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UNIVERSITY MISSION

Baker University is an intentional community dedicated to excellence in liberal and professional education, to the integration of learning with faith and values and to the personal development of each community member. As a community of learning, the University is committed to freedom of inquiry and expression, breadth of understanding, excellence in scholarship, and genuine dialogue in which both students and faculty are active participants. As a community of faith and learning, the University affirms its Judeo-Christian heritage and its relationship to the Kansas East Conference of the United Methodist Church, is committed to the exploration and celebration of religious life, and in an ecumenical spirit welcomes people of all faiths and world views. As a community dedicated to personal growth and to career preparation, the University seeks to develop the abilities of its members in the interest of service to the wider community and the world.

Because of the commitments, Baker University conserves the values of its educational tradition while meeting the changing needs of students and society by providing excellent liberal arts education and sound professional education based in the liberal arts tradition. While affirming its primary calling to educate recent high school graduates, the University also accepts the challenge of providing innovative educational programs to meet the life-long learning needs of adults in its service region.

College of Arts and Sciences
Mission

Baker University was founded by the Methodist Church in 1858, as the first university in Kansas. At the heart of the institution rests Baker’s College of Arts and Sciences, which comprises the main campus in Baldwin City, Kansas.

The College offers a life enhancing experience that promotes rigorous scholarship and integrates student learning, student development, and student engagement in ways that educate the whole person and inspire student success and fulfillment.

Liberal arts education provides the foundation of the College educational experience for all academic programs, including those leading to a professional degree. The curriculum is infused with exposure to ethical considerations, experiential learning opportunities, and thoughtful reflection that, together, help students translate theory and research into practical tools for principled decision making and creative problem solving at work, at home and in the global community. This intentional combination of liberal arts, professional programs, and experiential learning is designed to produce open-minded critical thinkers who understand diverse people and perspectives, and are prepared to lead in their chosen profession.

By encouraging faith and values exploration and deliberately surrounding the students with meaningful opportunities for student development and engagement in learning communities outside the classroom and beyond campus borders, we encourage each student to embrace our core values of community, character, and responsible citizenship. These pursuits reflect a steadfast belief in the relevance and importance of liberal arts education and a resolute commitment to our United Methodist heritage.
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 functions as an employment handbook. It 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.

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 Town Meeting, Faculty Senate, committees and other appointed bodies.

The Student Handbook (located in the front of the Campus Planner) 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 Vice President and Dean of the College of Arts and Sciences (hereinafter called the Vice President and 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 Vice President and 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 Associate Dean. The department chair is expected to work in collaboration with the Associate Dean to develop a job description of the position to be filled. The department chair works with the Associate Dean to combine a search committee which 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 Vice President and 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 Vice President and 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, Vice President and CAS Dean, Associate Dean, the Assistant Dean for Student Academic Services and the Assistant Dean for Institutional Effectiveness.

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 Vice President and Dean on or before March 31 following their issuance. Failure to return a signed contract by April 15 shall be regarded as resignation. The Vice President and 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 Vice President and 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 or division director and the Vice President and 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 Vice President and 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. Division Director. A stipend and teaching load reduction is provided to Division Directors.

2. Department Chair. A stipend is provided to chairpersons, and a reduction in teaching load may be provided chairpersons with extensive administrative duties.

3. Interterm. A faculty member may propose an Interterm course to the Educational Programs and Curriculum. If the course is approved by E.P.C. 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 Vice President and 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 Vice President and Dean, a new statement of assignments and duties is prepared by the Vice President and Dean. It is assumed that these changes will be made in consultation with the appropriate department chair or division director.
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.

2. Classroom teaching: Teaching Faculty are expected to hold and attend class as indicated in the academic calendar. Further, faculty 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 Vice President and Dean, the Associate Dean, and the Faculty Development and Evaluation 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 Student Development and the Office of Records and Registration.

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. The College’s Comprehensive Faculty Development Plan is designed to support faculty development and success. (See Appendix B for the Comprehensive Faculty Development Plan.)

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 (e.g., policy on drug and alcohol use, Harassment policy and technology use policies).

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.

HEALTH AND WELFARE

The University health and welfare benefits, including health and dental insurance, life insurance, short-term disability, long-term disability, retirement and deferred compensation plans are available to employees who are otherwise eligible and qualified to participate under the terms of the specific benefit plan. Summary plan descriptions explaining these benefit plans are available from the Director of Human Resources upon request.

TUITION REMISSION

Spouses of full-time University Faculty and their legally dependent children under 23 years of age are entitled to tuition remission in Baker University programs except for special fee-bearing educational activities. Tuition remission is based upon the availability of openings for non-tuition paying students as outlined in Human Resources policies. Tuition remission for dependent children applies to undergraduate work only. Tuition remission benefits used for graduate study by spouses are taxable and may be taxable for employees depending on how closely related the academic program is to the family member’s job.

The University has also negotiated tuition exchange plans for dependents of faculty and administrative staff allowing matriculation on a limited basis among a number of participating institutions. Additional information may be obtained from the Human Resource Office.

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 following schedule:

   0% of Base Salary  First and second years of employment
   5% of Base Salary  Third and each succeeding year of employment

Credit may be given for prior service in other similar educational organizations.
2. For employees who have worked at Baker University in excess of ten years, the University will match their voluntary contributions to an approved 403B retirement fund according to the following schedule:

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Percentage of Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 14 years</td>
<td>2.25%</td>
</tr>
<tr>
<td>15 – 19 years</td>
<td>3.25%</td>
</tr>
<tr>
<td>20 – 24 years</td>
<td>4.25%</td>
</tr>
<tr>
<td>over 25 years</td>
<td>5.25%</td>
</tr>
</tbody>
</table>

3. 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.

4. 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 Vice President and 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, parent, 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 Vice President and 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 Vice President and 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 Vice President and 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 Vice President and Dean. By February 1, the Vice President and 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 Vice President and 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 Vice President and 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 Vice President and 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 Vice President and 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 Faculty Development and Evaluation 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 Vice President and Dean by October 15 in the year proceeding the year in which the promotion is desired.

2) By December 1, the candidate will prepare a portfolio of supporting materials and will submit it to the Office of the Vice President and 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 Associate Dean may solicit evaluations from the division director (for those departments housed within a division), 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 January 1, the Faculty Development and Evaluation Committee will consider each application, consult with the Associate Dean, make a written recommendation to the Vice President and Dean, and provide a copy of this recommendation to the candidate. When promotion is not recommended by the Faculty Development and Evaluation Committee, the candidate may provide a written response to the committee letter addressed to the Vice President and Dean by January 25th.

4) By February 1, the Vice President and Dean will make a recommendation to the Provost and 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 Faculty Development and Evaluation Committee and the Vice President and Dean.

5) Upon the Board of Trustee’s decision, the Vice President and 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 division director (for those departments housed within a division), the Associate Dean, the Vice President and 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 and the Associate Dean 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 Faculty Development and Evaluation 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 Vice President and 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 Vice President and Dean. (Exception: Chair evaluation reports for faculty members undergoing preliminary tenure evaluation must be submitted to the Office of the Vice President and Dean no later than October 1, as described below.) A copy of the chair’s evaluation report will be provided to the faculty member.

