

# FACULTY HANDBOOK

2024 - 2025

**MB** MARY BALDWIN  
UNIVERSITY



## **PREAMBLE**

This handbook is founded on the Articles of Incorporation and the Bylaws of Mary Baldwin University and on Resolutions passed by the Board of Trustees of the University.

The purpose of this Handbook is to explain policies and to describe certain procedures applied to implement these policies. It also sets forth the ethical obligations of the Board, the administration, and the faculty.

The Board reserves the right to change its policies at any time in accord with the amendment procedures described in this Handbook.

The Handbook is supplemented by the Academic Catalog and information on the University website (Forms and Documents sections), which also contain important information for the faculty.

This version of the Mary Baldwin University Faculty Handbook was approved by the Board of Trustees in October 2024.

## **Commitment to an Inclusive Community**

In keeping with an institutional commitment to inclusive community, all members of Mary Baldwin University have been asked to adhere to the following statement of principles: "We, the community of Mary Baldwin University, strive to celebrate humanity in all its wondrous and complex variations. Because we value diversity it is our mission to sustain a community where all may flourish. We are safe to embrace our shared experiences and our differences. To this end, we treat all with respect and compassion."

Mary Baldwin University does not discriminate on the basis of sex (except that only women are admitted to Mary Baldwin College for Women), nor does the University discriminate on the basis of race, national or ethnic origin, color, age, disability, religion, veteran's status, or sexual orientation in its educational programs, admissions, co-curricular or other activities, or employment practices. Inquiries may be directed to Director of Human Resources and Personnel Accounting, SAC 311, 540-887-7367, Mary Baldwin University, Staunton, Virginia. 24401.

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# **1 | INTRODUCTION**

## **1.1 MISSION OF THE UNIVERSITY**

Empowering inclusive leaders to create lives of purpose and professional success.

As a distinctive small university committed to its rich heritage as an inclusive, women-centered liberal arts college, Mary Baldwin fulfills its mission by providing undergraduate, graduate, and professional education to a diverse population of women and men. It emphasizes high ethical standards and the development of critical, creative, and reflective reasoning as the foundation for fulfilling, engaged, and meaningful lives.

## **1.2 AMENDMENTS TO THE HANDBOOK**

### **1.2.1 Policy Amendments**

Policies included in this Handbook may be amended by the Board of Trustees. Policy amendments may be proposed by the Board, the Administration, or the faculty (see [3.1.1](#)). In circumstances other than those of genuine emergency, amendments shall be discussed in Board committees prior to formal action on them by the Board of Trustees. It is understood that before declaring such an emergency the President will make every attempt to notify the appropriate faculty Board representative(s). Faculty members of Board committees receive agendas and other material received by other committee members prior to the meetings of their committees. They consult the faculty prior to committee meetings, where they have the opportunity to present faculty members' views. Faculty members of Board committees inform the faculty of Board actions on proposed amendments.

Amendments normally become effective and appear in the Faculty Handbook at the beginning of the academic year following that in which they are adopted but may be made effective at any time.

### **1.2.2 Procedural Revisions**

Procedural revisions do not require action of the Board of Trustees. These are accomplished by faculty or administrative action, which determines their effective date. If there is doubt as to whether a proposed revision concerns policy or procedure, the Board of Trustees determines whether the matter requires Board action or may be handled by faculty or administrative action. The faculty may, by majority vote in a faculty meeting, request that a matter be forwarded to the Board of Trustees to determine whether or not it constitutes a policy change.

### **1.2.3 Handbook Updates**

The Provost, in consultation with the Academic Leadership Council, faculty members of Board committees, the chairs of appropriate faculty committees, and the Vice President for Health Sciences (VPHS) revises the Handbook to reflect the amendments passed by the Board of

Trustees, procedural amendments passed by the faculty or announced by administrators, and matters of information updated by any department of the University. More thoroughgoing revisions are undertaken by a committee appointed by the Chair of the Board of Trustees. The committee may include administrative staff, faculty members, and members of the Board of Trustees.

#### **1.2.4 Faculty Notification of Handbook Revisions**

Whenever the Provost updates the Handbook, the Provost will immediately do three things:

1. Notify the faculty of where and what these changes are
2. Inform the faculty of when the changes will take effect
3. Note such changes in the online Handbook in underlined type

## **2 | GOVERNANCE**

### **2.1 THE PRINCIPLE OF GOVERNANCE AT MARY BALDWIN UNIVERSITY**

The faculty-administration relationship is based on the principle of cooperation. The relationship of the faculty to officers of the administration is that of colleagues who are fundamentally equal members of the University. The employer of both faculty and administrative officers is the Board of Trustees. It has delegated to the President as chief educational and administrative officer of the University responsibility for the supervision, management, and government of the University. The President in turn delegates to the faculty and other administrative officers' specific responsibilities as outlined in this document. It is acknowledged that these responsibilities can be discharged only with the support and counsel of all.

### **2.2 BOARD OF TRUSTEES**

The University is governed by the Board of Trustees, the roles and responsibilities of which are enumerated in its Bylaws.

#### **2.2.1 Faculty Members of Board Committees**

As provided for in the Board Bylaws, the faculty has voting representation on all Board standing committees with the exception of Board governance committees. Board governance committees are those designated by the Chair as such and shall include the Executive Committee, the Trusteeship Committee and any other so designated by the Chair. There is one elected faculty representative on each Board standing committee (except as noted above), with the addition of a second faculty representative on the Academic Affairs Committee.

Faculty members of Board committees may submit agenda items for the consideration of the chair, who prepares the committee's agenda. The deadline for such submissions is established by the Board of Trustees. The administrator responsible for submitting a tentative

agenda notifies faculty members of the deadline as soon as it is set. Items are submitted to the administrator who is responsible for preparing a tentative agenda for the approval of the committee chair.

Faculty members of Board committees participate fully in committee discussion and voting, and report to the faculty following each committee meeting. They are particularly charged with bringing the faculty's perspective and expertise to bear upon issues under consideration by the committee and within its mission. Faculty concerns not specifically related to the mission of a Board committee are reported to the President, who is charged by the Board of Trustees with informing them of all matters relating to the state of the University.

It is understood, however, that faculty members of Board committees do not attend executive sessions of the Board.

### **2.3 SENIOR ACADEMIC LEADERSHIP**

The following are not intended as complete position descriptions, but as general summary only.

#### **2.3.1 President**

*From the Board Bylaws Article V, Section 3*

"The President shall be the professional adviser of the Board and subject to its authority. The President shall perform the duties which ordinarily pertain to such office, being responsible to the Board for the operation of all departments and having under the Board final authority in the determination of the policies, procedures and practices of these departments. The President shall make to the Board an annual report and such special reports as the President may deem desirable, concerning the condition of the University, and shall present for consideration of the Board such measures as the President may deem necessary or expedient for the welfare of the University including the nomination of members of the faculty with their rates of compensation. The President shall be, *ex officio*, a member of the faculty and its presiding officer, without tenure derived from office. The President shall be the official channel for communication between the Board and the faculty of the University."

The conduct of the day-to-day activities of the University is subject to the direction and supervision of the President. The responsibility and authority for these activities are delegated by the President to the President's Executive Staff.

Composition of the Executive Staff is subject to change at the President's discretion. Members of the Executive Staff hold office for an indefinite term and serve at the pleasure of the President.

#### **2.3.2 Provost**

Reporting to the President of Mary Baldwin University, the Provost is the chief academic officer of the University. The Provost works collaboratively with the Vice President of the Murphy



Deming College of Health Sciences, the Senior Vice President/Dean of the Palmer College of Professional Studies, and the VP/Dean of the College of Arts and Sciences. The Provost ensures the quality and integrity of Mary Baldwin University's undergraduate and graduate programs and of the academic services that support those programs. The Provost serves as the academic program liaison for SACSCOC and other external organizations such as CICV and SCHEV.

### **2.3.3 Vice President of Health Sciences**

The Vice President of Health Sciences is also referred to as the Vice President/Dean of the Murphy Deming College of Health Sciences. The Vice President of Health Sciences is responsible for management and administration of the Murphy Deming College of Health Sciences (MDCHS), as well as operational oversight of the MDCHS branch campus in Fishersville, VA. They are responsible for staffing and curriculum development, for securing and maintaining necessary accreditations, for community relations, and for obtaining external funding as opportunities arise to advance the missions of the MDCHS and of Mary Baldwin. The Vice President is the public voice of MDCHS, articulating its goals, mission and initiatives and developing strategic relationships with public and private constituencies. This position reports to the President. (see [5.1.1](#) for full scope of responsibilities)

### **2.3.4 Senior Vice President and Dean Palmer College of Professional Studies**

The Senior Vice President for Palmer College is responsible for management and administration of the Palmer College of Professional Studies. They are responsible for curriculum development, for securing and maintaining necessary accreditations, for community relations, and for obtaining external funding as opportunities arise to advance the missions of the Palmer College and of Mary Baldwin. The Vice President is the public voice of Palmer College, articulating its goals, mission and initiatives and developing strategic relationships with public and private constituencies. This position reports to the President. (see [5.1.1](#) for full scope of responsibilities)

### **2.3.5 Vice President and Dean of the College of Arts and Sciences**

The Vice President for the College of Arts and Sciences is responsible for management and administration of the College of Arts and Sciences. They are responsible for curriculum development, for securing and maintaining necessary accreditations, for community relations, and for obtaining external funding as opportunities arise to advance the missions of the College and of Mary Baldwin. The Vice President is the public voice of the College of Arts and Sciences, articulating its goals, mission and initiatives and developing strategic relationships with public and private constituencies. This position reports to the President. (see [5.1.1](#) for full scope of responsibilities)

## **2.4 FACULTY**

### **2.4.1 Preliminary Statement**

The faculty is an important constituent element within the University community whose voice must be heard and listened to on all matters which affect the community. The Board of Trustees establishes degrees, degree programs, and majors offered by the University and is responsible for decisions relating to the expansion, reduction or elimination of programs; however, decisions affecting academic curriculum and standards within established degrees, programs, and majors are the responsibility of the faculty. There will be early, careful, and genuine faculty involvement in decisions relating to the expansion and/or reduction of instructional and research programs. The faculty and administration have agreed on the principle that faculty receive full information regarding the factors which impinge on decisions, and decide on the direction which should be pursued. They have further agreed that in making such decisions one primary fact will be kept in mind: that instruction, advising, service, and scholarly activity constitute the essential reason for the existence of the University. Mary Baldwin University affirms the importance of tenure to the institution and to the faculty, as outlined in section [4.6](#).

#### ***2.4.1.1 Procedure for Formal Consultation***

The faculty is consulted prior to Board action to expand, reduce, or eliminate instructional and research programs, through the VP/Deans of the Colleges, who in turn confer with members of their colleges. The Board of Trustees retains final authority to accept or reject the recommendations made to it. On those occasions when recommendations are rejected, the VPAA will communicate the reasons to the faculty or to the faculty committee making the recommendation.

#### ***2.4.1.2 Requirements for Degrees***

Within the framework of policy established by the Board of Trustees and accreditation requirements where appropriate, the faculty sets the requirements for the degrees offered by the University, determines when the requirements have been met, and recommends to the President for their recommendation to the Board the granting of degrees thus achieved.

## **3 | FACULTY: DEFINITIONS, COMMITTEES, RIGHTS, ROLES, AND RESPONSIBILITIES**

### **3.1 DEFINITIONS OF FACULTY**

#### **3.1.1 Full-Time Faculty**

The full-time faculty of Mary Baldwin University consists of all persons who are appointed to full-time ranked teaching positions in any program of the University. Full-time librarians holding an MLS are considered ex officio members of the faculty (non-voting); the

administrative officers specified below in [3.1.5](#) are considered ex officio members (voting); and tenured persons on phased retirement or carrying reduced loads are also considered voting members of the faculty.

### **3.1.2 Part-time, Adjunct, and Professors of Practice**

Part-time faculty, adjunct faculty, and Professors of Practice members are contracted on the basis of an individually- specified part-time commitment to the University. All faculty members, including part-time faculty, adjunct faculty, and Professors of Practice members, are welcome to attend faculty meetings with the privilege to discuss, but only full-time faculty members and those specifically listed in [3.1.5](#) are entitled to vote.

Murphy Deming College of Health Sciences further defines faculty, see Appendix IV section [1.1](#).

### **3.1.3 Faculty Classification by Rank**

All ranked full-time faculty members hold one of the four recognized academic ranks of Instructor, Assistant Professor, Associate Professor, or Professor.

Criteria for initial appointments by rank are given in section [4.2.2](#).

Murphy Deming College of Health Sciences recognizes additional faculty ranks, see Appendix IV section [1.3](#).

### **3.1.4 Faculty Classification by Contractual Status**

#### **3.1.4.1 Types of Contracts**

The types of contracts offered by Mary Baldwin University are: Provisionary, continuing, renewable, part-time, adjunct, and Professor of Practice. All contracts are offered by the President.

