty member for a minimum of 20 years of service
- 2. Between the age of 62 and eligibility for full Social Security (currently 66 years of age)
- 3. The full-time faculty member must give the University notice one full year prior to pending retirement.

The incentive is based on years of service (Y) and will be calculated at follows:

$$(Y \times 1200) + (((Y - 10) \times 1200) \times ((Y - 10) \times 0.05))^*$$

*There will be a periodic review of the above factors to evaluate their relationship to prevailing economic conditions.

Component 4: Authorize Financial Incentive Packet

The President or the Office of Academic Affairs is authorized to negotiate with individual faculty members a retirement incentive packet if it is deemed in the best interest of the

University

APPENDIX D
Charter for

Baker University INSTITUTIONAL REVIEW BOARD
for the Ethical Treatment of Human Participants in Research and
Use of Animals in Teaching or Research

TITLE

This body shall be known as the Baker University Institutional Review Board.

PURPOSE

The purpose of the Baker University IRB is to insure the ethical conduct in research involving human participants or animal subjects.

SPECIFIC RESPONSIBILITIES

- 1a. To assure the University that human participants used in research or educational programs are not at undue risk and that the participants are informed of any risks.

- 1b. To assure the university that animal subjects used in research or educational programs are adequately cared for and used in accordance with the provisions of the federal Animal Welfare Act. The Animal Welfare Act is a federal law instituted to ensure that, among other things, animals used in research receive humane care and treatment. Certain provisions of this law regulate housing, care, handling, and treatment of animals. For the purposes of this document, an animal is considered to be any live, vertebrate organism that is being used, or is intended for use, in instruction, research, or exhibition.

2. To advise the Office of the Provost of the University's compliance with federal guidelines and inform the University policy and procedures regarding the protection of human participants and the proper care and use of animals, and to certify to the Office of Academic Affairs that any research project or activity involving human participants or animal subjects has been reviewed and approved by the IRB

SCOPE

This Board is to review all research involving human participants or animals, and all other activities which even in part involve such research, regardless of sponsorship, if one or more of the following apply:

1. The research is sponsored by this institution, or
2. The research is conducted by or under the direction of any employee or agent of this institution in connection with his or her institutional responsibilities, or

3. The research is conducted by or under the direction of any employee or agent of this institution using any property or facility of this institution, or

4. The research involves the use of this institution's non-public information to identify or contact human research subjects or prospective subjects.

The term "research" herein denotes a systematic investigation or testing and evaluation designed to develop or contribute to generalizable knowledge. Activities that meet this definition may be conducted as a component of another program not usually considered research.

Certain kinds of activities that might be called "human subjects research" do not require review for the protection of human subjects. The following kinds of activities do not require such review: (a) accepted and established service relationships between professionals and clients where the activity is designed solely to meet the needs of the client; (b) research using only historical documents; and (c) research using only archaeological materials or other historical or pre-historical artifacts. Pilot studies, pre-tests, and other "preliminary" investigations are considered research, and must be reviewed unless they fall into one of the excluded categories listed above.

Classroom activities may include instructing students in human research methodologies and techniques. If the sole purpose of the activity is to teach students research techniques or methodology and not to develop or contribute to generalizable knowledge, it is not considered to be research. However, if students will practice research methodologies on human beings, they should be instructed in the ethical conduct of such activities and should be advised to obtain informed consent from their practice subjects.

Any classroom or laboratory activities, on campus or in the field, that involves the capture, restraint, and use of animals, will require review.

Quality improvement and quality assurance activities conducted solely for the intent of maintaining or improving quality of services provided by an institution, likewise, are not considered research activities. However, if the data collected are generalizable and are to be shared outside of the institution through discussion, presentation, or publication, the activity qualifies as research. Sometimes, data from a quality improvement or quality assurance activity become of interest to the external community after they have been analyzed. In these cases, the research use of the data collected for another purpose must be reviewed.

PROCEDURES

Proposals requiring the use of human participants or animal subjects will be submitted to the Office of Institutional Research which will register the application and forward it to the Chairperson of the Baker University Institutional Review Board. The Chairperson, representing the Board, will determine the review category which is most appropriate for the proposed research, and will advise Institutional Research of that determination. The Chair will consider the degree of risk the proposed research places upon human participant(s), and whether or not proper safeguards are planned and/or operational. For proposals involving animals, the Chair will consider whether or not proper safeguards are planned and/or operational. All proposed research involving human participants or animal subjects, unless found by the IRB Chair to be Exempt, shall be reviewed either by the Expedited Review process or Full Board Review. For Expedited Review, the Chair and two members of the committee would comprise the Board. For Full Review, the entire membership must participate.

MEMBERSHIP

The IRB shall have at least five voting members, with varying backgrounds to promote complete and adequate review of research activities commonly conducted by the institution.

Consideration should be given to including at least one member of the Board who has experience in ethical decision-making. The IRB shall be sufficiently qualified through the experience and expertise of its members, and the diversity of the members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human participants and animal subjects.

Aside from requirements stipulated in the next section (Expertise), at-large membership will be drawn from the faculties of concerned programs of the University.

Expertise

In addition to possessing the professional competence necessary to review specific research activities, the IRB shall be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. The IRB shall therefore include persons knowledgeable in these areas. If the IRB regularly reviews research that involves a vulnerable category of participants, such as children, prisoners, pregnant women, or handicapped or mentally disabled persons, consideration shall be given to the inclusion of one or more individuals who are knowledgeable about and experienced in working with these participants.

The IRB shall include at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in nonscientific areas.

The IRB shall include at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution.

Conflict of Interest

No IRB member may participate in the IRB's initial or continuing review of any project in which the member has a conflicting interest, except to provide information requested by the IRB.

Ad Hoc Membership

The IRB may, in its discretion, invite individuals with competence in special areas to assist in the review of issues which require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB. A representative from the Office of Academic Affairs will serve as non-voting *ex-officio*.