3) By December 1, the Associate Dean will visit one or more of the faculty member’s classes, and by December 15, prepare an annual evaluation report and submit it to the Office of the Vice President and Dean. (Exception: For faculty members undergoing preliminary tenure review, evaluation reports from the Associate Dean must be submitted to the Office of the Vice President and Dean no later than October 1, as described below.) A copy of the report will be provided to the faculty member.

4) The Associate 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 Vice President and 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 Faculty Development and Evaluation 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:
The annual review procedure outlined above for untenured faculty has been modified for those who are in their preliminary tenure review year. The Faculty Development and Evaluation Committee has stipulated the following procedural steps as part of the preliminary tenure evaluation process.

1) By October 1 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 Vice President and 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 Associate Dean will assist the candidate in this process and assemble any additional relevant information for the Committee.

2) By October 1, the department chair, the Associate Dean, and at least two members of the Faculty Development and Evaluation 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 Vice President and 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 Vice President and Dean. A copy of the report will be provided to the faculty member.

4) By October 15, the Faculty Development and Evaluation Committee will send a preliminary tenure review letter to the Office of the Vice President and Dean and to the faculty member. When reappointment is not recommended by the Faculty Development and Evaluation Committee, the candidate may provide a written response to the committee letter addressed to the Vice President and Dean by October 25th.

5) The Vice President and 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 Vice President and Dean will notify faculty members at the beginning of the academic years in which they are eligible to apply for tenure. Qualified faculty 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 Faculty Development and Evaluation 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 Vice President and Dean by October 15 of the final probationary year. Probationary faculty members who fail to submit an application letter by October 15 will be issued a one-year terminal contract.
2) By December 1, the faculty candidate will submit a portfolio of supporting materials to the Office of the Vice President and 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 December 1, 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 Vice President and 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 Vice President and Dean. A copy of the letter will be provided to the faculty member.

4) By December 1, the Associate Dean, and at least two members of the Faculty Development and Evaluation Committee shall visit one or more of the faculty member’s classes.

5) By January 1, the Faculty Development and Evaluation Committee will review all relevant materials and, in consultation with the Associate Dean, make a written recommendation to the Vice President and Dean, and provide a copy of this recommendation to the candidate. When tenure is not recommended by the Faculty Development and Evaluation Committee, the candidate may provide a written response to the committee letter addressed to the Vice President and Dean by January 25th.

6) By February 1, the Vice President and Dean will make a recommendation to the Provost and 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 Faculty Development and Evaluation Committee and the Vice President and Dean. If the administrative recommendations and the Committee do not agree, the vote of the Faculty Development and Evaluation Committee will accompany the administrative recommendation to the Board of Trustees.

7) The Vice President and 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 Evaluation

Faculty members with tenured 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, and to provide feedback to each faculty member. The annual evaluation process includes the following procedural steps:

1) By September 15 of each fall semester, each tenured 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.)
Department chairs within a division will submit their annual self evaluations to their Division Director. Division Directors and department chairs in stand alone departments will submit their self evaluations to the Vice President and Dean.

2) By December 1, the appropriate administrative evaluator will visit one or more of the faculty member’s classes, prepare an annual evaluation report and submit it to the Office of the Vice President and 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 Vice President and Dean. A copy of the chair’s evaluation report will be provided to the faculty member. Strengths will be indicated and areas in need of improvement will be identified. The faculty member will have an opportunity to provide a written response that will be added to his or her evaluation file.

Post-tenure Review

Tenured faculty will be reviewed formally every five years. One-fifth of the tenured faculty shall be reviewed each year. All tenured faculty members shall be assigned to one of five groups by the Faculty Development and Evaluation Committee as determined by the year in which tenure was granted. The Faculty Development and Evaluation Committee shall assume overall responsibility for the review of tenured faculty and has stipulated the following procedural steps as part of the review process.

1) By February 1 of the review year, those scheduled for formal review will submit a portfolio of materials they wish to have considered to the Office of the Vice President and Dean. This portfolio should include: a) a current resume; b) copies of annual reports; c) evidence of teaching effectiveness, including student assessments; d) a description of professional development activities; e) a description of service contributions to Baker and the community; and f) evidence of effective academic advising. The tenured faculty member must also designate a colleague who will serve as an additional reviewer. This colleague may be from the faculty member’s discipline, from a related discipline, or from the general education program.

2) By March 15, the department chair, the Associate Dean, the designated colleague, and at least one member of the Faculty Development and Evaluation Committee shall visit one or more of the faculty member’s classes. In the event that the faculty member being reviewed is a department chair whose department is housed in a division, the division director will serve in the evaluative role of the department chair. In the event that faculty member being reviewed is a division director, a senior member of the faculty member’s department or related discipline who is familiar with his or her work shall serve in the evaluative role of the department chair.

3) By March 15, a letter of evaluation from the department chair (or designate) and a letter of review from the designated colleague shall be submitted to the Office of the Vice President and Dean. Copies shall be sent to the post-tenure review candidate.

4) By April 1, a letter of review from the Associate Dean shall be submitted to the Office of the Vice President and Dean and a copy sent to the post-tenure review candidate.

5) In consultation with the Associate Dean, the Faculty Development and Evaluation Committee will prepare a summary report for the tenured faculty member that will be based on these letters, the classroom visits, and the submitted portfolio materials. This report will be sent to
the tenured faculty member by April 15 with a copy sent to the Office of the Vice President and Dean.

6) By May 15, the faculty member will meet with the Chair of the Faculty Development and Evaluation Committee and the Associate Dean to discuss the report and consider suggestions for further professional growth. The faculty member will be offered an opportunity to provide a written response that will be added to his or her evaluation file. This evaluation file may be reviewed by the faculty member.

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 Faculty Development and Evaluation 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) 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.

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 Vice President and 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 Vice President and 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 Vice President and Dean will notify the faculty member in writing no later than February 1.
CHAPTER V: EMPLOYMENT TERMINATION

RESIGNATION

Faculty members should notify the University of an impending resignation as soon as possible, so that a satisfactory successor can be found or suitable adjustments made.

SUSPENSION

The faculty member may be suspended or assigned to other duties while awaiting the outcome of the dismissal action.

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.

Termination of a tenured faculty appointment may be effected by the University for adequate cause, including professional incompetence, failure to perform duties, and conduct that compromises the University or its ability to meet its mission.

When alleged cause for dismissal exists, the Vice President and Dean will meet with the faculty member, in an attempt to reach a mutually agreeable settlement. If a settlement cannot be achieved at this conference, the Vice President and Dean will refer the matter to the Faculty Grievance Committee (“Committee”). The Committee will consider the matter and offer suggestions for informal resolution and prepare a recommendation to the President.

If the President of the University chooses to seek dismissal, the Vice President and Dean will provide the faculty member with a statement that sets forth the grounds for dismissal. The statement will be submitted to the Committee which shall schedule a hearing. The faculty member shall be informed of the procedural rights accorded the faculty member. The Committee members shall, at its first meeting, determine its own rules and procedures not otherwise specified in this document or the Baker University Constitution and Bylaws. 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 charged faculty member unless called as a witness.

The Committee shall not be bound by strict rules of legal evidence, and may consider any evidence which is of value in reaching a determination. The faculty member will be afforded an opportunity to obtain necessary witnesses and other evidence.

After consideration of all relevant information, the Committee shall submit its written recommendations 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 re-assigned except where, in the judgment of the President, there will be immediate harm to students, faculty, or staff by the continuance of the faculty member in assigned duties.
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.