Murphy Deming College of Health Sciences offers other types of contracts to its faculty, see Appendix IV section [2.2](#).

##### *3.1.4.1.1 Provisionary Contracts*

Provisionary contracts are offered to ranked, tenure-track faculty members prior to granting of tenure. (See section [4.6](#) for procedures respecting the granting or withholding of a tenure contract.) Contracts may be offered for one, two, or three-years' duration.

##### *3.1.4.1.2 Continuing Contracts*

Continuing contracts are offered to tenured members of the faculty and continue in force until the faculty member is severed, with salary letters to be issued annually. If a tenured member is promoted, a new contract at the new rank is issued.

### 3.1.4.1.3 Renewable Contracts

Unless holding tenure from another institution and therefore eligible for a “Continuing Contract” (according to section [3.1.4.1.2](#)), all full-time faculty contracted by MBU after July 1, 2022 will be issued a “Renewable Contract.” Hire and initial appointment shall be to a one-year renewable contract. After annual evaluation following the first year or beyond, a three-year renewable contract may be issued upon the recommendation of the appropriate Vice President/Dean. All current faculty holding MBU fixed-term contracts will be converted to renewable contracts for the 2023-24 academic year, and, following evaluation, may be converted to three-year renewable contracts on an individual basis.

Faculty members on renewable contracts are full-time members of the Mary Baldwin University faculty with all duties, responsibilities, due representation (including as voting members on standing faculty committees), and rights accorded to other full-time faculty members.

The rights of faculty members holding a renewable contract include:

1. Eligibility to apply for initial promotion after three years of continuous full-time service (i.e., the faculty member may apply during their fourth service year for possible appointment as “Associate” at the beginning of their fifth service year).
2. Eligibility to apply for an initial competitive term leave after three years of continuous full-time service (i.e., the faculty member may apply during their fourth service year for possible term leave in their fifth service year). Note: tenured faculty remain eligible for a sabbatical per the terms in the Faculty Handbook [3.8.4](#).
3. Possible [conversion](#) to a continuing contract based upon institutional needs and resources and personnel review (see below in [3.1.4.1.3](#)).
4. Guarantees of academic freedom as articulated in the Faculty Handbook [3.8.2](#).

#### **Conversion**

When a faculty member registers an intent to apply for promotion (from assistant to associate or associate to full), the Board of Trustees will review the line for possible conversion from a renewable position to a continuing one. Line reviews are based on an assessment of institutional strategic needs and resources relevant to the position. Based on that assessment, the Vice President/Dean may authorize the candidate to apply for tenure as part of their promotion, at which point the candidate will follow the process outlined in [4.6.3](#).

### **3.1.4.2 Visiting Faculty Member**

Visiting members are those who are appointed with academic rank or other title for a

stated period, not to exceed one year. The working commitment to the University is full-time for the period of appointment, unless otherwise agreed by the University and the faculty member.

### **3.1.4.3 Part-time and Adjunct Contracts**

Adjunct and part-time members of the faculty are contracted on the basis of an individually-specified part-time commitment to the University. Such appointments carry no expectation of promotion or tenure, no faculty privileges other than those specifically stated in the contract, and no expectation of further contracts.

### **3.1.4.4 Professors of Practice**

Professors of practice are contracted on the basis of an individually specified part-time commitment to the University, with teaching responsibilities capped at 15 load hours per annum. Such appointments carry no expectation of promotion or tenure, no faculty privileges other than those specifically stated in the contract, and no expectation of further contracts. Professors of Practice are not obliged to serve on standing committees, and such contracts are not eligible for conversion to tenure track appointments.

### **3.1.4.5 Fixed Term Contracts**

Faculty members on fixed-term contracts are full-time members of the Mary Baldwin University faculty with all the duties, responsibilities, and rights accorded to other full-time faculty members. They are appointed for a defined period of time. Percentage of workload to be devoted to teaching, scholarship, service, and clinical responsibilities, as appropriate, will be specified in individual contracts. Fixed-term contracts do not carry the expectation of tenure. Fixed-term contracts are renewable.

Faculty members on fixed-term contracts follow the same evaluation procedures as other full-time faculty, with the exception of tenure review. In lieu of a tenure-review, term-contract faculty will be reviewed in their sixth year under provisions similar to the third-year review (see [4.4.2\(3\)](#)). Faculty members on fixed-term contracts are eligible to apply for promotion and follow all provisions for promotion consideration, outlined in [4.5](#), and in Appendix IV Section [2.5](#) for Murphy Deming faculty members. Specific provisions for faculty evaluation are outlined in [4.4](#), and, for Murphy Deming faculty members, in Appendix IV Section [2.4](#).

## **3.1.5 Ex officio Members of the Faculty**

The following members of the administration are considered ex officio members of the faculty without expectation of tenure (based on position; individuals occupying such positions may have earned, and may continue to hold, tenure):

- The President

- The Provost
- The Registrar
- The Director of the Grafton Library
- The VP/Deans of the Colleges

### **3.2 FACULTY WORKLOAD**

For faculty in Murphy Deming College of Health Sciences, please see Appendix IV Section [2.3](#). The provisions below apply to all other faculty members.

For full-time faculty members, teaching constitutes 70% of workload, generally met through seven three-credit undergraduate courses, or the equivalent. (The online equivalent of one in-seat class is 45 student credit hours.) The remaining 30% of workload is made up of institutional and community service, scholarly/creative and professional activities, and any other specifically contracted responsibilities.

Reassigned time (for additional advising, recruiting, or administrative work) must be approved by the VP/Dean of the relevant College.

When faculty are contracted for overload teaching, all full-time faculty will be paid at the same rate, with no differentiation for faculty rank, highest degree attained, or time employed by the University.

#### **3.2.1 Teaching Load in Murphy Deming College of Health Sciences**

Please see Appendix IV Section [2.3](#) for additional details regarding workload in MDCHS.

#### **3.2.2 Minimum Class Size**

Courses with fewer than eight students are subject to cancellation. Exceptions must have the concurrence of the VP/Dean of the appropriate college.

#### **3.2.3 Special Load Calculation Provisions**

For load calculation purposes, each one-credit science lab section with two or more contact hours per week counts as two load credits. With the exception of MDCHS, a three-credit graduate course counts as four credits.

Please see section Appendix IV Section [2.3](#) for additional details regarding special load calculation provisions for MDCHS faculty.

### **3.3 FACULTY COUNCIL AND COMMITTEES**

#### **3.3.1 Faculty Council**

Faculty Council facilitates communication among all faculty across all Colleges and between faculty and administration with reference to University policies that affect faculty. Faculty Council meets at least four times each academic year, usually at least two weeks in

advance of full Faculty Meetings and may convene at other times as the need arises. It is not a legislative body but provides a collective voice for faculty. Its meetings are open to all faculty below the level of Associate Dean, and attendance is mandatory for elected Council members.

- responds to requests from any faculty member for consideration of relevant concerns, in confidence if requested;
- brings such concerns to the appropriate committee or member of the administration;
- elected members of the Council will serve as the faculty members of Board Committees.
- liaises regularly with faculty standing committees, each of which will report to a designated Council member, and receives minutes of standing committee meetings;
- maintains regular spot-on Faculty Meeting agendas

Members of the Faculty Council report regularly on Council business to their College. The Chair of the Faculty Council sits on the Committee on Committees and participates fully in those ALC meetings to which Associate Deans are also invited.

### ***3.3.1.1 Membership***

Membership on most faculty committees (with the exceptions noted below in committee descriptions) is by nomination by the Committee on Committees, followed by presentation of the slate of nominees to the faculty for election at faculty meeting.

In those instances where untenured faculty members serve on committees as representatives of untenured faculty, they are elected directly by untenured faculty.

Administrators serving on committees hold these positions *ex officio*. The President and the VPAA are *ex officio* members of all College committees with the power to vote. Other administrators or staff members participate *ex officio* and vote as specified in the description for each committee.

### ***3.3.1.2 Terms of Office***

Terms of office for elected positions are three years unless specifically indicated otherwise. Student members are appointed for one-year terms, which may be renewed. Replacements for sabbaticals will be for the full year even when the sabbatical is only for one semester.

### ***3.3.1.3 Timing of Elections***

Selection of committee membership will take place during April of each year, with general election taking place at either the April or May meeting of the full faculty.

Following the annual elections, the VPAA circulates the official Committee List to all faculty. Length of service or replacement status is specified, and new committee

members are noted.

### **3.3.2 Standing Committees**

MBU Online Academic Advisors will be eligible to be members of the Assessment, and Instructional Technology Committees.

#### **3.3.2.1 Admissions Committee**

The Admissions Committee serves all programs of MBU. The Committee works in partnership with Enrollment Management to support the admissions function through reviewing data, discussing strategy, and facilitating effective faculty involvement in the admissions process.

Under the umbrella of the university Admissions Committee subcommittees may be created. These subcommittees may focus on more specific programs such as PEG, Mary Baldwin College for Women, etc.

- Membership
  - One faculty member from each of the three Colleges.
- Ex Officio Voting
  - Vice President for Enrollment Management
- Ex Officio - Non-voting
  - Director of Admissions – Online and Graduate
  - Assistant Directors of Admissions
  - Other Admissions/Financial Aid personnel as deemed appropriate by the membership

#### **3.3.2.2 Assessment Committee**

The Assessment Committee implements and maintains the assessment process, reviews reports of assessment activities, provides feedback on submissions, and communicates summary information to the Academic Leadership Council and faculty. Results of assessment activities play a significant role in institutional planning and budgeting. Voting members will be elected to staggered three-year terms with no more than one third being elected in any given year. The chair will be elected from the membership at the first meeting of the academic year

- Membership
  - One faculty member elected from each of the three Colleges
  - Three at-large faculty members
- Ex Officio – Non-Voting
  - SACSCOC liaison



- Registrar
- Chair of GEAPC

### **3.3.2.3 Committee on Committees**

Nominate faculty to committee positions and present such nominations for election at faculty meetings. Nominate Faculty Marshal and Associate Marshal (five-year terms), and Parliamentarian (who serves at the pleasure of the Faculty but may resign without prejudice at the end of any academic year).

Recommend to the faculty the dissolution or creation of committees. Review committee structure and areas of responsibility.

- Membership
  - Provost
  - Chair of the Faculty Status and Evaluation Committee
  - Chair of Faculty Council
  - A representative of each of the three Colleges, elected by the faculty members in that College
- To elect the representative of each college, each Dean will email their entire college to request nominations, provide the date/time of the vote, and indicate if the vote will be held by email or in person at least two weeks before the vote is to occur. Exceptions to the specified timeline may be granted by a majority vote of the college. The vote for the representative from each college must occur prior to the slate of proposed committee members being brought before the full faculty.

### **3.3.2.4 Educational Policy Committee**

#### *3.3.2.4.1 Gold College of Arts and Sciences*

Responsibility: Ensures the integrity of the academic program within the College of Arts and Sciences. Reviews and approves new courses, majors and minors. Reviews and approves substantial changes to the curricula. Presents recommendations to the CAS faculty for approval and to the full faculty for information.

- Membership:
  - Two faculty members from each school of the CAS
  - One member from MDCHS (undergraduate program)
  - One member from Palmer College.
  - The Director of the Shakespeare & Performance Program
  - One undergraduate student in a CAS program
  - One graduate student in a CAS program

- Ex Officio – voting
  - VP/Dean of the College of Arts and Sciences
- Ex Officio – non-voting
  - Registrar (by invitation)
  - Director of the Grafton Library or designee

#### 3.3.2.4.2 Palmer College of Professional Studies

Responsibility: Address issues of curricular integrity, academic policy and procedure, and new program development. Also, review and approve the addition, deletion, and modification of all courses in PCPS as well as changes in any program curriculum. Student admission, retention, promotion policies and processes are approved by this committee. Recommendations of this committee are brought to the PCPS faculty for approval and the full faculty for information.

Members will be elected to staggered three-year terms with no more than one third being elected in any given year. Members may be elected for two consecutive terms then must rotate off the committee for three years before running for re-election.

- Membership:
  - One full-time faculty member from each PCPS school, elected by school
  - One full-time faculty member from another college
  - Three at large PCPS faculty members from three different programs, at least one of which must be an undergraduate faculty member
- Ex officio – voting:
  - Senior Vice President and Dean of the Palmer College of Professional Studies
  - One Associate Dean representing a school within Palmer College, appointed by the VP/Dean, and rotating each year
- Ex officio – non-voting:
  - PCPS Associate Dean for the School of Business
  - PCPS Associate Dean for the School of Education
  - PCPS Associate Dean for the School of Professional Studies
  - Program Directors/Chairs of other PCPS programs
- Ex officio – by invitation, non-voting
  - Director of the Grafton Library or designee
  - Registrar or designee
  - AVP of Learning Experience or designee

The Education Policy Committee meets monthly except during the month of July. In

circumstances where a voting member cannot be present, the member is granted the ability to vote in-absentia by email within a three business-day period, excluding holidays that fall during typical business days.