Membership Procedures

Committee members will be appointed by the Dean or Provost of the University in accordance with any applicable regulations governing committee participation.

The incoming Chairperson is elected annually by the voting members before the end of the academic year to assume duties at the beginning of the next academic year. The outgoing Chairperson is responsible for coordinating election of a new Chairperson.

The incoming Chairperson is responsible for calling the initial meeting of the Board and relaying all necessary information relating to specific responsibilities and time lines.

Any member who misses more than two regularly scheduled consecutive meetings without cause will be asked to resign.

Terms of Appointment

Three-year staggered terms.

MEETING SCHEDULING AND AGENDAS

The Board will meet a **minimum** of once each Fall and once each Spring semester. The Faculty Senate Chairperson will be included in the distribution list for all meeting scheduling and agendas.

RECORDS AND RECORD KEEPING

The IRB must prepare and maintain adequate documentation of IRB activities. In addition to the written IRB procedures and membership lists required by the Assurance process, such documentation must include copies of all research proposals reviews, minutes of IRB meetings, records of continuing review activities, copies of all correspondence between the IRB and investigators, and statements of significant new findings provided to participants.

Minutes of meetings must carry sufficient detail to include attendance, actions taken by the IRB, the vote on all actions taken, the basis for requiring changes in or disapproving research, and a written summary of the discussion of controversial issues and their resolution. IRB records are to be maintained for three years; records pertaining to completed research must be maintained for three years after its completion. All records must be accessible (at reasonable times and days) for inspection and copying by authorized representatives of the department or agency supporting or conducting the research.

Committee Charter will be reviewed annually, at the first meeting of the academic year. Changes to the Charter are to be made by the Office of Academic Affairs of the University.

APPEALS

Appeals of IRB decisions and recommendations will be made to the Office of Academic Affairs.

Section 1. Criteria for Approval of research Protocols Involving Human Participants

In order to approve research, the IRB will have determined that

Risks to participants are minimized 1) by using procedures that are consistent with sound research design and that do not unnecessarily expose participants to risk, and 2) whenever appropriate, by using procedures already being performed on the participants for diagnostic or treatment purposes.

Risks to participants are reasonable in relation to anticipated benefits, if any, to participants, and the importance of the knowledge that may be expected to result.

Selection of participants will not be coercive. In making this assessment the IRB should take into account the purposes of the research and the setting in which the research will be conducted and should be particularly aware of the special problems of research involving vulnerable populations.

Informed consent will be sought from each prospective participant or the participant's legally authorized representative.

Informed consent will be appropriately documented.

When appropriate, the research plan will make adequate provision for monitoring the data collected to insure the safety of participants.

When appropriate, there will be adequate provisions to protect the privacy of participants and to maintain the confidentiality of the data.

Research by Investigators from Other Institutions

In the case that a researcher from another university or organization requests access to students, faculty or staff of Baker University, approval will be granted if the principal investigator supplies the Chair of the Baker IRB a copy of the IRB approval from his or her home institution, and only in the case that the approval clearly indicates that the research falls under either **Exempt** or **Expedited** class of review. If the research required **Full** board review at the home institution and thus presents more than minimal risk to Baker students or employees, then it must be reviewed under Full board review by the Baker IRB.

Classes of review

Exempt

This category is for research in which no identifying information is collected with the data. Typical cases of this class are observational research in which participants are observed in public places, or survey data collected via mail or electronic instruments. Additionally, the information collected from the participants in Exempt research may not be of a sensitive nature, whether or not the behavior is exhibited in public or voluntarily and anonymously submitted.

The Exempt status applies to research (including Institutional Research) conducted for educational testing and survey procedures relevant to educational and institutional goals, under the following conditions: 1) if no identifying information will be recorded that can link participants to the data; 2) if disclosure of the data could not reasonably place the participants at risk of civil or criminal liability or be damaging to the subjects' financial standing, employability, or reputation; or 3) the research that involves the use of existing data, documents, or specimens, where no identifying information will be recorded that can link subjects to the data.

Expedited Review

Expedited Review would involve research that is considered to put participants “at minimal risk.” There are chiefly three types of research that fall into the “minimal risk” category: In the first case, there are no obvious characteristics of the research design that risk harm to the participants, but the participants are placed into the research setting by the researchers, who thereby assume responsibility for their care during the course of data collection. A participant entering a research lab becomes the responsibility of the investigator, and is automatically considered at minimal risk. A second case would be research that would ordinarily be classified as Exempt, but includes the collection or discussion of information that may be reasonably deemed “sensitive,” and/or the data are collected along with identifying information.

Expedited review is also appropriate for research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

Full Board Review

This class of review is for research in which participants are placed “at some risk,” wherein it may be reasonably presumed that some (even few) participants might react to the research participation adversely. This may arise from an experimental manipulation, from research employing deception, or from research into sensitive (or potentially sensitive) areas of behavior. Additionally, this class of review is required for research involving participants who are potentially vulnerable to coercion or undue influence, or belong to traditionally-protect populations such as the mentally or physically disabled, children under the age of 18, older adults, pregnant women, and criminal offenders (i.e., inmates, parolees, or probationers).

Guidelines for Obtaining Informed Consent

The ethical principle of respect for persons requires that human research participants be given the opportunity to choose what shall and shall not happen to them. Valid informed consent requires 1) disclosure of study procedures and potential risks to prospective research participants, 2) their comprehension of the information, and 3) their voluntary agreement, freed from coercion and undue influence, to participation.

The informed consent document must be complete and clearly written in order that the participants may make an informed decision.

Requirements for Informed Consent

Unless otherwise waived by an IRB-approved protocol, research investigators must obtain valid informed consent from all participants (or their legally-authorized representatives) engaged as participants in any research conducted under the aegis of Baker University. Generally (and with only limited exceptions for cause), after the researcher has explained the study to the participant, the informed consent of the participant is documented by signing the protocol's written consent document. The participant receives a copy of the document, and the signed copy is stored in such a manner as to preserve the confidentiality of the participant.