Definitions

Financial Exigency shall be declared by the Board of Trustees based on, among other factors, actual or projected operating deficits.

Reductions or Reallocations may refer to individual faculty positions, departments or programs.

Procedure

The Vice President and Dean, in consultation with the Educational Programs and Curriculum Committee, 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:

1. 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 advance 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?

2. 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? Do students come to Baker specifically because of this department or program? Would the reduction result in staffing below the minimum number necessary to offer a quality department or program?
3. Market Viability

What is the number of majors in the department?
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 projected enrollments?
Do graduates have a good placement record?

Once the review is completed, the Educational Programs and Curriculum Committee will make recommendations to the Vice President and Dean. The Vice President and 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 Vice President and Dean an appropriate course of action.

Reduction or Reallocation Affecting Non-Tenured Faculty

If a program or department termination will result in the dismissal of non-tenured faculty, the Vice President and Dean will submit a written evaluation and recommendation to the President. As the decision is made to dismiss non-tenured faculty, the procedures followed for notification will comply with the criteria established in the Faculty Handbook, unless otherwise agreed to in a writing signed by the University and faculty member.

Reduction or Reallocation Affecting Tenured Faculty

In the event of a financial exigency, or discontinuance or reduction of a department or program which can be expected to result in the loss of tenured faculty positions, the University President, in consultation with the Board of Trustees, shall initiate the reduction or reallocation procedures with an accompanying written justification of such action.

1. An affected tenured faculty should be informed as early as practicable of conditions leading to termination of the faculty appointment because of financial exigency, planned discontinuance, or restructuring. Faculty action should be effected through the establishment and utilization of the 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 Vice President and Dean and Faculty Joint Committee, will designate departments or programs to be reviewed for the purpose of reallocation or reduction of tenured faculty positions. The Chair of each designated department or program shall develop a proposal utilizing the criteria outlined above 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 Vice President and Dean. Its recommendations, along with those of the Vice President and 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 re-allocation to the Board of Trustees. In any case in which the President's recommendation differs from those of a department or program chair, the Vice President and
Dean, or the Faculty Joint Committee, documentation of these 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.

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.

**Termination of Tenured Faculty Positions**

**Retention Priority Criteria**

The following criteria shall be used in determining the retention priority of faculty members.

a) Tenured faculty shall have priority over 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 Vice President and 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 Vice President and Dean and the Faculty Joint Committee.

**Reassignment**

The qualifications of tenured 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 Vice President and Dean in consultation with the faculty of those academic units to which the faculty member might be transferred. The College will consider transferring tenured faculty members whose positions have been eliminated to other departments.

A tenured faculty member who applies for a 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.

**Hearing and Appeal Procedures**

1. **The Faculty Joint Committee**

   a) A tenured faculty member aggrieved by a notice of termination under these procedures shall be entitled to a hearing before the Faculty Joint Committee. The request for a hearing must be made within 30 days after the notice of termination is sent to the faculty member. The hearing shall take place within 30 days of the request. Issues in this hearing
will include the criteria by which the faculty member’s position was selected for a reduction or reallocation in force.

b) The Faculty Joint Committee, working with the Vice President and Dean, shall report its findings and make recommendation to the President within 15 days after completion of the hearing.

2. **President**

   The President shall review the findings and recommendations of the Faculty Joint Committee and shall recommend action to the Board of Trustees. The aggrieved faculty member may request a meeting with the President.

3. **The Board of Trustees**

   After receiving the President’s recommendation, the Trustees or its designees will discuss the termination on written request of the faculty member. The Trustees will review the President’s recommendation, and will either uphold the previous decision or approve a revision.

**Rehiring Policy**

1. Should conditions permit the filling of a position lost due to a reduction or reallocation within two years following termination, former tenured faculty who are qualified for the position shall first be offered re-employment. For a period of two years, non-tenured faculty who have been terminated in connection with reduction or reallocation described above shall be offered employment before other persons of equal qualifications.

2. If the University, in the course of a planned program discontinuance or restructuring, 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 member terminated by these procedures.
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 Faculty Development and Evaluation 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 Vice President and Dean by February 15 of each academic year.

Review Process: The Associate Dean will prepare support materials for the 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 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 Dean prior to the end of the academic year. The award will be presented at the annual Honors Program, during which the recipient will be invited to participate.

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 Vice President and Dean by February 15 of each academic year.

Review Process: The Associate Dean will prepare support materials for the 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 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 Vice President and Dean prior to the end of the academic year. The award recipient will 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 Vice President and Dean by February 15 of each academic year.

Review process: The Associate Dean will prepare support materials for the 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 Vice President and 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 in the spring academic term. The recipient of the award is then a candidate for the United Methodist Church Board of Higher Education's National Teacher Award.

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.

FACULTY INCENTIVE PROGRAM AWARDS (FIP)

Eligibility

Full-time faculty members who have taught at Baker in the College of Arts and Sciences for three or more years with at least a half-time teaching appointment or the equivalent, and who have not won a FIP Award in the previous three years are eligible. Eligible faculty members are welcome to apply for more than one FIP Award in the same year (although they can only receive one award).

Members of the Faculty Development and Evaluation committee (FDE) are eligible for these awards, although they must recuse themselves from the entire review process for the specific award for which they have applied. An FDE member also can not evaluate anybody with whom they themselves are competing, even if it is for another award category. When possible, an alternate FDE member will substitute for the nominated FDE member.

Criteria

Three FIP Awards will be awarded annually (provided there are qualified applicants): one for Teaching & Advising, one for Teaching Scholarship/Professional Activity, and one for Teaching and Service. Excellence in advising scholarship/professional activity, or service is necessary, but not sufficient for consideration for a FIP Award. All FIP applicants, regardless of the specific FIP Award sought, must meet a minimum level of teaching excellence. In other words, regardless of the level of excellence within the area of
advising, scholarship/professional activity, or service, individual faculty members who do not have a record of teaching excellence will not be considered as eligible candidates for any FIP Award. This determination will be made by the CAS Dean.

The categories of Advising, Scholarship/Professional Activity, and Service are defined for each FIP Award in the same way that they are defined for annual evaluations, tenure, and promotion. In other words, what counts as Advising, Scholarship/Professional Activity, and Service activities for annual evaluations, tenure, and promotion are what counts for purposes of determining FIP Awards.

Additional guidelines for the individual FIP Awards are:

**Teaching and Advising:** Advising activities include such things as regular academic advising, freshmen advising, recommendation writing, assisting with student placement in post-graduation positions, and the like.

**Teaching and Scholarship/Professional Activity:** Each department should have on file with the Dean’s office its departmental definition of scholarship and professional development activities. The FDE committee can use these to help guide the evaluation process for the Teaching & Scholarship/Professional Activity Award.

**Teaching and Service:** Service can include activities related to an individual’s professional associations, university, college, and departmental service activities, and community service activities.

**Award Selection Process**

**Nominations:** Individuals may indicate their interest in seeking a FIP Award simply by informing the CAS Vice President and Dean of their intent to apply by February 15 of each academic year. Additionally, CAS faculty members may nominate other eligible CAS faculty members. Those so nominated must accept the nomination by informing the CAS VP and Dean’s Office of their willingness to apply.