#### *3.3.2.4.3 Murphy Deming College of Health Sciences*

Responsibility: Address issues of curricular integrity, academic policy and procedure, and new program development. Also, review and approve the addition, deletion, and modification of all courses in MDCHS as well as changes in any program curriculum. Student admission, retention, promotion policies and processes are approved by this committee. Recommendations of this committee are brought to MDCHS faculty for approval and to the full faculty for information. Members will be elected to staggered three-year terms with no more than one third being elected in any given year. Members may be elected for two consecutive terms then must rotate off the committee for three years before running for re-election.

- Membership
  - One full-time faculty member from each MDCHS school, elected by the school.
  - Three at large faculty members from three different programs, at least one of which must be an undergraduate faculty member and one of which must be a graduate faculty member.
  - One full-time faculty member from another College.
- Ex officio – voting
  - VP/Dean Murphy Deming College of Health Sciences
- Ex officio – non-voting:
  - MDCHS Senior Associate Dean
  - Associate Dean, School of Nursing
  - Program Directors of all MDCHS programs
  - Registrar or designee
  - Director of the Grafton Library or designee

#### **3.3.2.5 Faculty Grievance Committee**

The Faculty Grievance Committee meets as needed to resolve grievances from faculty members, in the procedure outlined in section [6.1](#).

- Membership:
  - Six full-time faculty members, two elected by each college (each representing a different school within the college).
  - No member of the Faculty Status and Evaluation Committee or the Murphy

Deming Promotion Committee shall serve on the Grievance Committee.

- To elect the representative of each college, each Dean or designee will email the entire college to request nominations, provide the date/time of the vote, and indicate if the vote will be held by email or in person at least two weeks before the vote is to occur. Exceptions to the specified timeline may be granted by a majority vote of the college. The vote for representation from each college must occur prior to the slate of proposed committee members being brought before the full faculty.
- Term in office:
  - Members will serve three-year staggered terms, renewable for one further consecutive term of three years.
  - The Chair of the Grievance Committee is elected from among the members.

### **3.3.2.6 Faculty Status and Evaluation Committee**

Responsibility: Review of faculty in all programs other than Murphy Deming College of Health Sciences for rank, promotion, and tenure with recommendations to the VP/Dean of the relevant College, ensuring that work in all the University's programs will be considered. Approve initial appointments above the rank of Assistant Professor. Review matters pertaining to faculty status. Provide guidance and advice to the VP/Deans regarding the evaluation of teaching effectiveness.

Please see Appendix IV Section [3.3.2.12](#) for additional details regarding the Promotion Committee for MDCHS faculty.

- Membership:
  - Two faculty members from Gold College of Arts and Science, from two different schools, at Associate Professor rank or higher (2)
  - Two faculty members from Palmer College of Professional Studies, from two different programs, at Associate Professor rank or higher (2)
  - One rotating member at the Associate Professor rank or higher with a two-year appointment from the Gold College of Arts and Sciences or Palmer College of Professional Studies taken in sequence (1)
  - One member from Murphy Deming College of Health Sciences at the Associate Professor rank or higher, non-voting on promotion and tenure matters (1)
  - One representative elected from the Assistant Professor ranks, non-voting on promotion and tenure matters (1)
- To elect the representative of each college, each VP/Dean will email the entire college to request nominations, provide the date/time of the vote, and indicate if

the vote will be held by email or in person at least two weeks before the vote is to occur. Exceptions to the specified timeline may be granted by a majority vote of the college. The vote for the representative from each college must occur prior to the slate of proposed committee members being brought before the full faculty.

- Term in office:
  - Four years for the members at the rank of Associate Professor or higher.
  - Two years for the rotating member of the Committee.
  - One year for the Murphy Deming and Assistant professor rank.
- Conduct of Business:
  - Assistant Professors and MDCHS representatives do not attend meetings in which appointments, promotions or tenure are the order of business.

### **3.3.2.7 General Education and Academic Policies Committee**

Responsibility: Ensures the integrity of the university's General Education Curriculum reviews and approves courses requesting General Education credit, reviews and approves substantive changes to the General Education Curriculum, and serves in an advisory role to the Provost and Registrar on changes to undergraduate academic policies that do not directly affect the curriculum. Actions taken by the General Education Committee that affect the undergraduate graduation requirements of all students (e.g. changes to the General Education Curriculum or catalog policies) are brought to the full faculty for a vote. Other actions of this committee are brought to the full faculty for information.

- Membership:
  - Two faculty members from GCAS (from two different schools, at least one teaching primarily in the undergraduate program)
  - Two faculty members from PCPS (from two different schools, at least one teaching primarily in the undergraduate program)
  - Two faculty members from MDCHS (from two different programs, at least one teaching primarily in an undergraduate program)
- Ex officio – Voting
  - One college VP/Dean (membership to rotate among the VP/Deans every two years)
  - Director of the Common Curriculum
- Ex officio – non-voting
  - Registrar or designee
  - Director of Grafton Library or designee

### **3.3.2.8 Baldwin Scholars Committee**

Responsibility: Support and oversight of the Baldwin Honor Scholars Program, including: admissions criteria and selection of students for the Program; oversight of Program projects; and work with Program scholars, with responsibility for recommendations to the Baldwin Honor Scholars Program Director in cases where termination is appropriate. Review of the Program curriculum.

Additional duties include encouragement of postgraduate fellowship applications, recommendations to the Provost for fellowship applications requiring an institutional nomination.

- Membership:
  - Three members of the faculty at-large
  - Two Mary Baldwin students selected by the student Honor Scholars Society – Non-Voting
- Ex Officio – Voting:
  - Director of Global Honor Scholars Program
- Ex Officio – Non-voting (by invitation):
  - Vice President for Enrollment Management

### **3.3.2.9 Institutional Animal Care and Use Committee**

Responsibility: Oversee federally mandated guidelines for the care and use of animals used in teaching and research. Perform semiannual animal care program evaluations, advise the Institutional Official of the University's compliance status, establish plans and schedules for correcting any deficiencies, and review and approve protocols for the inclusion of animals in research projects.

- Membership:
  - Three members of the faculty at-large
  - One Doctor of Veterinary Medicine
  - One practicing scientist experienced in research involving animals
  - One member whose primary concerns are in a nonscientific area (e.g., ethicist, lawyer, clergy)
  - One member not affiliated in any way with the University, including not being a member of the immediate family of any person affiliated with the University
  - One other member

### **3.3.2.10 Institutional Review Board/Ethics Committee**

Responsibility: Provide University policies and procedures in accordance with federal guidelines for the oversight of research projects involving human subjects. Review applications for the inclusion of human subjects in University-based research projects.

- Membership:
  - Four members of the faculty at-large
  - One member not affiliated with MBU

In order to comply with federal regulations for the protection of human subjects (45 CFR 46.107), the nominating committee must:

- select individuals with varying backgrounds to promote complete and adequate review of the research activities commonly conducted by the institution;
- make every nondiscriminatory effort to ensure that the membership is not composed of entirely men or entirely women;
- include at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in nonscientific areas;
- 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.

### **3.3.2.11 Faculty Development Committee**

The Faculty Development Committee is responsible for designing and presenting professional development opportunities for faculty members in areas other than pedagogical matters, such as fellowships and grants; faculty promotion and career planning, including administrative careers in Higher Education; creative and scholarly work; and community service. The Committee works as an advisory group to and coordinates with the Center for Teaching in Learning. In addition, the Committee serves as an advisory body to the ALC in the implementation of Committee recommendations.

- Membership:
  - One faculty member from each college
- Ex officio – voting
  - One associate dean
- Ex officio – non-voting (by invitation)
  - Director of the MBU Center for Teaching & Learning
  - Executive Director of the McCree Center
- Term in office:
  - Elected members will serve three-year staggered terms

- Associate Deans will rotate biannually (every two years)
- The committee chair is elected from among the members

### **3.3.2.12 MDCHS Promotion Committee (PC)**

Review the dossier and make recommendations to the VP/Dean for promotion to the rank of Assistant, Associate or Professor. Periodically review, update and recommend criteria for appointment to and promotion within MDCHS. Members will be elected to staggered three-year terms with no more than one third being elected in any given year. Members may be elected for two consecutive terms then must rotate off the committee for three years before running for re-election. The alternate will be elected to a one-year term with no limit on the number of terms. Any member who is planning to submit a dossier for promotion will recuse themselves from all participation on the committee during the academic year of submission. The Chair will be elected to a one-year term at the first meeting of the academic year.

- Membership:
  - 5 members of the MDCHS faculty at the rank of associate professor or above, elected by the MDCHS faculty.
  - 1 alternate member of the MDCHS faculty at the rank of associate professor or above who will serve in the case of faculty recusal, elected by the MDCHS faculty.
- Non-voting:
  - One faculty member from another college, elected at large.
- Ex Officio, non-voting:
  - Senior associate dean, Director of the School of Health Professions
  - Associate Dean, School of Nursing

### **3.3.2.13 Workload and Benefits Committee**

Responsibility: This committee considers financial benefits (including retirement and medical) as well as issues related to faculty workload and welfare. It works collaboratively with an administrative and staff body when considering benefits received by all employees.

- Membership:
  - Three faculty members
- Term in office:
  - Elected members will serve three-year term



### **3.3.3 Ad Hoc Committees**

Ad Hoc Committees are created to address specific issues. Ad Hoc Committees are created by the President, or the Provost, who names the members. Alternatively, Ad Hoc Committees may be proposed by the Committee on Committees with approval by the faculty in a faculty meeting or may be formed by the faculty with subsequent nominations by the Committee on Committees and elections by the faculty.

The creator of the committee charges it. The committee will continue to exist until it completes its charge or is dissolved by the person or body who created it.

College level Ad Hoc Committees may be created by the appropriate VP/Deans.

### **3.3.4 Other Committees**

Other committees are created by the respective colleges. For purposes of workload calculation, there is no presumption that service on a committee named in this Handbook is more significant than service on committees not so named.

### **3.3.5 Committee Officers**

Committee chairs are elected by the voting members of each committee, at organizational meetings held immediately before the opening of Fall Semester. They are announced at the first faculty meeting in the fall. Some committees also elect secretaries or other officers.

## **3.4 ETHICAL OBLIGATIONS OF FACULTY**

### **3.4.1 Professional Ethics**

Membership in the academic profession carries with it special responsibilities which govern behavior toward the discipline, the student, the institution, and the community. Mary Baldwin University faculty subscribe to the statement on professional ethics articulated by the AAUP (1987):

- I. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
- II. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort

to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

- III. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
- IV. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- V. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or University. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
- VI. In addition, the ethical behavior of Mary Baldwin faculty reflects the nature of the University:
  - 1) As members of a small university historically dedicated to the education of women, it is especially important that all faculty members maintain a collegial atmosphere in their dealings with their colleagues and treat men and women as intellectual equals.
  - 2) In working with students of Mary Baldwin University faculty are expected to maintain professional relationships in and out of the classroom; be aware of and supportive of University regulations governing students' conduct and the student Honor Code, both published in the Student Handbook; be informed of

and in compliance with state law as it affects the conduct of minors (see Faculty Information Handbook).

### **3.4.2 Consensual Sexual Relationships**

It is a violation of university policy for a faculty member to establish or maintain a consensual sexual relationship with a student when the faculty member exercises professional instructional, advisory, supervisory or evaluative responsibility over that student.

#### ***3.4.2.1 Violations of the Consensual Relationship Policy***

Faculty members who become aware of conduct apparently violating this policy are expected to report such conduct to the VP/Dean of the relevant College (or the Director of Human Resources if the VP/Dean is the subject faculty member) so that the University may investigate the situation and take appropriate action. The appropriate administrative officer will investigate concerns raised under this policy. If, in dealing with violations of this policy, the University takes action pursuant to Sections [6.2.6](#) (Dismissal for Cause) or [6.2](#) (Disciplinary Actions), faculty will receive accompanying due process.

### **3.4.3 Outside Employment of Faculty Members**

During the contract term, employment at Mary Baldwin University is a full-time commitment; therefore, if a faculty member chooses to engage in external contractual employment, the faculty member is required to clear such employment with the VP/Dean of the relevant College before it is accepted. The extent of time of such employment is to be agreed on by the VP/Dean and the faculty member. If the VP/Dean finds that such employment interferes with the fulfillment of the faculty member's contractual duties and obligations to the University, the VP/Dean may rescind approval for such outside contractual employment. Should there be a disagreement between the VP/Dean and a faculty member over this matter, the faculty member may choose to file a grievance (following procedures outlined in Section [6.1](#)).