Basic Elements of Written Informed Consent Documents

Unless otherwise authorized by the IRB, participants must be offered at least the following, in writing, prior to their participation:

- A statement that the study involves research
- an explanation of the purpose of the research and the expected duration of the participation
- a description of the procedures to be followed, and identification of any procedures that are experimental
- a description of any foreseeable risks or discomforts to the participant, an estimate of their likelihood, and a description of the steps that will be taken to minimize or prevent them
- a description of the benefits of the research, either to the participant him- or herself, or to the more general scientific endeavor
- a disclosure of any appropriate alternative procedures or courses of treatment that might be advantageous to the participant
- a statement describing to what extent records will be kept confidential, including a description of who may have access to the records
- for research involving more than “minimal risk,” an explanation and description of any compensation and any medical treatments that are available if research participants are injured, where further information may be obtained, and whom to contact in the event of a research-related injury
- an explanation of whom to contact for answers to pertinent questions about the research participant's rights
- a statement that participation is voluntary, and refusal to participate or continue participation (once begun) will involve no penalty or loss of benefits to which the participant is otherwise entitled

Section 2. Criteria for Approval of Protocols Involving Animal Subjects

In order to approve research or classroom/laboratory projects involving animals, the IRB will have determined that

- use of animals is necessary and justified
- animals do not suffer unnecessary discomfort, pain, or injury
- animals receive proper maintenance and husbandry
- precautions are taken to protect personnel from harm inflicted by the animal or from hazardous materials (e.g. anesthetics or analgesics) used in the research procedures
- animals or animal remains will be properly disposed of at the termination of the project.



A COMPREHENSIVE PLAN FOR FACULTY DEVELOPMENT AT BAKER UNIVERSITY'S COLLEGE OF ARTS AND SCIENCES

Revised March, 2017

PROGRAM MISSION

Faculty development is essential to the energy and growth of not only the faculty, but of the students and the institution as a whole. In order to provide the highest standard of excellence in a learning-centered liberal arts education, Baker University's College of Arts and Sciences is dedicated to the selection and development of the best qualified and most effective faculty possible. Our faculty development program provides opportunities designed to enhance faculty effectiveness in teaching and scholarship. We strive to create an environment which fosters both professional and personal satisfaction, and in turn promotes retention of an exemplary faculty. Responsive to the expressed professional needs and interests of faculty members at varying stages of their careers, the faculty development program offers support for innovative and effective teaching, professional travel, scholarship and creative activity, as well as support for community forums for both the formal and informal sharing of ideas.

THE SUPPORT STRUCTURE

The faculty development plan is intended to enable faculty members to address diverse professional and personal needs throughout the duration of their careers at Baker. In turn, we expect that this investment in faculty success will translate into organizational success and serve as the cornerstone of the learning experience of Baker students.

The professional development and the associated evaluation of faculty at the College focus on four dimensions: 1) teaching effectiveness, 2) professional activity, 3) effective student advising, and 4) service to one's discipline, the institution, and the greater community. These four dimensions are inextricably linked. Teachers who are passionate scholars,

perhaps even active participants in the extension of knowledge in their academic disciplines, bring a contagious enthusiasm to the classroom that helps to facilitate a life-long love of learning among students. That same scholarship and familiarity with current opportunities in the various academic fields enhances the “one-on-one” teaching that characterizes Baker’s extensive student advising program. An expectation of additional contributions to the greater learning community on campus and beyond not only ensures the most effective delivery of both curricular and co-curricular programs to students, but provides a valuable service-learning model as well. By meeting faculty needs associated with each of these four dimensions through the faculty development program, we are able to demonstrate our commitment to excellence in serving our students via a community of teacher-scholars.

The faculty development program at Baker University’s College of Arts and Sciences provides support in four specific areas:

1. *Support for Teaching and Learning* – Because teaching is the primary responsibility of our faculty, the faculty development program prioritizes initiatives that serve to enhance the teaching-learning relationship between faculty and students.

We take pride in the fact that Baker is recognized as an institution where teaching is the primary responsibility of our faculty. Opportunities that enhance faculty expertise in pedagogy necessarily comprise the heart of the faculty development initiative at Baker. We believe that the development of teaching expertise must be guided by a learning-centered approach to education. Such an approach focuses on meeting students’ educational needs in anticipation of an ever-changing technological and economic world. In order for students to be successful in such an environment, active learning and the development of problem solving skills are essential. It is important that teachers be sensitive to this dynamic environment, be prepared to provide students with these important skills, and be aware of the factors that motivate student learning, enhance satisfaction, and contribute to persistence. In addition, it is extremely important that teachers recognize that students learn in different ways at different rates. Further, student learning styles and rates may change over time and vary with subject matter. Faculty members at a learning-centered educational institution must continually seek alternative ways to enhance student learning. The faculty development program at Baker serves as a mechanism for connecting faculty to the necessary resources that would enable them to accomplish this work.

2. *Support for Faculty Scholarship, Research, and Creative Activity* – Because faculty scholarship, broadly defined, is a major contributor to the quality of the content of what students learn as well as a contributor to the overall intellectual climate of the College community, the faculty development program supports initiatives that enable faculty members to grow professionally in their respective disciplines.

While we, at Baker, generally acknowledge that teaching is the primary responsibility of the faculty, we also recognized that faculty members need to expand their own knowledge and expertise in their respective disciplines in order to provide students with the highest quality education possible. Support which enables individuals to actively contribute to the knowledge base of their respective fields of expertise is an important

element of the faculty development program. Further, we highly value scholarly activities that involve students, such as faculty-sponsored research and creative endeavors, and experiential and service learning projects. Fostering a campus-wide culture of scholarship is central to the growth of the College’s intellectual community. Consequently, the faculty development program offers diverse forms of support for: 1) faculty scholarship as it is broadly defined; 2) individual and collaborative research; and 3) professional creative activities.