**Application:** All eligible faculty members seeking a FIP Award must submit an application to the Office of the Vice President and Dean by the Friday immediately preceding the commencement of spring break in order to be considered for a FIP Award.

Applications should consist of:

a cover letter written by the nominee, not to exceed two-pages
(This represents a brief opportunity for an applicant to set her/his record into focus for the FDE Committee. This might involve highlighting certain accomplishments, articulating a personal philosophy, explaining or clarifying various aspects of the candidate’s work, etc. The two-page limit is designed to minimize the amount of time and energy spent in putting together applications, to facilitate comparability among applications, and to limit the workload associated with the review process. *Strict adherence to the two-page limit is therefore essential.*
- the previous three years’ annual self-evaluations
- the previous three years’ annual evaluations by the faculty member’s Chair/Dean
- an updated vita

For example, to apply for a FIP Award granted in May of 2008, individuals must supply their 2003-2004, 2005-2006, and 2006-2007 annual self-evaluations along with the associated Chair/Dean letters of evaluation.

Individuals who did not write and submit the previous three years’ annual self-evaluations are not eligible for FIP Awards.

Individuals may not solicit letters of support from current or former faculty members, or from current or former Baker University students.

Review Process: The review of FIP Award applications will be a two-stage process. Initially, the CAS Vice President and Dean will review applications for each award and will make a preliminary determination regarding eligibility and competitiveness for each award. The top applicants for each award will then be forwarded to the FDE committee for further review. The FDE committee will not be informed by the CAS Dean as to the identity of individuals that have not been advanced to them. At least two applicants will be forwarded to the CAS Vice President and Dean for each FIP Award (except in cases where fewer than two candidates have applied or where no candidates meet the minimum required level of teaching excellence). There is no upper limit on the number of applicants that the CAS Dean can forward to the FDE committee for further review.

The FDE committee will first recuse any committee members who have been nominated and advanced for a FIP award, replacing themselves with an alternate when possible. The FDE committee then will review applications and will select the FIP Award recipient in each category. The FDE committee will utilize personnel files in the Dean’s office to assist in the review and selection process. Individuals having been advanced as candidate by the CAS Dean will be evaluated by the FDE committee, with equal weight being given to candidates’ teaching records as well as candidates’ records in Advising, Scholarship/Professional Activity, or Service, as appropriate for the award being sought. That is, each candidate’s record of teaching will be assessed, and, independently, each candidate’s record in Advising, Scholarship/Professional Activity, or Service will be assessed. These two assessments will be combined into an overall evaluation, with equal weight going to each. The candidate with the highest combined evaluation will be selected as the FIP Award recipient. In cases where two or more applicants are judged to be of equal merit, preference will go to individuals who have not previously received a FIP Award in that category, and to those who have not received a FIP Award in any category. Otherwise, prior receipt of a FIP Award will not factor into the review process.

Presentation of the Faculty Incentive Program Awards

Announcement of the FIP Awards recipients will be made by the Office of the Vice President and Dean prior to the end of the academic year.
COMMITTEE ON THE 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.

Composition

Members of the Committee shall be appointed by the President and shall include one emeritus Faculty member, two active faculty members, three alumni, one administrator, and one member of the Board of Trustees; eight (8) members in all. The Committee shall be convened annually by the chair, who shall be appointed by the President.

Responsibilities

The Committee shall solicit and review nominations from current and emeritus faculty members, administrators, current students, and alumni, following a well-publicized announcement. Special attention shall be given to a poll of alumni to be conducted by the Office of University Relations. The final decision shall be made by the Faculty Hall of Fame Committee members, which shall also develop its own procedures. The number of candidates selected from year to year shall be determined by the Committee.

The upper-level hallway in Constant Hall will serve as the site of the Faculty Hall of Fame, where portraits of the Hall of Fame members shall hang with a plaque for each. Selection for the Faculty Hall of Fame will be 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. The “norm” shall be the terminal degree for the discipline, recognizing that there are outstanding teachers, as well, without doctorates.

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 instill reverence for the great mysteries of the universe and the gift of life.

d. the ability to convey the highest ethical responsibility toward fellow human beings.

e. the ability to demonstrate not only with learning, but also by wit, dramatic example, keen sensitivity, and perhaps even by idiosyncratic behavior, the great passion of a life well-lived.

The induction of the Faculty Hall of Fame shall be held in February of each year that a Hall of Fame member is selected.
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 corporators 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.
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.
A COMPREHENSIVE PLAN FOR FACULTY DEVELOPMENT AT BAKER UNIVERSITY’S COLLEGE OF ARTS AND SCIENCES

Revised August, 2007

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 a range of 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 reflect an administrative commitment to the various types of support that 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 lifelong 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.

A high quality faculty development program provides the necessary resources to meet the needs of its faculty. The position of Associate Dean of the College of Arts and Sciences was created to serve the faculty in this regard. Under the leadership of the Associate Dean, the comprehensive faculty development plan of the College is implemented, enabling faculty members to maximize their growth in the areas of teaching, advising, scholarship, and community service.

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.

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**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 Associate 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

- **First Baker Year Teaching Experience (1st BYTE):** As a means of augmenting the traditional faculty orientation, and to add a formal piece to the interactions between new faculty members and their mentors, the 1st BYTE seminar series provides continuing opportunities to help new faculty members learn about the organization and culture of Baker University. Specific seminar topics (e.g., faculty governance, interpreting student
evaluations of teaching) are intermingled with opportunities to share experiences and problems with other faculty (both new and experienced). Formal feedback on the 1st BYTE program from both new faculty and mentors has been strongly supportive of the seminar series.

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 Associate Dean’s office, the Associate 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 Associate 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

Department Chair Development Program: The faculty development program prioritizes professional development opportunities specific to faculty members serving in the role department chair. In addition to an annual fall workshop for department chairs, other on-campus and off-campus opportunities are routinely identified or created for the purpose of providing program leaders with the knowledge and skills necessary to develop and assess their departmental programs and the faculty who serve them. When necessary, funding through individual contractual arrangements, the professional development grant program, the individual department budgets, or other sources, is used to support such opportunities.

Areas of Support: 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 Assistant Dean for Student Academic Services, 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 First Year Experience 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 Associate 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

- **Professional Grant-writing Assistance:** The University employs a full-time Director of Grant programs who is charged with the responsibility to pursue avenues of external funding for the university through grants, corporate donors and foundation gifts. The Director is available to work with faculty to identify funding sources for innovative ideas in academic programming or to provide consultation on research grant applications.

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

- **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

- **Faculty Whitespace Grants:** Faculty may apply for a release from a portion of their teaching obligations in a given semester in order to pursue a specific project that could benefit from the additional undedicated time (whitespace). Applications are reviewed by the FGE committee and recommended to the Dean. Projects can relate to the development of curricula and academic programs, or may focus on research and professional activity. A project report or other written product is required.

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

**Fall Semester In-Service Day – Focus on Departments:** An in-service day free of classroom obligations has been established at the approximate midpoint of the fall semester calendar for departmental colleagues to dedicate time toward academic program issues. A focus is placed on curriculum development and planning activities.

*Areas of Support: Teaching and Learning, Academic Programs*

**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.

**University Forum Series:** In association with the University’s Artist and Lecture Series, select faculty members are provided with regular opportunities to make professional presentations to faculty colleagues and other interested staff and students. Often times, these individuals have been the recipients of recent professional development or travel-for-learning grant funds. Topics depend on the expertise of the presenter but are typically of interest to the broader intellectual community. Generally, a spirited informal exchange of ideas follows the formal presentation.