### **3.4.4 Conflicts of Interest**

Faculty members should perform their duties so as to ensure no conflict of interest, or no appearance of a conflict of interest, with the University. A conflict of interest exists when individual commitment to the University may be compromised by personal benefit, or benefit to another person or entity, financial or otherwise. Faculty members are expected to avoid situations or activities that could interfere with their impartial, objective and effective performance of their duties and unencumbered exercise of judgment in the best interest of the University.

It is the responsibility of each faculty member to discuss a potential conflict with their department chair/program director and receive written approval from the VP/Dean of the relevant College before engaging in any activity that might result in a conflict of interest.

Conduct by a faculty member that violates the University's policy regarding conflicts of interest may result in disciplinary action. Examples of conduct that may present a conflict of interest under this policy include, but are not limited to:

- Use of University facilities, equipment or services, including personnel, for personal gain or profit without full disclosure, reimbursement of cost, payment of rental, etc.;
- Acceptance of consulting fees, honoraria or part-time employment in conflict with professional responsibilities to the University, unless approved (see above policy on Outside Employment of Faculty Members);
- A faculty member or their spouse or close relative contracting with the University to provide goods or services without prior written approval from the VP/Dean of the relevant College. If such a contractual relationship is approved, the contracting department must explain the need to contract for these services and should obtain at least two bids for similar work;
- Otherwise conducting business with a close relative on behalf of the University, unless the circumstances of the proposed relationship have been clearly disclosed to the VP/Dean of the relevant College and have been deemed to have no improper potential or inherent conflict of interest qualities;
- Use of privileged information or revealing confidential data to outsiders for purposes of personal gain or for other than University purposes;
- Acceptance, directly or indirectly, of payments, loans, services, entertainment and travel, or gifts of any more than a nominal value from any individual or from any business concern doing or seeking to do business with the University, (substantial goods and services may be considered gifts to the University and should be routed through the Development Office);
- Use of the name of the University for monetary profit or acting as a private person in a way that could create the impression that you are speaking for the University, its various departments and programs, without prior written consent of the University.

### **3.5 TEACHING AND SUPPORT ROLES OF FACULTY MEMBERS**

#### **3.5.1 Teaching, Advising, and Support**

The form of activities in each of the following categories varies by discipline and by program. All faculty are responsible for some activities in each of the following categories.

Teaching may include: teaching on-campus classes; teaching online or hybrid classes; supervising directed inquiry or independent study classes; preparing and supervising laboratories; supervising internships, student teachers, clinical rotations, practica etc.

Student advising may include advising the following: students who have not declared their majors; discipline majors; graduate students; student government and/or student

organizations. Advising activities may include: assisting students in choosing an academic program; degree plan preparation; clarifying academic regulations for students; helping students see the connection between life needs and goals and academic choices; serving as liaison between students and faculty and/or administrative offices; assisting in identification and enlistment of learning resources.

Discipline, departmental, and program service: faculty attend meetings, adhere to deadlines in such matters as the submission of schedules and catalog material and the filing of syllabi and grades, administer examinations, and perform any other duties pertinent to the operation of the discipline, department, or program.

University service may include: serving on standing and ad hoc committees; participating in special studies and projects of the University; supporting the extra-curricular life of the University; supporting the overall recruiting effort of the University. Attendance at faculty meetings and Commencement is mandatory for all full-time faculty members; attendance at other important events such as Charter Day, Founders Day, and Honors Convocation is strongly encouraged. Faculty may also supervise work study students and graduate assistants.

Public service may include: serving on civic boards and commissions relevant to institutional mission; making public presentations on subjects related to the faculty member's area of academic expertise; or other activities as appropriate.

Office hours: faculty post and keep regular office hours and also are available for agreed-upon appointments. Annual evaluation: All faculty are responsible for submitting annual evaluation materials.

### **3.5.1.1 Course Offerings**

Course offerings and academic schedules are planned by departments or programs in consultation with the Associate Deans of the relevant school, with the final approval of the VP/Deans.

New courses must be approved by the appropriate Educational Policy Committee before they can be put into the catalog or added to the course offerings list.

### **3.5.1.2 Teaching of Courses**

Each instructor or team (in the case of team-taught courses) is responsible for planning and presenting the course material for their own courses, for establishing course objectives, and for selecting and ordering texts. Externally accredited programs may require greater consistency in course offerings.

Prior to the first-class meeting of the semester or term the instructor will post a syllabus to Canvas that includes course goals, topics to be covered, requirements, assignments, grading policies, etc.; and will forward an electronic copy to the Administrative

Assistant/Specialist of the faculty member's college, where it is kept on file.

For online or hybrid classes, each instructor will provide a written syllabus to be posted on the web for each of their courses. The syllabus will contain course goals, course text/s, topics to be covered, requirements, assignments, grading policies, etc.

The expectation for each undergraduate course is that it will require a comprehensive final examination or other appropriate final project. Final exams/projects must take place during exam week, not take place during the last week of regularly scheduled classes. Copies of final examinations or appropriate other final projects will be sent to the Associate Dean of the faculty member's School.

### **3.5.2 Professional Development**

Faculty are expected to keep up-to-date and to integrate new knowledge into their teaching. It is expected that course offerings and syllabi will be regularly updated.

Faculty are expected to engage in research and scholarly or creative activity appropriate to their area of appointment on a regular basis. This may include engaging in scholarly or creative activity in the area of pedagogy as well as in the area of expertise; seeking and applying for appropriate grants and contracts in support of the above activities; publishing books, articles, reviews, critiques, etc. in recognized scholarly publications; making presentations at professional conferences; serving on thesis or dissertation committees; serving as validator of another scholar's research design, consultations, serving as referee/reviewer for a scholarly journal, publishing agency, foundation, or other agency; serving as an officer or otherwise participating in professional organizations.

## **3.6 FACULTY MEETINGS**

Periodic meetings of the full faculty are essential for the faculty to carry out its legislative responsibilities. These meetings are governed by procedures set forth in the Bylaws of the faculty.

The Provost shall preside at meetings of the faculty. If the Provost is unavailable, the President's designee shall preside.

### **3.6.1 Participation of Administrative Personnel at Faculty Meetings**

The following members of the University administrative staff may attend faculty meetings with the privilege to discuss but without the power to vote; if they choose to attend, they will be expected to attend regularly as do other members of the faculty: all members of the Executive Staff; all individuals at the director-level or higher in student-serving areas (e.g. Enrollment Management, Student Life, etc.); and full-time academic advisors.

### **3.6.2 Attendance of Students at University Faculty Meetings**

Faculty meetings are open to student observers, with the following stipulations:

1. They have the option of attending faculty meetings with the privilege to discuss.
2. No more than fifty students will be admitted at any one meeting.
3. Admission will be on a first-come, first-served basis.
4. The faculty reserves the right to exclude students from the meeting when certain topics are brought before it (e.g., awards to students). The exclusion may be invoked at any time by majority vote on a motion to exclude. Students, however, will be allowed to stay until such a motion is decided.

### **3.7 Bylaws of the Mary Baldwin University Faculty**

#### **3.7.1 Meetings and Organization**

1. Meetings of the full faculty shall be held at least four times during the academic year at stated times to be determined by the Provost.
2. Special meetings of the full faculty may be called by the President, Provost, Vice President of Murphy Deming College of Health Sciences, the VP/Dean of the College of Arts and Sciences, the VP/Dean of the Palmer College of Professional Studies, or any twenty voting members of the faculty.
3. Meetings of each of the colleges shall be held at least four times during the academic year at stated times to be determined by the VP/ dean of the college.
4. Should the presiding officer deem it essential to participate in debate on the merits of a pending question, the individual must relinquish the chair. When the pending main question has been disposed of, and only then, the presiding officer who relinquished the chair is at liberty to return to it.
5. A Secretary, nominated by the Committee on Committees and elected by the faculty to a two-year term, keeps the minutes of meetings of the full faculty. Each college ensures that accurate minutes are kept of its meetings. All minutes shall be forwarded to the Office of the Provost.
6. The minutes of each meeting will be circulated or posted before the next meeting and will be approved at the beginning of the next meeting.
7. For meetings of the full faculty, a Parliamentarian is nominated by the Committee on Committees and elected by the faculty to serve at its pleasure. The Parliamentarian may resign without prejudice effective at the end of any academic year.
8. A Faculty Marshal and an Associate Marshal, responsible for faculty participation and protocol at formal academic affairs, are nominated by the Committee on Committees and elected by the faculty to serve for five years.

##### **3.7.1.1 Procedures Relating to Voting**

These provisions apply both to meetings of the full faculty and to meetings of colleges.

1. A quorum shall consist of a majority of those members eligible to vote.
2. Unless otherwise specified, all numerical figures in these Bylaws are specified proportions of the members of a quorum who are present and voting.
3. Any member may abstain on any vote. An abstention is not counted as a vote.
4. Passages of all motions and measures shall be by majority vote unless otherwise specified.
5. No proxy voting shall be permitted.
6. A two-thirds vote shall be required to move the previous question.
7. Unless otherwise specified, all elections shall be by majority vote. In elections where no nominee receives a majority, a runoff shall be held between the two persons receiving the highest number of votes. Where two or more are to be elected, a runoff shall be among twice the number of persons to be elected.
8. Recommendation of persons to receive degrees, whether in course or honorary, shall be by vote of the full faculty and be by two-thirds vote. The Board of Trustees ultimately decides whether to grant the honorary degrees recommended by the faculty and, in the case that the Board does not honor the faculty recommendation, should do so only for compelling reasons and will explain its decision to the faculty. The list of degree candidates shall be circulated prior to the vote.
9. All measures brought by a committee shall be distributed in writing at least 48 hours prior to the meeting in which they are to be decided, and copies of such measures shall be made available to all members of the faculty, or to all members of a college in the case of a meeting of a college.
10. Voting by secret ballot shall be at the request of any voting member present.

### **3.8 PRIVILEGES OF FACULTY MEMBERS**

#### **3.8.1 Voting Privileges**

All full-time members of the faculty, tenured faculty members on phased retirement or carrying reduced loads, and administrators considered *ex officio* (see section [3.1.5](#)), have the privilege to discuss and power to vote at meetings of the full faculty. All other members of the faculty may attend faculty meetings with the privilege to discuss but without the power to vote. All full-time faculty members in a given college have the right to vote at meetings of their respective college.

For Murphy Deming, all full-time and part-time faculty members (see Appendix IV Section [1.1](#)) have the right to vote at College meetings for issues that are applicable only to the college.

#### **3.8.2 Academic Freedom**

Academic freedom is an essential right of all faculty members. The following statement of



principles set forth by the American Association of University Professors in 1940 shall be adhered to fully by all faculty, administration, and trustees. The language has been very slightly revised to remove sexist usages.

“The teacher is entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

“The teacher is entitled to freedom in the classroom in discussing their subject but should be careful not to introduce into their teaching controversial matter which has no relation to this subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of appointment.

“The University professor is a citizen, a member of a learned profession, and an officer of an educational institution. When the professor speaks or writes as a citizen, they should feel free from institutional censorship or discipline, but the teacher’s special position in the community imposes special obligations. As a person of learning and an educational officer, the professor should remember that the public may judge their profession and institution by their utterances. Hence, the professor should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not an institutional spokesperson.”

### ***3.8.2.1 Murphy Deming College of Health Sciences Addendum to the Statement on Academic Freedom***

The faculty teaching within the Murphy Deming College of Health Sciences (MDCHS) must realize that in certain instances, accreditation standards, codes of ethics and prevailing state licensure/certification requirements dictate essential curricular content, objectives and competencies. Upon accepting a teaching position with the MDCHS faculty are committed to present content as prescribed by the program in which they teach. Program Directors and the Vice President of Health Sciences are ultimately responsible for ensuring that prevailing standards for educational quality are met, and therefore are obligated to continually evaluate the nature and scope of all instruction.

### ***3.8.2.2 Palmer College of Professional Studies Addendum to the Statement on Academic Freedom***

The faculty teaching within the Palmer College of Professional Studies (PCPS) must realize that in certain instances, accreditation standards, codes of ethics and prevailing state licensure/certification requirements dictate essential curricular content, objectives and competencies. Upon accepting a teaching position with the PCPS faculty are committed to present content as prescribed by the program in which they teach. Chairs, Program Directors and the Senior Vice President and Dean of the Palmer College of Professional Studies are ultimately responsible for ensuring that prevailing standards for educational

quality are met, and therefore are obligated to continually evaluate the nature and scope of all instruction.

### **3.8.3 Professional Meetings and Faculty Development**

Limited funds are provided to encourage faculty to attend professional meetings and for other faculty development projects. Faculty members are asked to indicate their plans for attendance at such meetings or their desire to apply for faculty development project funds to their direct supervisor as early as possible.