3. *Support for Academic Programs* – Because the quality of relevant student learning is determined by the effectiveness of both the content and delivery of the curriculum, the faculty development program supports initiatives that promote the innovative design, renewal, and assessment of its educational offerings at both the course and program level.

Faculty development means building not only teaching skills and discipline knowledge, but facilitating teamwork and collaboration in the development, execution, and assessment of programs and curricula. Accordingly, the comprehensive faculty development plan contributes to the effectiveness and enrichment of the College curriculum through support of faculty initiatives in design, renewal, and assessment at both the course and program levels. We particularly encourage multidisciplinary and experiential program efforts.

4. *Support for Personal Growth and Satisfaction* – Because professional development is dependent upon an individual’s personal development, the faculty development program supports initiatives that contribute to the personal growth and well-being of its faculty.

At Baker, we understood that the development and success of the organization is dependent upon the professional development and success of its faculty. In turn, we also understand that the professional development and success of individual faculty members is intimately associated with the personal development and satisfaction of those individuals. Because the Baker organizational culture embodies a commitment to community, it is recognized that policies and practices that enhance the quality of the interrelationships among the members of that culture are equally important as the policies and practices designed to enhance the individual professional development of its members. In that personal development and satisfaction can be broadly defined and the procedures for achieving each can be varied in scope, Baker offers a diverse set of opportunities intended to enhance the personal well-being of its faculty. In the spirit of the College’s mission and vision statement, these opportunities are intended to develop the well-being of the *whole person* – characterized by the mind, body, and spirit.

In order to facilitate growth in these four areas, the faculty development program identifies opportunities and provides specific initiatives to support a rich culture of faculty development at Baker University’s College of Arts and Sciences.

Development Program for New Faculty: A comprehensive program for new faculty is a critical aspect of the faculty development program. The various components provide important socialization to the Baker culture as well as support for effective teaching and learning.

- **New Faculty Orientation Workshop:** Before the start of each fall semester, the Dean coordinates an orientation workshop to assist new faculty members in their assimilation to the Baker learning community. In addition to meeting their mentors, the College’s newest colleagues are introduced to the institution’s history and mission, the strategic planning process, the governance system, the faculty development program, the evaluation process, the student life and academic support system, and to the technological processes necessary to work and teach effectively at Baker.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction
- **New Faculty Mentoring Program:** Under the leadership of the Associate Dean of the College, the faculty mentoring program is designed to help new faculty members adapt more efficiently and effectively to the Baker culture. Each new full-time faculty member is matched in a partnership with an established (generally tenured) Baker faculty member. Feedback from this program has demonstrated the mutual benefit of these cross-disciplinary pairings. The new faculty member is able to benefit from the opportunity to ask questions about the culture and processes of the university, and the mentor gains insight into the workings of other disciplines as well as an opportunity to be of service to a colleague who is “learning the ropes”. Mentors and their new faculty “mentees” are encouraged to directly observe each other’s classrooms and to meet regularly and informally to discuss issues or just interact socially.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction
- **Low-stakes Classroom Observation and Feedback:** As an introduction to the support and consultation services provided by the Dean’s office, the Dean schedules a developmental classroom observation visit with each new faculty member. Faculty are provided with written feedback and an opportunity to visit with the Dean. The feedback is provided in a strictly developmental capacity, and is not entered into the faculty member’s personnel file.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

Workshop, Seminar and Conference Opportunities: The faculty development program encourages faculty participation in a variety of workshop, seminar and conference opportunities. Some of these opportunities are specifically created for Baker faculty, while others are offered by external agencies and consortia.

- **Fall Full-Faculty Opening Workshop:** Planned and offered by the CAS Faculty Growth and Enrichment (FGE) Committee, this professional development opportunity is available to all full-time and part-time faculty members. Based on an assessment of faculty needs, the themes and/or topics vary from year to year, but generally flow from the 4 key areas of faculty performance: teaching, advising, scholarship and service. Recent program themes have included teaching effectiveness, instructional technology and assessment of student learning. Experts from both on and off campus have served as workshop speakers and facilitators.

Areas of Support: Teaching and Learning, Academic Programs, Personal Growth and Satisfaction
- **Enhancing Teaching and Learning Conference:** Through Baker’s membership in the Kansas City Professional Development Council (KCPDC) consortium, all full-time and part-time faculty members are eligible to participate in this annual one-day conference. Designed as a forum for sharing teaching ideas with teachers from other colleges and universities in the

greater Kansas City area, the conference offers an excellent opportunity for Baker faculty to learn new teaching strategies or to share their own innovations with colleagues from other institutions.

Areas of Support: Teaching and Learning, Scholarship/Research/Creative Activity

- **KCPDC Faculty Development Program:** The KCPDC consortium of Kansas City area colleges and universities offers a series of professional development seminars for faculty focusing on effective teaching. The program includes eight three-hour seminars each academic year offered at no cost to full and part-time faculty at all member institutions.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **KICA Workshop Opportunities:** The Kansas Independent Colleges Association (KICA), a state division of the Council of Independent Colleges (CIC), offers a variety of faculty development opportunities throughout the academic year at no cost to faculty from member institutions. These include workshops on teaching and technology, shared delivery of curriculum, and discipline-based sharing and networking.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **KCPDC Supervisory and Leadership Development Seminars:** In addition to its Faculty Development Program that specifically addresses teaching and learning issues, KCPDC offers two additional seminar series: the Supervisor Development Program and the Leadership Issues seminar series. These professional development seminars provide additional development opportunities to KCPDC member schools' faculties and staffs. All full-time and part-time Baker faculty members are eligible to participate.

Areas of Support: Teaching and Learning, Academic Programs, Personal Growth and Satisfaction

- **Student Advising Workshops:** The student advising process is recognized as a special one-on-one teaching/learning opportunity that occurs outside of the formal classroom. In adherence to the learning-centered education approach, a set of skills related to student academic and career counseling are necessary to facilitate student success. Under the direction of the Center for Student Academic Success, a series of workshops is offered each year. The workshops vary in their target audiences with some workshops targeting veteran advisors (updating advising processes and information) while others focus on those newer to advising or those involved in the Salon program which includes freshman advising.