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

**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*
Lunch Bunch: Started in 1997 by several colleagues in the College’s Education Department, the charter group of participating faculty members informally approved the following mission statement: "The purpose of the Lunch Bunch is to promote excellence in teaching and learning." The monthly lunch meetings offer an informal opportunity for faculty to gather to share ideas with one another. Periodically, outside guest speakers are invited to share their expertise.
Areas of Support: Teaching and Learning, Personal Growth and Satisfaction

Artist and Lecture Series: On an annual basis, Baker offers a variety of cultural educational and entertainment opportunities to the entire University community at a modest cost.
Areas of Support: 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 Faculty Development and Evaluation (FDE) 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 Faculty Development and Evaluation (FDE) 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 Faculty Development and Evaluation (FDE) 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

- **Faculty Incentive Program:** An initiative designed to regularly reward the strongest performers is the Faculty Incentive Program (FIP). The FIP provides permanent salary increases to three faculty members each year. These faculty are recognized for their excellence in teaching and an additional in strength in the area of advising, scholarship or service. 
  **Areas of Support:** Teaching and Learning, Scholarship/Research /Creative Activity, 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 Associate 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 Associate Dean’s responsibility involves the provision of as-needed consultation services to faculty members on a variety of issues. The Associate 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 Faculty Development and Evaluation (FDE) committee, the Associate 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 Associate 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 Associate 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 Associate 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

Life Support - Comprehensive University Benefits: Because professional development is dependent upon an individual’s personal wellbeing, the faculty development program supports initiatives that contribute to the personal growth and well-being of its faculty. The University provides a number of benefits for full-time faculty that provide important support for personal health, growth and life satisfaction.

- **Health, Dental, Life, and Disability Insurance:** With the majority of premiums paid by the University, a variety of extended options are available for each, including family coverage.

Areas of Support: Personal Growth and Satisfaction

- **Section 125 Flexible Benefit Plan:** This provision allows eligible participants to pay for group medical plan premiums, medical and dental expenses not covered by insurance, and/or adult and child dependent care expenses with “untaxed” dollars.

Areas of Support: Personal Growth and Satisfaction

- **403(b) Retirement Account and Tax Sheltered Annuity:** Subsequent to two years of service, Baker contributes the equivalent of 5% of the employee’s base salary to his or her retirement account. Additional matching contributions are available for eligible employees with 10 or more years of full time service. Baker also provides eligible employees an opportunity to supplement retirement income through tax deferred payroll deductions.

Areas of Support: Personal Growth and Satisfaction

- **Tuition Waivers and Exchange Programs for Dependents:** Full-time faculty members’ spouses and dependent children are eligible for tuition waivers at Baker University for up to
18 credit hours per semester. Additionally, spouses and dependent children who are eligible for Baker tuition waivers are also eligible to participate in the tuition waiver programs associated with Tuition Exchange and the Council of Independent Colleges (CIC). These programs identify colleges across the country that may be available for free or reduced tuition for dependents of Baker faculty members.

**Areas of Support: Personal Growth and Satisfaction**

- **Bookstore Discounts:** Faculty members are entitled to a discount on all items purchased at the Baker Bookstore.

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

**Support for Personal Wellness and Health:** In addition to the tangible benefit packages afforded all full-time faculty, the faculty development program enthusiastically supports the following opportunities to promote health and wellness among all faculty and staff.

- **Fitness Center:** Baker places a high priority on promoting physical health and well-being and consequently offers a variety of avenues for its faculty and staff to maintain a healthy lifestyle. Employees of the College are provided liberal access to a well-equipped on-site fitness center as well as frequent opportunities to participate in structured aerobic classes and other trainer-led fitness activities.

  **Areas of Support:** Personal Growth and Satisfaction

- **Wellness Program:** In addition, Baker sponsors a well-structured health program that features three major components. In the Lunch ‘n Learn series, invited speakers make presentations on a variety of health issues to faculty and staff during a lunch consisting of a menu of healthy food choices. During the annual Community Health Fair, faculty, staff, and students are provided with an opportunity to be tested at a variety of health “stations”, designed to promote health awareness and help identify individual health concerns. At the annual spring Fun ‘n Fitness Day, faculty and staff gather for an afternoon of outdoor fun and games, also intended to promote health awareness.

  **Areas of Support:** Personal Growth and Satisfaction

**ENSURING CONTINUED IMPROVEMENT IN FACULTY DEVELOPMENT**

Baker is committed to frequent and ongoing evaluation of the effectiveness of the various components of the faculty development program in order to ensure the highest level of support
Commitment to Best Practices in Professional Development: An institutional commitment toward providing its faculty with high quality faculty development resources comes with a corresponding commitment toward keeping institutional leaders abreast of the best practices in faculty development in higher education. Associations such as the Professional Development Network (POD) and other similar organizations, offer administrators, chairs, and other faculty with unique opportunities to keep up to date with issues and practices in faculty development. By maintaining membership in such organizations, Baker is able to provide important workshop and conference opportunities to its faculty development leaders.

Ongoing Professional Development of Faculty Development Personnel: In order to provide the highest quality faculty development program possible, it is the responsibility of the appropriate University leadership to stay current with both the best practices in faculty development and the methodology necessary to assess the effectiveness of these practices. In addition, Baker is committed to maintaining an understanding of the relationship between faculty development and student learning.

Faculty Development Needs Assessments: Changes in discipline-related knowledge, in technology, in market and stakeholder demands, in best practices related to faculty development issues, as well as changes in personnel, all require that the needs of a faculty be frequently assessed in order for them to be best met by an administration. Baker is committed to implementing a formalized system for accurately assessing its faculty’s developmental needs. A set of program objectives will be clearly articulated and modified as needed throughout the ongoing needs assessment process.

Assessment of the Faculty Development Program: Identifying the success of any program depends upon the implementation of a valid and reliable set of methods for measuring any change in performance associated with the various dimensions of the program. For this reason, an important element of a comprehensive faculty development plan is the ongoing assessment of programming. Formative assessment provides information with which real-time improvements can be implemented. In addition, it is understood that a longitudinal analysis of program objective-related performance provides valuable feedback necessary for comprehensive program improvements. Both the Faculty Development and Evaluation (FDE) committee and the Program Evaluation and Outcomes Assessment (PEOA) committee serve as important resources in these efforts.
APPENDIX C

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, division chairs, or the V.P and CAS Dean as appropriate (see 2004 Faculty Handbook for details) 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 Division Directors, 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 D
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 5% 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 5% 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/Provost is authorized to negotiate with individual faculty members a retirement incentive packet if it is deemed in the best interest of the University.
Baker University Information Technology
Responsible Use Policy

General Statement
Baker University's computing and network resources are intended for university-related purposes, including direct and indirect support of the university's instruction, research, and service missions; of university administrative functions; of student and campus life activities; and of the free exchange of ideas among members of the university community and between the university community and the wider local, national, and world communities.

The use of university computing and network resources is subject to the normal requirements of legal and ethical behavior within the university community. Although some limitations are built into computer operating systems and networks, those technical limitations are not the sole restrictions on what is permissible. Users must abide by all applicable restrictions, whether or not they are built into the operating system or network and whether or not they can be circumvented by technical means.