### **3.8.4 Academic Leave**

Mary Baldwin University offers two forms of “Academic Leave”: “Faculty Development Leave” for renewable faculty and “Sabbaticals” for tenured faculty. Academic Leave provides professional growth opportunities for renewable, and tenured faculty members to the betterment of the University. Academic Leave is a privilege and is not guaranteed.

It is expected that the recipient of Academic Leave will accept no major teaching responsibility at another institution, will return to the University for at least one full academic year following completion of the leave, and submit within three months after completion of the leave a report to the Academic Leadership Council. If unable or unwilling to return to the University following an Academic Leave, the faculty member shall refund to the University, upon request, any compensation paid to them during the leave period.

All faculty members returning from approved Academic Leave shall be reinstated to the positions they held prior to taking the leave.

- Salary and fringe benefits during Academic Leaves are as follows:
  - Salary: full for one semester and May Term or half for the University session, at the election of the faculty member involved.
  - All benefits continue during an approved Academic Leave.

#### **3.8.4.1 Faculty Development Leave**

As part of MBU’s commitment to faculty development, it offers competitive term leaves for faculty members on renewable contracts. Faculty Development Leave (FDL) enables faculty members to pursue professional and self-development projects that impact the learning experience of Mary Baldwin’s undergraduate and graduate students.

Each academic year, the Vice Presidents/Deans of MBU’s three academic colleges will invite renewable faculty to make FDL applications to the Academic Leadership Council (ALC), who will assess an application’s merit and its impact upon the relevant College. Faculty Development Leave forms are available at the “Faculty and Staff Resources/Academic Affairs” page at [marybaldwin.edu](http://marybaldwin.edu).

The ALC may approve or reject a FDL application or request further information. The ALC’s

recommendations will be made to the President, who makes final determination.

All renewable faculty are eligible to apply for an initial competitive term leave after three years of continuous full-time service (i.e., the faculty member may apply during their fourth service year for leave in their fifth service year). Renewable faculty may apply for a second FDL after six years of continuous full-time service subsequent to their initial FDL.

### **3.8.4.2 Sabbaticals**

Tenured faculty members follow the procedure outlined above, save that tenured faculty members shall serve for six years continuously as a full-time faculty member of the University immediately prior to receiving such leave (i.e., tenure-track faculty may apply for a sabbatical in their sixth service year, contingent upon the award of tenure).

Thereafter, a full-time tenured faculty member shall continue to qualify for sabbatical leave following the completion of every six years of full-time service. Applications are available at the "Faculty and Staff Resources/Academic Affairs" page at [marybaldwin.edu](http://marybaldwin.edu).

### **3.8.4.3 Criteria**

The Academic Leadership Council will evaluate Sabbatical and Faculty Development Leave applications by a uniform criterion, detailed below as primary and secondary.

#### *3.8.4.3.1 Primary*

The ALC will assess applications on the extent to which they meet the following criteria:

1. projects that demonstrably enhance a faculty member's pedagogical skills and that offer clear student-centered impact will receive highest priority.
2. projects involving or resulting in original scholarly or creative professional activity will also receive high priority.
3. projects that demonstrably enhance a faculty member's professional standing will also be deemed important.
4. projects that promise potential impact to the university are further valued.

#### *3.8.4.3.2 Secondary*

If, after consideration of the above, competing applications are deemed equal, these criteria will be applied:

1. Is this a first-time application?
2. Has a previous application been denied for exogenous cause?
3. Has the candidate secured external support for sabbatical/leave that is time sensitive?
4. Has the candidate previously deferred an application for departmental or other

reason?

### **3.8.5 Leave of Absence**

Leaves of absence, in no way connected with sabbatical leaves, are arranged between the faculty member concerned and the University administration.

All faculty returning from administration approved leaves of absence shall be reinstated to the positions held prior to taking the leave or to positions of like status and pay, unless

1. the VP/Dean of the relevant College notifies the faculty member in writing, during negotiation for the leave, of different conditions, or
2. the faculty member agrees to alternate arrangements upon returning to the University.

Faculty leaves of absence under this section are granted only if they do not jeopardize the teaching function of the University.

Request for a leave of absence should be made to the VP/Dean of the relevant College no later than March 1 for leaves in the following academic year. The VP/Dean forwards the application to the President of the University together with their recommendation. The President recommends leaves to the Board of Trustees, who approve all leaves.

During negotiations for the leave, it is the responsibility of the VP/Dean to establish and communicate in writing (1) for renewable faculty, whether or not the leave period will accumulate credit toward years of service in order to be considered for tenure and/or promotion, (2) for tenured faculty, whether or not the leave period will accumulate credit toward years of service in order to qualify for sabbatical leave.

Leaves of absence are unpaid and all benefits are suspended unless the faculty member elects to pay the premiums.

### **3.8.6 Institutional Support**

The University provides the following support: office and other workspace as appropriate to the discipline; secretarial assistance; instructional and office materials; duplicating services; library services; computer access; audio visual services.

## **4 | FACULTY RECRUITMENT, EVALUATION, PROMOTION AND TENURE POLICIES**

The information below in section [4](#) pertains to all academic programs with the exception of Murphy Deming College of Health Sciences. Please see Appendix IV Section [2](#) for provisions specific to MDCHS.

### **4.1 FACULTY RECRUITMENT**

The following procedures are used for filling a full-time vacancy if that vacancy becomes known by April 15th. If a vacancy occurs after April 15th, the procedures will be adjusted according to the circumstances imposed by a late search.

#### **4.1.1 Initiating a Search**

When a vacancy exists, Department Chairs/Program Directors in consultation with their VP/Dean will provide evidence of long-term need for the position in which a candidate would be hired, either on a tenure-track or renewable contract. The VP/Dean reviews the recommendation and forwards it along with their assessment to the President. The President makes the final determination as to whether a vacancy will be filled through a renewable contract or tenure track hire. The Board of Trustees reviews and approves all tenure-track searches.

For any appointment which would entail combined responsibilities, all appropriate parties will be involved in the search process.

If the agreed recommendation is for a search for a full-time appointment, the search will be conducted according to the procedures outlined below.

#### **4.1.2 The Search Committee**

If it is agreed that there shall be a search, a committee is named by the VP/Dean of the College in which the position resides. All members of the department who wish to participate will be invited

to serve on the search committee. If there is no available department member, one faculty member from a related discipline will be named to the committee. In addition, there will be at least one faculty member from a different discipline, to be named by the Dean. The Dean serves as ex officio member of all full-time searches in their college. The Chair of the Search Committee is selected by the members of the committee.

#### **4.1.3 Search Procedures**

The search procedure includes the following steps: announcement of the position; receipt of applications; screening of applications by the Search Committee (including initial phone or video interviews); ranking of candidates; and recommendation to the appropriate VP/Dean for on-campus interviews.

Should the VP/Dean not concur with the interview recommendations, they will return the candidate's file to the Search Committee for reconsideration. The VP/Dean and the Search Committee will also confer together. If agreement is not reached, the matter shall be submitted to the President.

If the VP/Dean agrees on the interview recommendation, an interview process is agreed upon by the VP/Dean and the Search Committee. The process will include all members in the candidate's discipline or a related discipline. The VP/Dean authorizes the Search Committee chair to invite one or more candidates to interview. Following the interview(s), the Search Committee chair forwards the written recommendation(s) of the committee to the VP/Dean. The committee may recommend that:

- an offer be made
- the search be continued
- the search be discontinued
- the search objectives and/or position qualifications be revised

If the VP/Dean agrees that an offer should be made, they seek the concurrence of the President, by whom the contract is issued.

If the recommendations of the Search Committee and the VP/Dean are not in agreement, they shall meet together to attempt to reach a joint recommendation to the President. If they cannot agree, both recommendations shall be forwarded to the Provost and President for final decision.

#### **4.1.4 Appointment of Adjunct Faculty Members**

The Associate Deans, VP/Deans, the Registrar, and the departments together develop Course Offerings Lists, together with such adjunct positions as may be necessary to implement the list.

The VP/Dean determines that an adjunct faculty member will be appointed. The VP/Dean or a designee seeks applications and credentials and develops a short list of candidates. With the consent of the VP/Dean, any of the parties seeks recommendations and interviews candidates, in person, by letter, telephone, or video.

With the approval of the department chair or designee, the VP/Dean appoints the adjunct faculty member.

#### **4.1.5 Appointments of Professors of Practice**

Department Chairs/Program Directors recommend appointments of Professors of Practice to the VP/Dean of the relevant College, who reviews the candidate's professional competence and relevant experience. All credentials will be solicited and presented, all background checks completed, and specific duties outlined before a formal contract is offered. Contracts might be term, annual, or on-going as determined by programmatic or departmental needs.

### **4.2 FACULTY APPOINTMENTS**

#### **4.2.1 Contract Status at Time of Appointment**

All full-time appointments to the ranked faculty are made by the Board of Trustees on the recommendation of the President. The Board may waive the following policies and procedures under extraordinary circumstances, and in consultation with the appropriate faculty committees. All appointments regardless of rank are untenured; unless a candidate is hired with credit for teaching elsewhere (see [4.6.2](#)), tenure contracts cannot be issued until six full years of teaching are completed at Mary Baldwin University. See [4.5](#) and [4.6](#) for details

on Promotion and Tenure.

Should someone who is or has been an adjunct faculty member for the University, or someone who is serving or has served in an administrative position for the University be hired as a full-time faculty member after a full search conducted according to the procedures above, that person's service to the University may be included as part of their Provisionary period for promotion and/or tenure. The amount of previous service included as part of the Provisionary period shall be determined by the Faculty Status and Evaluation Committee in consultation with the VP/Dean and Provost according to the guidelines in [Appendix I](#).

#### **4.2.2 Rank at Time of Appointment**

Exceptions to the following policies and all initial appointments above the rank of Assistant Professor must have the concurrence of the Provost the Faculty Status Committee and the President. Candidates will furnish appropriate documentation to the Provost who will share them with the Committee, including curricula vitae, publications, professional activities, and evaluations of teaching or other professional work.

Initial appointments may be made to the following ranks:

- Instructor if:
  - the candidate lacks the terminal degree appropriate to their discipline
  - and/or lacks one year of full-time college-level teaching experience or the equivalent, excluding experience as a teaching assistant
  - and has not held an academic rank above that of Instructor.
- Assistant Professor if:
  - the candidate has the terminal degree appropriate to their discipline or
  - has one year's college-level teaching experience or the equivalent and/or
  - has held the title of Assistant Professor at another institution
- Associate Professor if:
  - the person has the terminal degree appropriate to their discipline and
  - has at least six years of full-time college-level teaching experience or the equivalent or
  - has held the title of Associate Professor at another institution
- Professor if:
  - the person has the terminal degree appropriate to their discipline and
  - has at least twelve years of full-time college-level teaching experience or the equivalent and
  - a record of substantial scholarship.
- Adjunct faculty and Professors of Practice members do not hold rank, except in

extraordinary circumstances which are addressed on a case-by-case basis.

#### **4.2.3 Personnel Files**

The search file of an applicant for a position includes all written information submitted by the candidate and received by the Search Committee, the appropriate Dean, and other agents of the University; all correspondence between agents of the University and the candidate; and any written recommendations from the committee to the appropriate dean or the President relevant to the candidacy. If the applicant is not subsequently employed by the University, the information remains on file in the offices of the Provost for three years, after which it is destroyed, unless the Provost deems it necessary to keep it for an extended period. If the applicant is subsequently employed by the University, their vita, graduate school transcripts, recommendations of the Search Committee and the appropriate Dean, and other materials submitted by the applicant are transferred from the search file to the permanent personnel file.

The permanent personnel file is kept in the office of the Provost. It includes all recommendations by the Faculty Status Committee whether positive or negative, official correspondence related to the faculty member's status or privileges, evaluations, written complaints and their resolutions, written commendations, personnel actions including but not limited to disciplinary actions, publications, and information presented by the faculty member.

Access to a faculty member's personnel file is strictly limited to the faculty member him/herself, the appropriate Dean, the Provost, and the President. Access to personnel files may also be extended to staff members working for these University officials whose professional duties require such access.

In cases of the institution's legitimate need, the Provost, or the President may also designate other individuals to act as their representatives in consulting personnel files. In all cases, information contained in personnel files will be kept confidential except in fulfillment of legitimate, professional needs of either the institution or faculty member. In all cases the faculty member will be informed of this access to their file.

The following material is not kept in the personnel file: correspondence related to temporary absences and health matters, routine course and curriculum planning, requests for exceptions to College policies, record of routine committee participation and other institutional and community service, copies of correspondence with other College departments.

In each case in which information is placed in the personnel file by persons other than the faculty member whose file it is, a copy of the information shall be sent to the faculty member, who may present additional information to be added to the file. In addition, any written statement or other written materials (of reasonable length), questioning or rebutting the



information placed in the individual's personnel file will be added to the file.

Faculty members may review and request copies of the materials in their personnel files. Such requests should be made in writing to the Provost. A copying fee may be required.