Areas of Support: Teaching and Learning, Academic Programs

- **Information Literacy Workshops:** Offered monthly by Baker the library staff, this series of workshops focuses on databases, plagiarism checking, citation software and other information tools to assist faculty and students in their work.

Areas of Support: Teaching and Learning, Academic Programs, Scholarship/Research/Creative Activity

- **Technology Workshops:** A variety of workshops are offered by the information technology staff on an as needed and requested basis. These workshops are designed primarily to train faculty and staff on software applications and to enhance the effective use of classroom technologies.

Areas of Support: Teaching and Learning, Academic Programs, Scholarship/Research/Creative Activity

Financial Resource Support: A central aspect of the faculty development program is a focus on providing resources to enable faculty to participate in developmental activities. These resources provide faculty members the financial support to improve themselves as teachers and to pursue scholarly, research, and creative work that is central to the experience of academic life.

- **Contractual Development Funds for New Faculty:** As a matter of course, Baker's administration incorporates a professional development funding agreement into the initial contractual arrangement of new full-time faculty. Typically specified for a 1-3 year period, these funds may be used for research, specialized training or licensure, conference presentations or attendance, professional travel, creative endeavors, or other professional activities. The program is designed to meet the special professional development needs of colleagues new to the field of higher education or new to Baker.
Areas of Support: Teaching and Learning, Scholarship/Research /Creative Activity
- **Professional Development Grants:** A critical component of the overall faculty development plan, the Professional Development Grant Fund, provides financial support for individual developmental and professional activity. Under the direction of the Dean of the College, the program provides up to \$1000 annually to all full-time faculty members for travel to conferences, participation in workshops or seminars, and a variety of other professional development activities. A brief application process requires a report on the impact of previously funded development activity on the individual faculty member's professional growth as a teacher and/or scholar.
Areas of Support: Teaching and Learning, Scholarship/Research /Creative Activity
- **Support for Faculty/Student Collaboration:** Faculty research and creative activities often provide unique opportunities to engage interested students in active learning related to scholarship in a given discipline. Recognizing this, Baker supports planned faculty/student collaborative efforts by funding research and creative projects through the student Honors program and/or the various departmental budgets.
Areas of Support: Teaching and Learning, Academic Programs, Scholarship/Research /Creative Activity
- **Travel-for-Learning Grants:** Supported by an endowed fund, the donor specifies that special opportunities be provided to Baker faculty members for teaching-related international travel. The CAS Faculty Growth and Enrichment (FGE) Committee, serving as the advisory body to the Vice President and Dean of the College of Arts and Sciences, recommends qualified recipients for one large (\$5000) and several smaller (\$1000-\$1500) grants that enable faculty members to incorporate educational experiences resulting from extensive travel into their teaching activity in the classroom.
Areas of Support: Teaching and Learning, Scholarship/Research /Creative Activity, Personal Growth and Satisfaction
- **Tuition Waiver for Baker Course Work:** As a benefit, all full-time faculty members who have served the institution for at least six months, are entitled to enroll in any Baker University classes for which they are qualified, free of tuition. Courses may be taken at the College of Arts and Sciences, the School of Education, the School of Professional and Graduate Studies, or the School of Nursing.
Areas of Support: Teaching and Learning, Scholarship/Research /Creative Activity Personal Growth and Satisfaction

- **Professional Reimbursements:** Through the departmental budgeting process, funding is made available to reimburse faculty members for a variety of professional costs (e.g., fees paid for memberships to professional organizations, subscriptions to scholarly journals, etc.).
Areas of Support: Scholarship/Research /Creative Activity

Development Time Support: One of the most precious commodities in academia is time. The faculty development program provides opportunities for experiences outside of the regular rhythm of teaching and grading that will enhance personal and professional growth.

- **Sabbatical Leave Program:** Faculty members who have served the University for at least six consecutive years are eligible for either a semester-long sabbatical leave at full salary or a year-long sabbatical leave at half salary. A wide variety of professional development opportunities are available to faculty members afforded this release time that would not be available under normal working conditions. A summary report of sabbatical leave professional activities is a requisite.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **Harlaxton Program:** Through a partnership with the University of Evansville, Baker faculty members are afforded an opportunity to travel to England in order to teach at the University of Evansville's Harlaxton campus. One Baker faculty member accompanies a select group of Baker students each semester for a semester-long teaching-learning experience. Sharing ideas with students and faculty colleagues from other universities and colleges, as well as exposure to a travel-intensive active learning model help to broaden and enrich the teaching expertise of the Baker faculty member.

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **Spring Semester In-Service Day – Focus on Assessment:** An in-service day free of classroom obligations has been established at the approximate midpoint of the spring semester calendar for the faculty to dedicate time toward program assessment activities. Funds have been budgeted for the procurement of external experts to facilitate on-campus workshops on best practices in assessing student outcomes.

Areas of Support: Teaching and Learning, Academic Programs

Support for Collegiality and Community: As a small community, Baker has many opportunities for the development of collaborative and collegial relationships with faculty and staff from all areas of the campus. The faculty development program identifies and supports a number of specific opportunities that help to build the close-knit sense of community and collaboration among our faculty.

- **Cafeteria Meals:** Baker provides 40 cafeteria meals annually to each employee free of charge in order to promote interaction and collegiality among members of the entire learning community. A reduced rate meal plan is available for employees to purchase additional cafeteria meals.

*Areas of Support: Teaching and Learning, Scholarship/Research /Creative Activity
Personal Growth and Satisfaction*

- **Sporting Events:** Baker offers free admission to faculty, staff, and students to home athletic events.