Applicability
This policy applies to all users of university computing and network resources, whether affiliated with the university or not, and to all uses of those resources, whether on campus or from remote locations.

The university may also take action relating to the use of university or non-university computer resources, either on campus or elsewhere, when such behavior may involve the commission of a crime or poses a danger to others.

Eligibility
Eligibility is defined as follows:

<table>
<thead>
<tr>
<th>Information Technology Services</th>
<th>Who is eligible</th>
</tr>
</thead>
</table>
| Email services including listservs and news groups | • All matriculated students.  
                                                   • All faculty including emeriti faculty  
                                                   • All staff |
| Web page authoring and storage   | • All matriculated students.  
                                                   • All faculty including emeriti faculty  
                                                   • All staff |
| Standard Internet services including Web, Telnet, and FTP | • All matriculated students  
                                                                 • All faculty |
|                                 |                  |

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Policy on the Use of Baker University Computing Resources

1. **Users must comply with all federal, Kansas and other applicable law, as well as all generally applicable university rules and policies.** Examples of such potentially applicable laws, rules and policies include the laws of libel, privacy, copyright, trademark, obscenity and child pornography; the Computer Security Act of 1987, the Computer Abuse and Misuse Act of 1986, the Electronic Communications Privacy Act, and Kansas Computer Crime; Unlawful Computer Access law #21-3755; the university's Student Handbook; the university's Faculty Handbook; and the university's Employment Policies Handbook for administrative and support staff. Users who engage in electronic communications with persons in other states or countries or on other systems or networks should be aware that they may also be subject to the laws of those other states and countries and the rules and policies of those other systems and networks. Users must be sure that the use of any downloaded material (including print, audio, and video) stored on university or personal computers is not in violation of copyright laws.

2. **Users are responsible for complying with the requirements of the contracts and licenses applicable to the software files and other data they install on University or personal systems.** Proof of legal licensing should be available upon request.

3. **Users may utilize only those computing resources that they are authorized to use and use them only in the manner and to the extent authorized.** Ability to access computing resources does not, by itself, imply authorization to do so. Users are responsible for ascertaining what authorizations are necessary and for obtaining them before proceeding. Accounts and passwords may not, under any circumstances, be shared with, or used by, persons other than those to whom they have been assigned by the university not even with family members or a partner.
4. **Users must respect the privacy of other users and their accounts, regardless of whether those accounts are securely protected.** Again, ability to access other persons' accounts does not, by itself, imply authorization to do so.

5. **Users must respect the finite capacity of those resources and limit use so as not to consume an unreasonable amount of those resources or to interfere unreasonably with the activity of other users.** The university may require users of bandwidth, disk space, CPU time, or other resources to limit or refrain from specific uses in accordance with this principle. The reasonableness of any particular use will be judged in the context of all the relevant circumstances.

6. **Baker computing and network resources and services may be used only by authorized persons for Baker University-related purposes, including those listed in the General Statement above.** These resources may not be used for other purposes except as authorized by Baker University. For example, the reselling of network services or other uses of computer resources for personal financial gain is not permitted. Use of computers and networks for personal purposes such as e-mail and web access is allowed, as long as it does not interfere with work responsibilities and does not place a burden on resources. Users may not run unauthorized servers off of the Baker network. Users are expected to respect the priority of university business and keep personal use to a minimum.

7. **Individuals may not state or imply that they speak on behalf of the university and may not use university trademarks and logos without authorization to do so.** Affiliation with the university does not, by itself, imply authorization to speak on behalf of the university. Authorization to use university trademarks and logos on university computing resources must be obtained prior to their use. The use of appropriate disclaimers is encouraged e.g. "the thoughts expressed here are my personal opinion and do not represent the position of Baker University in any way."

**Enforcement**

The university may temporarily suspend or block access to an account, prior to the initiation or completion of an investigation, when it reasonably appears necessary to do so in order to protect the integrity, security, or functionality of university or other computing resources or to protect the university from liability. The university may also refer suspected violations of applicable law to appropriate law enforcement agencies.

Users who violate this policy may be subject to disciplinary action, and may be denied further access to university computing resources.

**Security and Privacy**

The university employs various measures to protect the security of its computing and network resources and of their users' accounts. Users should be aware, however, that the university cannot guarantee such security. Users should therefore engage in "safe computing" practices by establishing appropriate access restrictions for their accounts, guarding their passwords, and changing them regularly.

Users should also be aware that their uses of university computing and network resources are not completely private. While the university does not routinely monitor individual usage of its computing and network resources, the normal operation and maintenance of the university's computing resources require the backup and caching of data and communications, the logging of activity, the monitoring of general usage patterns, and other such activities that are necessary for the provision of service. The university may also specifically monitor the activity and accounts of individual users of university computing and network resources, including individual login sessions and communications, without notice, when (a) the user has voluntarily made them accessible to the public, as by posting to a web page; (b) it reasonably appears necessary to do so to protect the integrity, security, or functionality of university or other computing resources or to protect the university from liability; (c) there is reasonable cause to believe that the user has violated, or is violating, this policy; (d) an account appears to be engaged in unusual or unusually excessive activity; as indicated by the monitoring of general activity and usage patterns; or (e) it is otherwise required or permitted by law.
The university, at its discretion, may disclose the results of any such general or individual monitoring, including the contents and records of individual communications, to appropriate university personnel and/or state or federal law enforcement agencies and may use those results in appropriate university disciplinary proceedings or in litigation.

Implementation and Revisions
The Baker University Assistant Vice President for Information Technology is responsible for implementing this policy, in cooperation with the Administrative Council and the Director of Human Resources. The University has the right to change this policy as necessary; the Administrative Council will oversee and approve changes to the policy in consultation with the aforementioned groups and individuals. The final authority rests with the President.
Baker University Policies for E-mail use, Accounts and Addresses

E-mail services are provided to the Baker community in support of the educational mission of the University and the administrative functions to carry out that mission. Users of Baker e-mail services are expected to act in accordance with the Information Technology Responsible Use Policy and with professional and personal courtesy and conduct. E-mail may not be used for unlawful activities. The University may revoke e-mail accounts if a person has failed to comply with University policy or used an e-mail account unlawfully.

Many official communications from Baker will be distributed to students exclusively via Baker e-mail. It is the student's responsibility to check their Baker e-mail regularly.

Definitions
To clarify terms used within these policies, the following definitions are provided:

E-mail account: An e-mail account is the location where mail is actually delivered. It is a combination of a login username and password and disk space. A person may have several e-mail accounts on different computers or e-mail servers.

E-mail username: The actual name of the account as typed in at the Username prompt when logging onto e-mail.

E-mail usernames for CAS and SPGS faculty and staff are constructed as follows: first initial, last name, (optionally) unique number@server.bakeru.edu.
For example: Jane Smith would be JSmith if there were no other JSmith accounts. Otherwise she would have a number in the username such as JSmith2.

E-mail usernames for SPGS adjunct faculty are constructed as follows: first name, last name, (optionally) unique number.
For example: Jane Smith would be JaneSmith if there were no other JaneSmith accounts. Otherwise she would have a number in the username such as JaneSmith2.