### **4.3 FACULTY CONTRACTS**

#### **4.3.1 Contract Renewal Procedures**

All full-time faculty to be re-employed receive by March 15th contracts and/or salary letters for the following academic year, informing them of the salary which the President intends to recommend to the Board of Trustees.

Members of the full-time faculty who have not given notice of resignation shall sign their contracts and/or salary letters and return them to the administration by April 15th. A faculty member may request, in writing, an extension of the deadline. Such extensions are not expected to be of more than one week's duration.

All full-time faculty to be re-employed receive final contracts and/or salary letters by May 1st. Decisions to re-employ part-time faculty, adjunct faculty and Professors of Practice members will have the concurrence of the chair of the department/program director or designee.

#### **4.3.2 Notification of Contract Non-Renewal**

Full-time faculty members whose contracts expire at the end of the academic year receive notice of contract non-renewal as follows:

1. Provisionary and renewable contract faculty members who are in the first year of employment are notified of non-renewal of their contracts by March 1st.
2. Provisionary faculty members who are in their second year of employment are notified of non-renewal of their contracts by December 15th. If they do not receive such notice by December 15th, they may expect contracts by May 1st of that academic year.
3. Renewable Contract Faculty in their second or subsequent year, or those in the final year of a multi-year contract are notified of non-renewal by December 15th. If they do not receive such notice, they may expect contracts by May 1st of that academic year.
4. Provisionary faculty members who are in their third or subsequent year are notified of non-renewal of their contracts by September 1st. If they do not receive such notice, they may expect contracts by May 1st of that academic year.

#### **4.3.3 Salaries**

The annual salary range, by rank, sex, and type of contracts, is available to faculty in the office of the VP/Dean of the relevant College. Criteria for salary increases include the criteria for promotion and tenure. See [4.5](#) and [4.6](#). Other criteria include parameters set by the institutional budget, comparison of salaries by rank with salaries at comparable institutions,

length of service within rank, and gender equity.

## **4.4 EVALUATION OF FACULTY**

### **4.4.1 Annual Reports**

All full-time faculty submit an Annual Report to the Associate Dean of the faculty member's school or program (which is then forwarded to the Office of the VPAA) by May 31<sup>st</sup> on a form developed and updated by the Faculty Status and Evaluation Committee. The report and the response, as indicated in section [4.4.2](#), are included in the faculty member's personnel file. The Associate Dean of the faculty member's school or program will provide a comprehensive written response to the Annual Report of tenured faculty every three years, with the report due within one calendar year of submission of the third report.

Deadlines required for responses to faculty are listed in Section [4.4.2](#). The reports and responses are included in the faculty member's personnel file.

Faculty may add information to the personnel file as provided in section [4.4.2](#).

All faculty members routinely submit copies of their syllabi to the office of their College VP/Dean. All faculty members are required to participate in the faculty evaluation system.

### **4.4.2 Evaluation of Untenured Faculty**

NOTE: The provisions below pertain to faculty members who began a full-time appointment in August 2015 or after; faculty whose full-time service began prior to that date are governed by the timelines in the previous Faculty Handbook (see [Appendix III](#) in lieu of [4.4.2](#) on this page and the next). Untenured faculty members evaluated according to the procedures outlined below include tenure-track faculty and renewable contract faculty.

Untenured faculty members are evaluated as follows. If a renewable faculty member is hired with one or more years of credit towards tenure and/or promotion, that faculty member should discuss adjustments in this timeline with the appropriate Associate Dean and VP/Dean, which will be agreed upon and documented in a memo of understanding. In the case of faculty members on hybrid contracts, it is expected that all divisions of the University in which the faculty member teaches will participate in the evaluation process.

1. First Year: The Department Chair/Program Director will conduct regular meetings with the faculty member, including at least one classroom observation. The Department Chair/Program Director will send a letter of evaluation for the faculty member to the Associate Dean of their school by April 30<sup>th</sup>. The faculty member will include this letter in the Annual Report to the Associate Dean along with any response. If a college does not have department chairs or program directors, the Associate Dean carries out the first-year evaluation.

2. Second Year: Informal Second-Year Review

By December 1<sup>st</sup> of the second year, the faculty member submits the following

information to the chair of the Faculty Status Committee:

- a. Names of two faculty members who are particularly appropriate to evaluate the faculty member's accomplishment of the criteria for promotion ([4.5.2](#)) and the congruence between the faculty member's expertise and the University's mission statement.
- b. Names of chairs of committees on which the faculty member has served or is serving. If the faculty member was chair, or if the chair is no longer employed by the University, the faculty member will substitute the name of the faculty colleague having the longest time of service on the committee.

The Faculty Status and Evaluation Committee will request evaluations from the persons named in (a) and (b) above, the relevant Associate Dean, other teachers in the College or program as selected by the committee, and any other members of the University community chosen by the committee.

By February 15th of the second year of service, the faculty member submits to the Faculty Status and Evaluation Committee the materials listed in section [4.5.4.6](#) and a copy of the Associate Dean's summary letters with any response(s) by the candidate.

The faculty member then meets with two members of the Faculty Status and Evaluation Committee at the rank of Associate Professor or higher, one of whom is chosen by the faculty member and one by the committee, to discuss the faculty member's accomplishments toward meeting the criteria for promotion and/or tenure ([4.5.2](#)). The meeting is intended to be an informal and helpful conversation that will suggest to the faculty member what areas, if any, need attention before the formal process of the fourth-year tenure and/or promotion review. Faculty members may bring an advocate if they so choose. The meeting will not be recorded except at the request of the faculty member.

The conversation and any guidelines or other information stemming from the meeting do not constitute any promise of promotion and/or tenure in the future.

The two members of the Faculty Status and Evaluation Committee together write a summary of the discussion, send a copy to the faculty member, and place a copy in the faculty member's personnel file. The faculty member may respond in writing to the summary; the response is also placed in the personnel file.

The FSEC reminds all faculty members to undergo the Second-Year Review two years before promotion application, whether or not that faculty member came to MBU with teaching experience from elsewhere and has been granted credit in years towards promotion. The Second-Year Review is a mentoring opportunity and therefore valuable for all tenurable professors.

3. Third Year: By December 1st, the faculty member meets with the Associate Dean of

their School to discuss the Second-Year review, the summary and any matters arising from them. The Associate Dean sends a written summary of the meeting within 30 days to the candidate, the VP/Dean of the College, and the Provost, who places a copy in the personnel file.

By May 31st, the faculty member submits the Annual Report (see [4.4.1](#)). At the request of the faculty member, or at their Associate Dean's discretion, the Associate Dean may informally evaluate the faculty member. The Associate Dean sends to the faculty member a copy of any written document resulting from the informal evaluation and sends a copy to the VP/Dean of the College and the Provost, who places a copy in the personnel file.

4. Fourth Year: Renewable faculty members apply for promotion and/or tenure under the processes described in the Handbook in section [4.5](#) and [4.6](#). Renewable contract faculty members are reviewed by the Faculty Status and Evaluation Committee according to the procedures listed for Promotion in section [4.5](#). Subsequent to the fourth year, renewable contract faculty members are reviewed according to the provisions listed above in [4.4.1](#).

#### **4.4.3 Evaluation of Part-Time, Adjunct and Professors of Practice Members**

All part-time faculty, and adjunct faculty and Professors of Practice members are required to participate in the University's processes for course evaluation.

- A. Completed evaluations will be collected by the appropriate faculty resource coordinator.
- B. The collected evaluations will then be sent to the department chair/program director of the department/program in which the faculty member was teaching (for undergraduate courses) or the appropriate graduate program director (for graduate courses).
- C. The department chair /program director or dean will send these evaluations to the faculty member along with their own summary or appraisal.
- D. Copies of the evaluations and summary/appraisal will then be sent to the Office of the Provost; they are then shared, with the VP/Deans as appropriate.
- E. After part-time faculty, or adjunct faculty and Professors of Practice members have four semesters' worth of appraisals on file, supervisor appraisals may be reduced to a biennial basis. However, written evaluations will resume if requested by any of the following: the Provost, the dean of the faculty member's college, Department Chair /Program Director.

#### **4.4.4 Optional Mid-Career Evaluation**

After serving three years as an associate professor, any faculty member may request an

optional mid-career evaluation. The purpose of this evaluation is to aid in assessing progress toward promotion to the rank of full professor. Faculty members requesting such review should make the request to FSEC by November 1st. Procedures and deadlines will be identical to those described for the Informal Third-Year Review.

## **4.5 PROCEDURES AND STANDARDS WITH RESPECT TO PROMOTION**

### **4.5.1 Eligibility**

NOTE: The provisions in (2) below pertain to faculty members who began a full-time appointment in August 2015 or after; faculty whose full-time service began prior to that date are governed by the timelines in the previous Faculty Handbook (see [Appendix III](#) in lieu of [4.5.1](#) on this page), unless they requested in writing to the Provost and the Faculty Status and Evaluation Committee, by 1 October 2015, to be governed by the new timelines.

Full-time, tenure track faculty are expected to hold the terminal degree. Exceptions will demonstrate, at the time of appointment, extraordinary and relevant compensating accomplishments. Determination of relevant accomplishments must have the concurrence of the relevant Department(s), the Dean of the faculty member's college, the Provost, the Faculty Status and Evaluation Committee, and the President. Exceptions occur primarily in professional fields. If the exception is granted, the faculty member meets the degree requirement for tenure and promotion at all levels. Exceptions to the terminal degree are subject to SACS-COC requirements. Tenured and tenure-track faculty who held exceptions to the terminal degree requirement as of Academic Year 2010-2011, with such exceptions including the MBA, MSW, and JD, are grandfathered in as eligible candidates for promotion at all levels.

The minimum times of service to be eligible for consideration for promotion are as follows. (Note: In calculating years of service, if the individual was hired before January 1st, the academic year "counts": if the individual was hired after January 1st, the academic year in which the faculty member was hired does not "count.")

1. An Instructor will be eligible for promotion to Assistant Professor upon completion of one year of full-time teaching at MBU or upon being awarded the terminal degree. When the degree is completed, the Instructor will inform the Provost and provide appropriate documentation.
2. An Assistant Professor is eligible for promotion to Associate Professor under the following circumstances: if the individual has the appropriate terminal degree; the individual will have completed four years of full-time service by the time the promotion takes effect. This service will either include four years of full-time continuous employment at Mary Baldwin University, or a minimum of six years total of full-time employment at faculty rank at college or university level, of which the last three must have been continuous at Mary Baldwin University. Hence, candidates apply for

promotion in their fourth year or equivalent.

3. An Associate Professor is eligible for promotion to Professor under the following conditions: the individual has the appropriate terminal degree; they will have completed six full years of continuous teaching at Mary Baldwin University as an Associate Professor by the time the promotion takes effect.

#### **4.5.2 Criteria for Promotion**

The following criteria will be used in recommendations regarding promotion with the greatest weight being given to the first criterion:

1. Excellence in teaching and advising as evident in demonstrated knowledge of the candidate's area of appointment, ability to help students discover that knowledge in substantive and meaningful ways, guiding students toward successful completion of their educational goals, updating knowledge and skills, designing new courses, regularly revising existing courses, and outreach to students.
2. Commitment to scholarship and professional or creative activities through an active program of research, writing, or other professional work, as appropriate to the candidate's area of appointment. It is expected that these activities result in tangible products such as publications, presentations, performances, consultations, citations, exhibitions, grant proposals, or service to professional societies.
3. Contribution to the whole University through committee work, involvement with student activities, providing leadership for special projects, involvement with recruitment, and other means of maintaining and improving the ongoing life of the University.
4. For candidates for promotion to Professor only: substantial and sustained achievement in teaching, scholarship, and other contributions to the University.

#### **4.5.3 Application for Candidacy**

A faculty member applies to the Faculty Status and Evaluation Committee for consideration for promotion. The deadline for application is October 1st of the academic year during which the decision is to be made.

After the application deadline, the Faculty Status and Evaluation Committee consults the Provost for information and advice, decides who is eligible for consideration, and notifies the candidates, who will be asked to provide the Committee with the information it needs in making its decision. The appropriate committee also notifies the faculty, who may wish to submit information which they consider relevant to one or more of the candidacies. The candidate may also provide additional information which they consider relevant to their candidacy. The deadline for submitting this information is November 1st.