Areas of Support: Personal Growth and Satisfaction

- **University Worship:** Throughout the academic year, the 11:00 hour on Thursday has been set aside for the purpose of bringing interested University community members together for a dedicated (non-denominational) opportunity for spiritual growth.
Areas of Support: Personal Growth and Satisfaction

Faculty Recognition: The College community is proud to recognize excellence among its faculty in many ways. Maintaining a strong and dedicated faculty is critical to the educational mission of the College and the faculty development program provides opportunities for the public recognition of the accomplishments and hard work of our best faculty.

- **Distinguished Faculty Award:** The Distinguished Faculty award focuses on excellence in teaching and advising. Candidates are nominated by their peers and winners are selected by a joint body of the Promotion and Tenure and Faculty Growth and Enrichment (FGE) committees. Each year, the name of the Distinguished Faculty member is engraved on a plaque in the Faculty Hall of Fame.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **The United Methodist Church Exemplary Teacher Award:** The UMC exemplary teacher award is sponsored by the United Methodist Church, and focuses on excellence in teaching combined with strong character and service to church and community. Candidates are nominated by their peers and winners are selected by a joint body of the Promotion and Tenure and Faculty Growth and Enrichment (FGE) committees. Each year, the name of the Exemplary Teacher is engraved on a plaque in the Faculty Hall of Fame.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **The Distinguished Scholar Award:** The Distinguished Scholar award focuses on excellence in scholarship, performance or creative activity. Candidates are nominated by their peers and winners are selected by a joint body of the Promotion and Tenure and Faculty Growth and Enrichment (FGE) committees. Each year the name of the Distinguished Scholar is engraved on a plaque in the Faculty Hall of Fame.
Areas of Support: Scholarship/Research /Creative Activity, Personal Growth and Satisfaction

The Distinguished Educator Award: This award is for adjunct faculty or full-time employees who teach. Candidates can be nominated Nominations, accompanied by a brief rationale, may be made by alumni, faculty, staff and/or student honorary organizations

Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **The Kopke Award for Distinguished Teaching:** An additional recognition is the prestigious Kopke Award for Distinguished Teaching which is supported by a special endowed fund and conferred on a deserving teacher by the President of the University.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction
- **Celebration of Service Recognition:** A reception and a special recognition award help to celebrate the contributions of faculty and staff members upon service on milestone years.
Areas of Support: Personal Growth and Satisfaction

Consultation and Feedback Services: An integral component of the faculty development program revolves around the services of the Dean’s office in providing consultation and feedback to faculty members at all stages of their professional careers. In addition to the specific services detailed below, a critical aspect of the Dean’s responsibility involves the provision of as-needed consultation services to faculty members on a variety of issues. The Dean maintains an “open door” policy for faculty seeking consultation or support.

- **Classroom Visitation and Consultation:** In addition to the scheduled classroom visits associated with the peer review process coordinated by the Promotion and Tenure committee, the Dean schedules annual classroom visits with all non-tenured and select tenured (on a five-year rotation) faculty members. The primary purpose of these visits is to provide an additional source of feedback for instructors as they continue to enhance their teaching effectiveness. Each classroom visit is followed by a one-on-one consultation session.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **Regular Assessment of Student Opinion:** In order to provide constructive feedback to teaching faculty, student opinions are regularly assessed using standardized surveys of instructor and advisor effectiveness.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **Performance Evaluation Consultation:** Included among multiple measures of faculty performance evaluation are several standardized survey instruments used to assess teaching and student advising effectiveness. The faculty development program offers open consultation opportunities for faculty members to visit with the Dean regarding the interpretation of these survey results and consequential strategies for continued development.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **Pre-Tenure and Tenure Review Consultation:** The Dean serves in an advisory capacity to individuals preparing portfolio materials for pre-tenure review, tenure review, and review for promotion in rank.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

- **Regular Departmental Consultation:** The Dean works closely with department and division chairs in an effort to meet the developmental needs of the academic programs and the faculty who serve them. Regularly scheduled visits with faculty members at designated departmental meetings are an important part of this process.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

APPENDIX F

Academic Misconduct Policy from CAS Student Handbook

ACADEMIC MISCONDUCT

The University community traditionally has been a place where all members may feel free to express and exchange ideas. Such fundamental goals of the University as intellectual growth and development are predicated on honest investigation, straightforward expression of views and opinions, and genuine dialogue. The attainment of these goals requires that all who participate in the exchange of ideas maintain intellectual integrity.

The purpose of this document is not to resolve the moral, religious, and philosophical issues involved in “cheating, plagiarism or dishonesty.” Rather, the purpose is to identify unacceptable behaviors and enforce honesty in academic endeavors. A further purpose is to ensure that both instructor and student are protected from unfair actions or accusations in cases of cheating and plagiarism. A further purpose of the University is to encourage instructors and students to adopt a responsible attitude toward one another.

STANDARDS AND DEFINITIONS

Baker University expects students and instructors (“instructor” is used as the term to designate members of the faculty and others in their role and function as teachers or supervisors in connection with academic course work at the University) to have solely completed or prepared the work or research that bears their name, and to acknowledge the materials and sources of others. The University expects students to do their own work and research, to prepare their own reports and papers, and to take examinations without the assistance of others or aids not allowed in the testing procedure. The standards and ideals of learning at the University assert that students participate directly in the process of learning rather than substitute others’ labor and experience. The following definitions are intended as guides and are not meant to be comprehensive.

Academic misconduct includes but is not confined to plagiarizing; cheating on tests or examinations; turning in counterfeit reports, tests, and papers; stealing of tests and other academic material; knowingly falsifying academic records or documents; and turning in the same work to more than one class without informing the instructors involved.

Plagiarism includes presenting as one’s own efforts the work of someone else without proper acknowledgment of that source. It is not enough to copy the work of someone else and provide a citation. Exact copying must be enclosed in quotation marks or properly blocked with an appropriate citation of its origin. Failure to cite paraphrasing in which the basic sentence structure, phraseology, and unique language remain the same constitutes plagiarism, as well as failure to acknowledge unique, unusual, or new ideas or facts not the product of one’s own investigation or creativity. It is the student’s responsibility to understand what constitutes plagiarism and how to properly paraphrase and cite sources.