E-mail usernames for CAS and BUSN students are constructed as follows based on the student's name as submitted on their admissions application:
last name_first initial, (optionally) unique number@server.bakeru.edu.
For example: John Brown would be Brown_J@server.bakeru.edu if there were no other Brown_J accounts. Otherwise he would have a number in the username such as Brown_J2@server.bakeru.edu.

E-mail usernames for SPGS students are constructed as follows based on the student's name as submitted on their admissions application:
first initial, middle initial, last name.
For example: John David Brown would be JDBrown@server.bakeru.edu if there were no other JDBrown accounts. Otherwise he would have a number in the username such as JDBrown2.
E-mail delivery address: The *username@servername.bakeru.edu* address is the delivery address. Each e-mail account has its own unique delivery address which can be given out to correspondants as one's e-mail address. For CAS and SPGS faculty and staff email accounts, the server name can be dropped from the address when giving out an email address (i.e. *username@bakeru.edu*). The server names are as follows:

- CAS and SPGS faculty and staff server name (can be dropped when given out to other people): **exchange**
- SPGS adjunct faculty server name: **spgsmail**
- CAS and BUSN students server name: **wildcat**
- SPGS student server name: **spgsmail**

E-mail name address: For faculty and staff, the *first.last@bakeru.edu* address is an alias address. It is linked to the person's e-mail account but is, itself, not an account username, but rather a permanent e-mail alias. Use of the name address ensures that the e-mail address will remain the same the whole time one is at Baker. For CAS and BUSN students, the *first.last@wildcat.bakeru.edu* address is also provided as an alias address. Alias addresses are not available to SPGS faculty, staff, adjuncts or students, therefore, the email delivery address should be given to correspondents. School of Nursing faculty and staff are provided with a Baker alias linked to their Stormont-Vail e-mail account.

Examples of email addresses:

- CAS faculty/staff email address:  [jane.smith@bakeru.edu](mailto:jane.smith@bakeru.edu)
- SPGS faculty/staff email address:  [msmith@bakeru.edu](mailto:msmith@bakeru.edu)
- SPGS adjunct faculty email address:  [markwhite@spgsmail.bakeru.edu](mailto:markwhite@spgsmail.bakeru.edu)
- CAS & BUSN student email address:  [john.brown@wildcat.bakeru.edu](mailto:john.brown@wildcat.bakeru.edu)
- SPGS student email address:  [mbblack@spgsmail.bakeru.edu](mailto:mbblack@spgsmail.bakeru.edu)

Preferred e-mail account: Baker does not recommend the forwarding of Baker email to other email accounts. Baker cannot guarantee that the targetted email server will receive that mail. Many email systems have been set up to limit quotas or refuse forwarded mail so forwarded Baker email may never be received at the targetted email account. Baker takes no responsibility for errors in setting up forwarding or for non-delivery of Baker email by the targetted email account.

Security, Privacy and Confidentiality

- Baker cannot guarantee the security, privacy, and confidentiality of e-mail. Users should not assume confidentiality of their e-mail. Users should exercise caution when sending personal, financial, confidential or sensitive information by e-mail. Examples of why e-mail confidentiality cannot be guaranteed are:
  - E-mail may be subject to disclosure under law.
  - Back-up copies may be retained for periods of time and in locations unknown to senders and recipients even if the user has deleted it from their account or PC.
  - In the course of routine systems maintenance, troubleshooting and mail delivery problem resolution, network or systems staff may inadvertently see
the content of e-mail messages.
  - Password protections are advised but cannot be guaranteed.
  - Senders can mask their identity.
  - Messages can be easily forwarded without permission to individuals or groups, even though it violates copyright law.
  - Messages can be intercepted while in transit through the network.
  - Forwarded messages can be altered from the original.
  - Encryption and digital signatures are evolving technologies and are not yet available for use at Baker.
  - Once a message is received on a machine outside of Baker, all of the above concerns continue to apply.

- Users must maintain the security of accounts.
  - Users are advised to protect and regularly change their account passwords.
  - Passwords are not to be shared with others and their confidentiality is to be strictly maintained.
  - Users will be held accountable for all actions performed with their passwords, including those performed by other individuals as a result of user negligence in protecting codes.

- No one is to use another individual's account, with or without permission.
- Unauthorized anonymous and pseudonymous communications are prohibited.
- Misrepresenting or forging the identity of the sender or the source of an electronic communication is prohibited.
- The intentional propagation of computer "worms" and "viruses," the sending of electronic chain mail, denial of service attacks, and inappropriate "broadcasting" of messages to large numbers of individuals or hosts are prohibited.

**E-mail Accounts**

- Eligibility for an e-mail account is defined in the Baker University Information Technology Responsible Use Policy.
- Users of e-mail must adhere to the Baker University Information Technology Responsible Use Policy.
- E-mail accounts are assigned a disk quota on the e-mail server which can only be increased based on valid business justification.
- E-mail accounts can be immediately locked upon the request of an administrative department head or dean.
- When a user's affiliation with Baker ends Baker will terminate access to e-mail accounts. Baker may, at its discretion, permit the user to have the access to e-mail forwarded or redirected for a limited period of time.
- E-mail addresses are held from use for one year to avoid possible confusion of mail delivery.

**E-mail Addresses**

- E-mail name addresses are generated from the user's legal name and must be unique. Duplicate names are resolved based on alternate name selected by the affected user(s) or the use of a unique number with the name.
• E-mail usernames and e-mail name addresses may be changed when a user legally changes their name.
• Users who opt to use their firstname.lastname@bakeru.edu form of e-mail address have one opportunity to change the first name portion of the name address during their time at Baker. The last name in the firstname.lastname@bakeru.edu address must be the user's legal last name.
• A user may elect to use either the name address (firstname.lastname@bakeru.edu) or the e-mail delivery address (username@server.bakeru.edu) as their address. Use of e-mail delivery address is subject to change any time the e-mail server is retired and/or replaced by another server. Notification of server changes will be issued by Computer Services at least 2 months in advance of such a change.

Group or Departmental Accounts
In some situations, a single point of contact is required where multiple individuals manage service requests. These accounts are permitted as follows:

• The department head will determine when a single group account is required to conduct the business of the department and will be responsible for all of the account activities.
• Standard quotas will apply to all accounts created.
• Account usernames and addresses will be assigned to these accounts as appropriate.

E-mail Distribution Lists

• Mailing lists may be used for purposes related to teaching, course-work, research, and administration at Baker University and university sanctioned student activities.
• All list users need to unsubscribe from lists or suspend mail delivery from lists if they intend to use auto responders (e.g., the vacation programs) for brief periods of time.
• Commercial use of mailing lists, except for authorized Baker University business is prohibited.
• Use of mailing lists for private business, fund-raising or advertising on behalf of non-Baker organizations is prohibited.
• Activities that may strain the e-mail or network facilities more than can be reasonably expected are in violation of this policy. These activities include, but are not limited to: sending chain letters, "spam" or the widespread dissemination or unsolicited e-mail, and "letter bombs" to resend the same e-mail repeatedly to one or more recipients.
• Every mailing list will have an owner or a group of owners who will be actively involved in managing the mailing list. List owners have the following responsibilities:
  o Owners need to keep the subscription list current at all times.
  o Owners need to analyze error messages and take appropriate action.
  o Owners need to respond quickly to communications from Computer Services.
Owners need to assign an "alternate owner" who must check email if the primary owner is unable to do so for more than 2 days.