#### **4.5.4 Procedures to be Followed in Gathering Data**

The Faculty Status and Evaluation Committee will receive the candidate's application dossier ([4.5.4.6](#)) by November 1st. In addition, the Faculty Status and Evaluation Committee will review the personnel file for each candidate and will ask for evaluations from the following:

1. All faculty members in the candidate's department(s) or program(s). Where this number is fewer than three, the committee may request evaluations from faculty members in related departments [see also (6)].
2. Senior majors or graduate students in the candidate's department/program. Where this number exceeds 15, the committee will select 10-15 from those students who have taken more than one course with the candidate.
3. If the department has fewer than five senior majors, interdisciplinary senior majors who have taken more than one course with the candidate and/or seniors whom the candidate has taught in at least two courses.
4. Selected seniors or graduate students (not to exceed 6) who have worked closely with the candidate in at least two academic years, if so requested by the candidate.
5. The Associate Dean of the candidate's School.
6. Other teachers in the candidate's College as selected by the committee. (The candidate may recommend faculty persons they think particularly appropriate, together with reasons for the propriety in each case.)
7. The director of any graduate program for which the applicant has taught.
8. Chairs of committees on which the candidate has served. If the candidate was the chair, the faculty member with the longest time of service will be asked in place of the chair. The Faculty Status and Evaluation Committee will also contact faculty who have worked with the candidate on committees during the present and the two immediately preceding years. These will be selected by the committee, but the candidate may make recommendations.
9. Four advisees who have been assigned to the faculty member for more than one calendar year. Half of these are designated by the Faculty Status and Evaluation Committee, and half are designated by the candidate.
10. The committee is responsible for requesting evaluations from any other members of the University community chosen by the committee.

##### **4.5.4.1 Evaluation File**

The Faculty Status and Evaluation Committee shall keep an evaluation file on each faculty member being considered for promotion. It shall contain written evaluations or records of oral evaluations of candidates for promotion as requested or accepted by the committee. The evaluation file is accessible to the Faculty Status and Evaluation

Committee, appellate bodies involved in the case, the Provost, and the President.

#### **4.5.4.2 Disposal of Records Kept in the office of the VPAA Provost**

If the bid for promotion is successful, the evaluation file will be kept for one year in the Office of the Provost, and after one year the dossier materials will be returned to the faculty member. The evaluation file will then be destroyed by the Provost of the University. The Provost will report to the chair of the Faculty Status and Evaluation Committee that the evaluation file has been destroyed and that the dossier has been returned to the faculty member.

If the bid for promotion is not successful, both the evaluation file and the dossier will be retained in confidential storage in the Office of the Provost for three years, or such longer period of time as deemed necessary by the Provost.

Similar storage and disposal policies will be used for evaluation files for tenure.

#### **4.5.4.3 Evaluators**

The committee will notify all those of whom it requests evaluations that the evaluations will be used for the purpose of a promotion review and that they are accessible to the Faculty Status and Evaluation Committee and to the Provost, the President, and any appellate bodies who may become involved in the event of a grievance. Evaluators will be asked to include evidence or examples for their assertions. Student evaluators will be asked to state the role the faculty member played in their work at the University and in preparing them for their future work both at the University and beyond.

#### **4.5.4.4 Interviews**

The Faculty Status and Evaluation Committee normally interviews candidates and may interview other appropriate persons. Any faculty member may request in writing that they be invited to

meet with the committee to discuss the qualifications of any candidate. All persons interviewed by the committee will be notified of the information in the above paragraph. Notes will be taken during each interview and this record will be considered in the deliberations of the committee. Interviewees may request to see and comment on the notes of their interviews. Interviews may also be recorded.

#### **4.5.4.5 Record Keeping**

All information about a candidate must come to the committee in written form except in the circumstances outlined above. No faculty member may discuss the qualifications of a candidate with any individual member of the Faculty Status and Evaluation Committee unless the committee initiates such conversation.



#### **4.5.4.6 Materials to be Submitted by the Candidates**

The candidate shall provide to the Faculty Status and Evaluation Committee the following items for each year since initial hiring at Mary Baldwin if employed for fewer than six years, or for at a minimum the most recent six years of employment at Mary Baldwin if employed for six or more years:

1. In particular, the committee requests that each candidate submit a cover letter with their materials highlighting the reasons why the candidate believes they deserve the promotion. It is strongly recommended that the Candidate include the Third- or Fourth-Year Review summary (see [4.4.2](#)), and address any actions taken in response to it in the cover letter.
2. Curriculum vitae
3. Listing of all courses, independent studies, and directed inquiries with their enrollments and syllabi or course descriptions; all courses that are new or substantially revised by the candidate are to be identified.
4. Annual Reports and responses to them.
5. Student evaluations of teaching (obtained through Annual Evaluation process) for each course listed in (3) above.
6. Number of advisees each year and (if applicable) the advising evaluations (obtained through Annual Evaluation process) for each of these years.
7. List of professional memberships and offices held.
8. List of professional meetings attended with a summary of participation.
9. List and description of professional activities, such as performances, publication, workshops attended, consulting, community service. The committee may ask for documentation such as programs, letters of testimony, etc.
10. List of faculty committees served on, including time of tenure and any special assignments.
11. Any other information the individual believes will be helpful to the consideration of their case.

#### **4.5.5 Decision-Making Procedures**

##### **4.5.5.1 The Role of the Committee**

During its deliberations on promotion the ex officio members and the untenured members of the Faculty Status and Evaluation Committee will be excluded from the discussions and will not receive minutes. During and after the review process, the Faculty Status and Evaluation Committee will maintain the highest level of confidentiality regarding its deliberations and decisions.

The committee shall evaluate the candidate with respect to the criteria above as follows:

1. Based on information received, the committee shall evaluate the candidate's excellence in teaching and/or advising.
2. Based on information received, the committee shall evaluate the candidate's scholarly activities.
3. Based on information received, the committee shall evaluate the candidate's contribution to the whole University.

The committee shall report its overall evaluation of the candidate and its evaluation with respect to each of the criteria.

The Faculty Status and Evaluation Committee will send to the President through the Provost no later than February 1st the results of its evaluations and its recommendations regarding faculty members who have applied to the committee as candidates for promotion. Each recommendation to grant or withhold promotion will be accompanied by the committee's reasons for its recommendation.

All favorable recommendations to the President of the University by the Faculty Status and Evaluation Committee must be made by a two-thirds vote of the tenured members of the committee

#### **4.5.5.2 Role of the Administration**

The VP/Dean of the relevant College will forward the evaluations and recommendations of the Faculty Status and Evaluation Committee to the President.

The Provost will evaluate the candidate based on:

1. The criteria listed in section [4.5.2](#).
2. An assessment of the match between the candidate's accomplishments and growth potential as suggested through past performance, and the University's current and projected needs.

The Provost will submit to the President, the VP/Dean of the candidate's college and the candidate the results of their evaluation and a recommendation regarding each candidate in writing by March 15th.

Final recommendations to the Board of Trustees on promotion will be made by the President of the University. If the recommendations of the President, Provost, and committee differ, the President will meet with the Provost together with the committee and the VP/Dean of the candidate's college prior to making their recommendations to the Board. If agreement cannot be reached, the President and/or the Provost will provide compelling reasons for disagreeing with the committee.

The President shall inform the candidate in writing of their final recommendation by April 1st, and, if requested by the candidate, shall orally explain the reasons for recommending

or withholding promotion. If the candidate requests a written statement of the reasons, the President shall provide this.

Upon being notified of the President's recommendation, the candidate may request in writing from the Faculty Status and Evaluation Committee a copy of the reasons which the committee sent along with its recommendation to the Provost, and such requests shall be honored in writing by the committee. The President's recommendations regarding promotion are subject to the final decision of the Board of Trustees of Mary Baldwin University, in its absolute discretion.

A promotion decision by the Board of Trustees becomes effective at the beginning of the following academic year.

## **4.6 PROCEDURES AND STANDARDS WITH RESPECT TO TENURE**

### **4.6.1 Tenure Policies**

The objectives of Mary Baldwin University regarding the award of tenure are the following:

1. Awards of tenure must promote flexibility within the University context and the context of a rapidly changing society. Recipients of tenure should have training, experience, and qualities of mind which allow them to embrace interdisciplinary perspectives and to apply their skills in areas beyond narrow specialties when that best serves the needs of the students of the University.
2. Awards of tenure must promote the stability of association which is at the heart of the Mary Baldwin University community.
3. Recipients of tenure should be persons for whom there is evidence and every expectation that they will ultimately qualify for promotion to professor by accomplishing the goals stated in section [4.5.2](#).

### **4.6.2 Eligibility for Tenure Consideration**

NOTE: The provisions below pertain to faculty members who began a full-time appointment in August 2015 or after; faculty whose full-time service began prior to that date are governed by the timelines in the previous Faculty Handbook (see [Appendix III](#) in lieu of [4.6.2](#) on this page), unless they requested in writing to the VPAA and the Faculty Status and Evaluation Committee, by 1 October 2015, to be governed by the new timelines.

A faculty member is eligible for award of tenure under the following conditions:

1. The individual will have completed six years of service as a full-time faculty member at Mary Baldwin University by the time the tenure award takes effect of which at least the last three have been continuous. In instances in which meeting the required three would take the faculty member beyond the University maximum for Provisionary service, an extension of the Provisionary period will be granted until the faculty member has served the required three years. As with promotion, for purposes of

calculating years of service for eligibility for tenure if the individual was hired before January 1st of the academic year, the year “counts” if the person was hired after January 1st, that academic year does not “count.”

2. A tenure-track faculty member with previous service at another equivalent institution is eligible to apply for early consideration for tenure including that previous service if
  - a. (1) the faculty member has served at least three continuous years of full-time teaching at Mary Baldwin University immediately prior to application,
  - b. (2) the service at the equivalent institution was on the full-time ranked faculty,
  - c. (3) the time at the previous institution immediately preceded the time at Mary Baldwin University, and
  - d. (4) the total years of service as a full-time ranked faculty member will total at least six prior to the award of tenure taking effect.
3. A faculty member hired with senior rank (associate or full professor) may be eligible for tenure consideration after a shorter Provisionary period than that described in 1) or 2) above if
  - a. (1) the faculty member already holds tenure at an equivalent institution or has full-time ranked faculty experience with demonstrable national reputation at an equivalent institution and
  - b. (2) meets all tenure requirements of Mary Baldwin University except for length of service.

In such a case, the faculty member shall be advised in writing of the specific Provisionary period at the time of initial appointment by the Provost. The Provost will consult with the search committee and the Faculty Status and Evaluation Committee for their recommendation in determining the Provisionary period.

4. A faculty member may be hired with tenure if they
  - a. (1) has an outstanding and demonstrable national reputation,
  - b. (2) holds tenure and senior rank at an equivalent institution, and
  - c. (3) meets all requirements for tenure at Mary Baldwin University except for length of service.

“Outstanding and demonstrable national reputation” comprises distinctive accomplishments reflecting substantial and sustained achievement in scholarship, teaching, and service in their academic field of endeavor. Examples may include prestigious honors and awards in the field, publications of national and/or international scope, office and positions held in international and national organizations in the field, and recognition for combined excellence in teaching and scholarship. In such a case, the individual shall be advised in writing of the awarding

of tenure at the time of initial appointment by the Provost. The Provost will consult with the search committee and the Faculty Status and Evaluation Committee for their recommendation on such an award of tenure.

### **4.6.3 Application Procedures**

Faculty members who become eligible for consideration of award of tenure ([4.6.2](#)) must apply to the Faculty Status and Evaluation Committee before the next October 1st.

After the application deadline, the Faculty Status and Evaluation Committee consults the VP/Dean of the relevant College for information and advice, decides who is eligible for consideration, and notifies the candidates, who will be asked to provide the committee with the faculty member's evaluation dossier and other information needed to make the decision. The FSEC also notifies the faculty, who may wish to submit information which they consider relevant to one or more of the candidacies. The candidate may also provide additional information which the individual considers relevant to their candidacy. The deadline for submitting this information is November 1st.

### **4.6.4 Criteria for Award of Tenure**

1. Evidence and every expectation that the candidate will ultimately qualify for promotion to professor, and
2. Expertise congruent with the mission statement of the University.

### **4.6.5 Data-collecting Procedures for Faculty**

The candidate shall provide to the committee the material listed under [4.5.4](#) and any other materials which the candidate believes may be helpful to their case, especially with respect to criterion [4.6.4\(2\)](#).

The personnel file and the persons listed under [4.5.4](#) will be consulted, along with some graduates during the immediately preceding three years who were in the candidate's department or were interdisciplinary majors who took more than one course with the candidate. In departments with few graduates annually, all of these graduates may be asked for evaluation; in departments with many senior majors annually, the candidate will select three and the committee will select three other graduates, and both groups of three must be chosen from the top 50% of the three graduating classes. If six major or interdisciplinary major graduates over the three years are not available, the committee will consult with the candidate to compose a list from which the candidate will select three and the committee will select three other graduates (both groups of three must be chosen from the top 50% of the three graduating classes).

The committee will notify all those of whom it requests evaluations who will have access to them and the information to be included as described under [4.5.4.3](#).

The committee normally interviews the candidate and others whom the committee

considers appropriate, especially for the purpose of evaluating the candidate with respect to criterion [4.6.4\(2\)](#). Any faculty person may request in writing that they be invited to meet with the committee to discuss a named candidate.