When in doubt, it is the student's responsibility to seek guidance from the instructor of the course.

Cheating includes possession, use, or receipt of unauthorized aids or assistance. Notes, charts, books, and mechanical devices used in a quiz, test, or examination, but not specifically allowed by the examiner, constitutes cheating. Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the examiner is also cheating.

Counterfeit work includes work submitted as one's own that was created, researched, or produced by someone else.

Submission of the work of another person, joint work as if that work was solely one's own, or production of work to be submitted in the name of another person are all forms of counterfeit work.

Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course constitutes academic misconduct.

Falsification of data or creation of false data by instructors or students in research or experimental procedures is academic misconduct.

Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved constitutes academic misconduct.

Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents constitutes academic misconduct.

STUDENT AND INSTRUCTOR RESPONSIBILITIES

Students

1. Have the responsibility to do their own academic work.
2. Must acknowledge sources of their materials and material that is the work of others.
3. Have the responsibility to inquire of the instructor when they are uncertain as to what constitutes proper acknowledgment.
4. Have the responsibility to inquire of the instructor as to what materials and aids are permitted in testing and research work.

5. Have an obligation to know their rights and responsibilities as delineated in the Baker University Student Handbook.

6. Have the responsibility to know the University's position with respect to academic misconduct as set forth in this document.

Instructors

1. Have the responsibility to support and implement the standards, policies, and procedures with respect to scholarship and academic misconduct adopted and approved by Baker University, as outlined in the Faculty Handbook.

2. Have the responsibility to be familiar with the students' rights, freedoms and responsibilities, as outlined in the Baker University Student Handbook.

3. Are responsible for informing a class in writing with respect to special scholarship standards, rules and penalties for the class or field of study, and to give clarification in the event of private or class queries on the subject.

4. Must treat fairly and impartially all members of a class and devise testing and assignment procedures that reflect this impartiality.

5. Have the responsibility to respect contrary opinions and the right of a student to think differently or to be critical without being penalized.

6. Shall not use ideas originating with and expressed by a student without permission and proper acknowledgment.

7. Shall inform the student in writing when a student's semester grade is affected by the student's academic misconduct.

RIGHTS OF STUDENTS AND INSTRUCTORS

1. Students have those rights, freedoms, and responsibilities as enunciated in the Baker University Student Handbook.

2. Students or instructors have the right to differing and contrary opinions without fear of reprisal or unfair treatment.

3. A student charged with academic misconduct is innocent unless judged guilty through due process.

4. A student has the right of appeal as specified in "Appeals" in this document.

In Any Instance of Academic Misconduct¹

Individual instructors have the autonomy to deal with individual instances of academic misconduct in their courses. The instructor may choose from a variety of possible sanctions including, but not limited to: a lowered grade on the assignment, a failing grade on the assignment, a failing grade in the course, and 'XF' notification on the student's academic transcript. The 'XF' designation will be considered in instances in which the academic misconduct represents a substantial portion of work and/or demonstrates premeditation and intent on behalf of the student. The 'XF' designation must only be given in consultation with the Dean of the College of Arts and Sciences (CAS). Instructors are required to document all instances of academic misconduct.

The instructor shall notify the student in writing of the misconduct and the class-level sanctions for it and is required to report the instance to the Dean of the CAS on the Notification of Student Academic Misconduct form along with appropriate documentation. Copies of the report will be sent to the student's academic advisor and the report will be made a part of the student's record. Additional institutional sanctions may follow if the student has accumulated sanction points.

The Dean of the CAS will review the form and supporting documentation and will assign an appropriate sanction point. The Dean will consult with the Chair of the Academic Standards and Enrollment Management (ASEM) committee as necessary. The student will receive a letter from the Dean of the CAS that a Notification of Student Academic Misconduct form has been filed in the Office of the Dean of the CAS. Included in this correspondence will be a description of the institutional sanction as well as an outline of the appeal process. Students may be required to meet with the Dean of the CAS to review the accusation and to discuss the importance of academic integrity. A copy of the conversation of that meeting will be placed in the student's file.

Academic Misconduct Violation and Sanction Examples & Guidelines

Instances of academic misconduct are taken very seriously at Baker University. At the same time, individual instances of academic misconduct vary in their magnitude and severity. The list of violations and sanctions that follow should be used as a guideline for making decisions regarding academic misconduct. These guidelines should not be considered an exhaustive list. Lower level violations are considered to be less severe because they impact a minor portion of course work and/or include little to no premeditation or intent. In contrast, upper level violations are more severe violations that impact a larger portion of course work and/or that include evidence of premeditation and intent. There are sanction points associated with each violation. Students will receive a sanction point for each violation and these points will be cumulative over a student's time at Baker University.

I. Violation Levels:

Warning Level Violation – 0.0 sanction point (first semester only, first offense only)

- For plagiarism/copying in work done for a course, if the plagiarized/copied material constitutes a minor portion of the assignment
- Unauthorized collaboration on homework assignments constituting a minor portion of the assignment
- Any subsequent Warning Level Violations will be classified as a Level One Violation (and 0.5 sanction points will be applied).

Level One Violation – [0.5 sanction points](#) for each violation

- Submission of plagiarized/counterfeit work including the submission of the work of another person as one’s own that was created, researched, or produced by someone else; the submission of joint work as if that work was solely one’s own; or the production of work to be submitted in the name of another.
- Collaboration with other students on homework assignments or laboratory work that is not specifically allowed by the instructor.
- Witnessing another student engaging in academic misconduct and not reporting the misconduct to the professor.
- Possession, use, or receipt of unauthorized aids or assistance (including, but not limited to: notes, charts, books, and mechanical devices) during a quiz, test, or examination, that is not specifically allowed by the instructor.
- Visually or verbally receiving or giving information during a quiz, test, or examination that is not specifically allowed by the instructor.
- Unauthorized reuse of work or the turning in of the same work to more than one class without informing the instructors involved.
- Falsifying evidence of attendance or participation by the student, or on behalf of another student.