Owners need to inform Computer Services when the list is no longer needed so that it may be deleted. If there is a list that has had no activity for three months, Computer Services will delete the list after notifying the owners.

Directory Policies
The Baker University electronic and printed directories are provided solely for the purpose of assisting individuals to contact one another. Information in the directories may not be extracted by any means for the creation of distribution lists for use by businesses or other organizations outside of Baker. Use of directory information for solicitation of business or donations is expressly prohibited.

• Students who have requested privacy locks with the Registrar will not appear in the online directory.

E-mail Backups

• In the event of a system disaster, email will be restored to the state of user email accounts on that server at the time of the last back-up. As messages may be received and subsequently deleted or lost since the last backup, Baker cannot guarantee that all messages can be restored.
• Baker is not able to restore individual messages or mailboxes on e-mail servers.
• It is the user's responsibility to back up copies of their own e-mail on their PC.

E-mail Abuse and Policy Enforcement
E-mail services are provided to the Baker community to conduct University business. Violations of the Baker University Responsible Use and E-mail policies as well as other University relevant policies will be subject to disciplinary action and violators may have their e-mail account suspended during any investigation. The following is a non-exhaustive list of examples of e-mail abuse:

• Excess personal use that interferes with University business by burdening the network or systems or by interfering employment obligations.
• Interference with other people's use of e-mail.
• Intentional unauthorized access of other people's e-mail.
• Sending 'spams', chain letters, letter bombs or any other type of widespread distribution of unsolicited e-mail.
• Forging e-mail.
• Giving the impression you are representing the University unless you are authorized to do so.
• Use of e-mail for commercial activities or personal gain.
• Sending of offensive or abusive messages.
• Conducting unlawful activities.

E-mail abuse may be reported to the Associate Dean of Information Services or the Director of Human Resources. Reports of abuse will be investigated and handled as appropriate. In
all cases, do not delete any evidence or message(s) as they can be used as evidence.

**Responsibility for E-mail Policies**

The Assistant Vice President for Information Technology is responsible for implementing this policy in cooperation with the Administrative Council and the Director of Human Resources. The University has the right to change this policy as necessary. The Administrative Council must approve changes to policy; final authority rests with the President.
Charter for Baker University INSTITUTIONAL REVIEW BOARD for the Ethical Treatment of Human Participants in Research

TITLE:

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

PURPOSE:

To insure the ethical conduct in research involving human participants.

SPECIFIC RESPONSIBILITIES:

1. 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.

2. To advise the Office of the Vice President and Dean of the College of Arts and Sciences of the University's compliance with federal guidelines and inform the University policy and procedures regarding the protection of human participants, and to certify to the Office of the Vice President and Dean of the College of Arts and Sciences that any research project or activity involving human participants has been reviewed and approved by the IRB.

SCOPE:

This Board is to review all research involving human participants, 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 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. 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 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. All proposed research involving human participants, 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.

Aside from requirements stipulated in the next section (Expertise), at-large membership will be drawn from the faculties of concerned programs of the College of Arts and Sciences or the School of Education.
**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.

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**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.

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**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 the Vice President and Dean of the College of Arts and Sciences will serve as non-voting ex-officio.

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**Membership Procedures**

Committee members will be appointed by the Vice President and Dean of the College of Arts and Sciences 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. Initial appointments will be for one, two and three years. Subsequent appointments will be for three-year 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 made by the Office of the Vice President and Dean of the College of Arts and Sciences.

**APPEALS**

Appeals of IRB decisions and recommendations will be made to the Vice President and Dean of the College of Arts and Sciences.
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 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 instutional 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 College of Arts and Sciences or School of Education. 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
Sample IRB Review Form

I. Research Investigator(s) (students must list faculty sponsor first)

Department(s) ___________________

Name __________________ Signature ___________    ___ (check if faculty sponsor)

1. __________________ _________ __________________

2. __________________ _________ __________________

3. __________________ _________ __________________

4. __________________ _________ __________________

Principal investigator or faculty sponsor contact information:

Phone __________________________

email ____________________________

Expected Category of Review: ___ Exempt ___ Expedited ___ Full

II: Protocol Title

_____________________________________________________________________________________

_____________________________________________________________________________________

III. Summary:
The following summary must accompany the proposal. Be specific about exactly what participants will experience, and about the protections that have been included to safeguard participants from harm. Careful attention to the following may help facilitate the review process:

In a sentence or two, please describe the background and purpose of the research.

Briefly describe each condition or manipulation to be included within the study.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.

Will the subjects encounter the risk of psychological, social, physical or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

Will any stress to subjects be involved? If so, please describe.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.
Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.

Approximately how much time will be demanded of each subject?

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

What steps will be taken to insure that each subject’s participation is voluntary? What if any inducements will be offered to the subjects for their participation?

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

What steps will be taken to insure the confidentiality of the data?

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

Will any data from files or archival data be used? If so, please describe.
Baker University CAS IRB for Human Research Participants

Guidelines for Reviewing Course-Related Student Research Proposals

**Purpose**: Many courses are taught with a component that involves data collection from human participants. The aim of this document is to describe a procedure whereby IRB oversight may be maintained, without overly stressing either the Board or the Instructors of such courses.

**Scope**: This policy applies only to courses that involve data-collection from human participants as a common core component of the course. This policy does not apply to directed study or thesis projects that use human participants; such directed study or thesis projects must be approved by the IRB via the usual process.

**Policy**: The official policy is that Instructors are responsible for the conduct of student researchers in all respects, but especially with regard to ethical treatment, respect and protection of human research participants.

**Types of Research**: Only research that falls in the category of “No review” or “Expedited Review” is permitted as a regular feature of a catalog course. Hence, it is strongly recommended that instructors not propose that students collect data from 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). Use of deception, licit or illicit drugs, and invasive data-collection methods are likewise discouraged.

Instructors are encouraged to contact the chair or any member of the IRB with questions about particular student projects in advance.

**Procedure**: Prior to permitting students to conduct research that involves human participants, a completed IRB proposal shall be submitted for review (see attached).

The proposal will include brief descriptions of:
- Research Objectives
- Procedures for Research Participant Recruitment
- Procedures to insure the Confidentiality of the Data
- Procedures to insure Informed Consent

**Continuing Course-Related Research**: After having received review, instructors who make no material changes to the method of the in-class research projects may continue to use the approved protocol, and are only required to submit notification of such to the board before the beginning of the semester in which those courses are taught. A sample notification form is attached.
IRB Submission for Research with Human Participants in Catalog Courses

I. Course _________________________  Instructor(s) _________________________

Department(s) _________________________  Phone _________________________

The following summary must accompany the proposal. Be specific about exactly what participants will experience, and about the protections that have been included to safeguard participants from harm. Careful attention to the following may help facilitate the review process:

In a sentence or two, please describe the purpose of the data collection.

Briefly describe each condition or manipulation.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description of the type of information solicited.

Who will be the subjects in this study? How are they typically solicited or contacted?

What steps will be taken to insure that each subject’s participation is voluntary? How will you insure that the subjects give their consent prior to participating?

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

What steps will be taken to insure the confidentiality of the data?
APPENDIX I

BAKER UNIVERSITY

INTELLECTUAL PROPERTY POLICY

Approved by the Board of Trustees February 18, 2005