Level Two Violation - [1.0 sanction point](#) for each violation

- Theft, use or circulation of quizzes, tests, or examinations, or answer sheets specifically prepared for use in a given course and as yet not used or publicly released by the instructor of the course.
- Falsification of data or creation of false data in class assignments, laboratory work or research conducted inside or outside a class setting.
- Taking an exam for another person, or allowing another person to take an exam on one’s behalf.

Level Three Violation - [3.0 sanction points](#) for each violation

- Falsification or procurement of falsified academic records by knowingly or improperly changing transcripts, grade sheets, or related documents
- Providing someone else's signature on any university-related document.
- Destroying or in any way altering the work of another student without his or her specific consent.

II. Range of Institutional Sanctions:

Sanction points = 0.0: The student will be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct (first offense only).

Sanction points = 0.5: The student will be issued a Letter of Reprimand from the office of the Dean of the CAS and may be asked to take part in an educational experience designed to improve his or her understanding of academic misconduct.

Sanction points = 1.0: The student will have a meeting with the Dean of the CAS to discuss the importance of academic integrity. In consultation with the Dean of the CAS, the student may also receive notification of 'XF' on his or her transcript.

Sanction points = 1.5: The student will be allowed to complete the current semester, but will be suspended for the following semester.

Sanction points = 2.0: The student will be allowed to complete the current semester, but will be suspended for the following two semesters.

Sanction points = 2.5: The student will be allowed to complete the current semester, but will be suspended for the following three semesters.

Sanction points = 3.0 or more: The student will be expelled immediately from the university. Expulsion from Baker University for academic misconduct will be permanently noted on the student's transcript.

III. Degrees, Awards & Honors Membership

In addition to possible suspension or expulsion, violations of the Academic Misconduct Policy may lead to the removal of degrees, awards, and/or membership in the Baker University Honors program.

IV. Removal of 'X' from Student Transcript

Students will not be allowed to drop courses in which they are receiving a failing grade ('XF') due to academic misconduct. If a student retakes a course, this action will not erase the 'X' on his/her transcript as this is notation that the student has engaged in academic misconduct.

For a first offense of any Level Two violation, or a second offense of a Level One violation, after the completion of two semesters of acceptable behavior in which a student remains in good academic and social standing, the student may petition the Office of the Dean of the CAS to remove the 'X' from his or her transcript. This written petition must provide evidence that the student has a better understanding of ethical behavior (e.g., evidence that the student has studied how to cite sources properly, has taken a course on ethics, has attended a library workshop on how to avoid plagiarism, has written a paper on the importance of academic integrity, etc.). The Dean of the CAS may consult with the Chair of ASEM and/or other faculty members before deciding to remove the 'X'.

V. Appeals

Students may appeal course grades and they may appeal any sanctions imposed by the Dean of the CAS as a result of alleged academic misconduct.

A Hearing Board will be convened to hear grade appeals and appeals of sanctions due to alleged academic misconduct. Students have the right to appeal any course grade (including a grade awarded because of alleged academic misconduct) to the hearing board.

A student wishing to appeal a course grade or sanction must petition the chair of ASEM within ten (10) days after the beginning of the subsequent term or session. The hearing board shall normally be convened within ten (10) days following the receipt of a completed petition. For petitions filed during the summer or Interterm, the absence of potential board members may delay hearings until the start of the following semester.

Hearing Board

The Board will be comprised of 3 faculty members and 3 CAS Student Senate representatives in good academic and social standing. Faculty members will be selected by the chair of ASEM from the pool of full-time faculty members at the College of Arts and Sciences. Student members shall be appointed by the CAS Student Senate. The composition of the hearing board shall reflect a reasonable attempt to avoid bias or conflict of interest. The hearing board shall elect a chair from among its members. The accused student has the right to a faculty advisor who will be selected by the Office of the Dean of the CAS in consultation with the chair of ASEM.

Hearing Board Meetings

The first meeting of the board will normally take place within ten (10) days following notification from the ASEM chair. The committee will meet as often as necessary to

interview affected parties and review relevant documentation and evidence. The student should be given at least 10 days to prepare a case. After thorough review of the evidence regarding the course syllabus and/or alleged violations, the committee will make a recommendation to the Dean of the CAS of the grade to be changed or the sanctions to be imposed. Findings should be delivered in a timely manner – in no fewer than 30 school days. The recommendation requires the approval of five of the six voting members. A finding exonerating a student of academic misconduct shall result in all references to that misconduct being expunged from the student’s record.

Committee meetings are closed to outside parties, including legal counsel. All proceedings and materials reviewed by the committee will be kept strictly confidential.

Final Appeal

If the hearing board finds the student guilty of academic misconduct and imposes sanctions on the student, the student has ten days to make a final appeal to the Provost. The Provost has 3 options: 1) to uphold the decision of the hearing board, 2) to lessen the sanction proposed by the hearing board, or 3) to remove the sanction proposed by the hearing board. If either of the latter two options is selected, the Provost must provide an explanation for the decision in writing to the chair of ASEM.

There is no appeal beyond this point.

VI. Academic Misconduct Records

All records of academic misconduct will be kept by the Office of the Dean of the CAS. All records of academic misconduct will be kept for five years after a student has graduated or five years past the date that they depart campus. These records will be consulted only if a) an additional Notification of Student Academic Misconduct form has been submitted by a faculty member, b) if a student is petitioning for the removal of an ‘X’ from his or her transcript, or c) if a student is petitioning for some other mitigation of imposed sanctions. All decisions of suspension and expulsion will remain in the student’s file permanently.

Sources/Endnotes

- 1 Portions of this policy were modeled with permission after the Academic Integrity Policy from Siena College (<https://community.siena.edu/academic-affairs/resources/academic-integrity/academic-integrity-policy-and-forms/>) and after the Academic Integrity Policy from the University of Arkansas (<http://honesty.uark.edu/sanction-rubric/>).