Those interviewed will be informed of who has access to the information presented and to the type of information desired as described under [4.5.4.3](#). Notes will be taken during each interview and this record will be considered in the deliberations of the committee. Interviewees may request to see and comment on the notes of their interviews. Interviews may also be recorded.

All information about a candidate must come to the committee in written form except in the circumstances outlined above. No faculty member may discuss the qualifications of a candidate with any individual member of the Faculty Status Committee unless the committee initiates such conversation.

#### **4.6.6 Decision Making Procedures**

##### ***4.6.6.1 The Role of the Faculty Status and Evaluation Committee***

During its deliberations on tenure the Provost and the President, as ex officio members of the committee and the untenured members are excluded from the meetings and do not receive minutes. During and after the review process, the Faculty Status and Evaluation Committee will maintain the highest level of confidentiality regarding its deliberations and decisions.

The committee shall keep an evaluation file on each faculty member being considered for tenure. It shall contain written evaluations or records of oral evaluations of candidates for tenure as requested or accepted by the committee. The evaluation file is accessible to the committee, the Provost, the President, and any appellate bodies who may become involved in a grievance. After a decision on tenure the evaluation file shall be placed in confidential storage, in the office of the VPAA or in a place specified by them, for three years, or some longer period as deemed necessary by the Provost, according to the guidelines for promotion materials stated in section [4.5.4.2](#).

All recommendations to award tenure made by the Faculty Status and Evaluation Committee will be made by a two-thirds vote of the committee membership not excluded in the first paragraph of this section.

The committee shall evaluate the candidate as provided under [4.6.6](#) and shall also evaluate the candidate's expertise with respect to criterion [4.6.4](#). With respect to this last criterion, the committee shall take into consideration all information received from all sources listed under [4.5.4](#) and any additional information provided by the candidate.

The committee shall summarize the expertise of the candidate with respect to criterion [4.6.4](#). The committee shall recommend to the President through the Provost as provided under [4.5.5.2](#).

#### **4.6.6.2 The Role of the Administration**

The Provost will forward the evaluations and recommendations of the committee to the President. The Provost shall evaluate the candidate and make a recommendation as provided under [4.5.5.2](#) Final recommendations to the Board of Trustees on tenure will be made by the President of the University. If the recommendations of the President, Provost, and committee differ, the President will meet with the Provost together with the Faculty Status and Evaluation Committee prior to making their recommendations to the Board. If agreement cannot be reached, the President and/or the Provost will provide compelling reasons for disagreeing to the committee.

The President's recommendations regarding tenure are subject to the final decision of the Board of Trustees of the University in its absolute discretion.

The President shall inform the candidate in writing of their final recommendation, and, if requested by the candidate, shall orally explain the reasons for recommending or withholding tenure. If the candidate requests a written statement of the reasons, the President shall provide this.

Upon being notified of the President's recommendation, the candidate may request in writing from the Faculty Status and Evaluation Committee a copy of the reasons which that committee sent with its recommendation to the Provost, and such requests shall be honored in writing by the committee.

#### **4.6.7 Effects of Tenure Decisions**

A favorable tenure decision becomes effective at the beginning of the following academic year.

If the candidate is not eligible for consideration for tenure, according to the criteria stated above, or is not awarded tenure, according to the criteria stated above, the faculty member shall receive a one-year terminal contract.

No ranked faculty member who was denied tenure when a tenured position was available may remain at Mary Baldwin without tenure for more than seven years (or eight for faculty members hired before 2015).

#### **4.6.8 Tenure Contract Stop Clock Measure**

A tenure track faculty member who finds that the normal expectations of professional development in a given academic year have been severely impeded for reasons of personal trauma, childbirth, or other non-professional circumstances may request that the year not be included in the Provisionary period. Requests for extension of the Provisionary period should be made in writing, no later than one year after the qualifying event. A request to stop the tenure clock is not to be confused with a leave of absence. Rulings on all such requests are made by the Provost. Requests for an extension of the Provisionary period, whether

granted or denied, will not prejudice a faculty member's candidacy for tenure.

## **5 | ORGANIZATIONAL STRUCTURE OF COLLEGES**

Mary Baldwin University is composed of three academic colleges: The College of Arts and Sciences, the Palmer College of Business and Professional Studies, and the Murphy Deming College of Health Sciences. The colleges described within this section cross multiple student points of entry, both undergraduate and graduate; are academic units led by Vice Presidents/Deans; and are the primary organizational affiliation of faculty members.

### **5.1 COLLEGES**

Colleges are organized around a coherent domain of knowledge and may include varied pedagogical modalities. The college structure enables experts in related areas, both within MBU and external partners, to collaborate to ensure a high-quality instructional experience for students. The college structure is designed to maximize student development and contribute to the sustainability of the programmatic and financial ecosystem of the university.

A college:

- Is a distinct academic unit, delivering curriculum supporting academic majors and minors, and offering graduate degrees. Each college has an autonomous Educational Policy Committee (see Committee Structure [3.3](#)).
- Offers both graduate and undergraduate programs.
- Works cooperatively with the other colleges and external partners as appropriate to coordinate programs, make resources available to one another, and contribute specific courses designed to complement other colleges' offerings.

#### **5.1.1 Vice Presidents/Deans**

Vice Presidents/Deans of the Colleges of Arts and Science, the Palmer College of Professional Studies, and the Murphy Deming College of Health Sciences are appointed by the President. The primary role of the Vice Presidents/Deans is to provide academic and administrative leadership to the colleges and align academic programming with institutional resources and goals. Duties and responsibilities include the following:

#### **Planning and Administration**

1. Fully support the mission of the college and of Mary Baldwin University.
2. Develop and articulate a vision for the college and have primary responsibility for the planning and implementation of that vision.
3. Work with departments to develop and evaluate goals within each credentialing program (degrees, majors, minors, certificates) to accomplish the annual and long-range goals of the college.



4. Establish annual performance goals within the college, approved by the University executive staff, relating to such areas as enrollment, fundraising, retention, financial performance, and completion rates, among others.
5. Monitor the achievement of goals of the college within the University annual plan.
6. Ensure that externally accredited programs within the college remain in full compliance with accreditation standards.
7. Work constructively with the other divisions of the University in setting and evaluating goals.
8. Coordinate budgets and spending at all levels within college.
9. Call and chair regular (minimum of four per year) meetings of the college.
10. Evaluate faculty within the college as provided for in the Faculty Handbook.
11. If necessary, participate in disciplinary procedures involving faculty members, as provided for in the Faculty Handbook.
12. Flexibly deploy personnel within the college and, as appropriate, across the University to achieve the educational and performance goals of the college and the University's Strategic Plan.
13. Recommend sabbatical requests and oversee coverage planning.
14. Serve as active members of the Academic Leadership Council and Executive Staff.

### **Faculty and Curricular Leadership**

1. Provide regular mentoring to faculty within the college to ensure excellence in teaching, advising, and scholarship.
2. Ensure curricular excellence through working closely with faculty on program development and revision.
3. Oversee the assessment process for the college, including periodic program review and initiating program changes, as necessary, resulting from the review process.
4. Serve as ex officio member of the college's EPC(s).
5. Ensure timely, accurate preparation of the Course Offerings List, including on-campus, hybrid, and online courses in consultation with academic departments.
6. Promote pedagogical and programmatic innovation within the college.
7. Oversee the process of hiring new faculty members provided for in the Faculty Handbook, including recommending the need for new/replacement positions, overseeing the search process, and recommending candidates for hire.
8. Support faculty applications for teaching awards and recognitions of service (Mednick Fellowships, VFIC Award for Excellence in Undergraduate Teaching, etc.).
9. Disburse faculty development and extra-curricular funds within the college.

10. Sponsor and promote presentations and workshops on scholarship and teaching.
11. Create opportunities for intellectual and professional exchange among faculty within the college and across the University.
12. Adjudicate student academic issues regarding exceptions to academic rules, grades, and disagreements with faculty that cannot be resolved through conversation with the faculty member and department chair.
13. Work with faculty and staff within the college to create and maintain a harmonious and mission- driven work environment.
14. Represent the College externally.

### **5.1.2 Associate Deans/School Directors**

The primary role of the Associate Deans/School Directors is to assist the Vice President/Dean in providing academic and administrative leadership to the colleges and to align academic programming within each school with the resources and goals of the relevant College. Duties and responsibilities include the following:

1. Oversees the School as its Academic Director.
2. Monitors School budget and assesses spending requests.
3. Reviews and, where appropriate, has signature authority over the purchase orders and university credit card statements of all members of the School.
4. Formulates strategic and academic programming for the School in concert with the VP/Dean.
5. Executes a vision for the School that centers academic excellence.
6. Facilitates key administrative functions, including: convening school meetings; preparing and monitoring key performance indicators for the School; managing data systems to track program effectiveness; works with departments on program assessment and accreditation (where necessary).
7. Collaborates with Admissions, Student Engagement, Professional Advisors, and the retention team.
8. Manages the Course Offerings List (COL) for the School.
9. Manages faculty and adjunct contracts and annual evaluations for all School faculty.
10. Recruitment of new faculty and supervision of school staff (where appropriate).

### **5.1.3 Academic Leadership Council**

The Academic Leadership Council is composed of the three college Vice Presidents/Deans, the Provost, and the President of the institution.

The Academic Leadership Council meets regularly to discuss issues pertinent to the academic programs of Mary Baldwin University. Convened by the President, the Council

considers academic policies that cross colleges; receives information on new program initiatives in all colleges; reviews EPC business from all colleges; addresses recruitment, admissions, and retention issues across programs; shares information on external relationships and partnerships; and reviews strategic planning priorities. Periodically, as needed, the Council includes other administrative leaders to discuss particular issues, e.g. budgets, fundraising, marketing, student engagement, etc.

#### **5.1.4 Academic Departments/Programs**

Curricular requirements for majors are initiated within the departments/programs in consultation with the Associate Dean/School Director and VP/Dean and established in concert with the College's Educational Policy Committee (and the General Educational And Policy Committee if necessary). Curricular innovations or alterations are ultimately approved by the General Faculty via the process established by the EPC.

#### **5.1.5 Department Chairs and Programs**

The terms, duties, and responsibilities of Department Chairs and Program Directors are set by and coordinated with the Associate Dean/School Director and the VP/Dean of the College. Individualized job descriptions for Program Directors will nominate and enumerate responsibilities particular to the relevant program.

Each Department Chair should be a full-time faculty member of Mary Baldwin University and have the general support of department colleagues through an open selection process determined by the Associate Dean and VP/Dean. Because of the many responsibilities involved in the position of department chair, those faculty members holding this position should be shown consideration, whenever possible, when appointments are made to major committees (such as the Educational Policy Committee and the Faculty Status and Evaluation Committee).

### **5.2 MISSION AND ORGANIZATION OF THE GOLD COLLEGE OF ARTS AND SCIENCES AND PALMER COLLEGE OF PROFESSIONAL STUDIES**

#### **5.2.1 Gold College of Arts and Sciences**

The Gold College of Arts & Sciences dedicates itself to teaching, learning, scholarship, and practice in liberal arts disciplines across the arts, humanities, natural sciences, and social sciences, nurturing creativity and critical thinking that prepare students for a lifetime of leadership success in professional and personal endeavors.

##### **5.2.1.1 Organizational Structure**

The Gold College of Arts and Sciences (CAS) is led by the Vice President/Dean of the College of Arts and Sciences, who provides both academic and administrative leadership (see [2.3.5](#)). The Vice President/Dean carries out all duties listed in [5.1.1](#). The three schools

of the CAS are led by Associate Deans/School Directors. The Associate Deans/School Directors carry out all the duties listed in [5.1.2](#). Each academic department of the College of Arts and Sciences is led by a Department Chair. The Department Chairs carry out all the duties listed in [5.1.5](#).

## **5.2.2 Palmer College of Professional Studies**

The Palmer College of Professional Studies offers a diverse range of future-ready programs with an emphasis on the new economy, reflecting a broad range of disciplines, experienced through hands-on and applied learning, workforce partnerships and classroom learning both online and in residence, designed to give students the skills necessary to be successful in navigating their professional lives.

### **5.2.2.1 Organizational Structure**

The Palmer College of Professional Studies is led by the Vice President/Dean of the Palmer College of Professional Studies, who provides both academic and administrative leadership (see [2.3.4](#)). The Dean carries out all duties listed in [5.1.1](#). The three schools of the college are led by Associate Deans/School Directors. The Associate Deans/School Directors carry out all the duties listed in [5.1.2](#). Each academic department of the Palmer College of Professional Studies is led by a Department Chair/Program Director. The Department Chairs/Program Directors carry out all the duties listed in [5.1.5](#).

## **5.3 Murphy Deming College of Health Sciences**

### **5.3.1 Mission Statement**

The Murphy Deming College of Health Sciences prepares and empowers health science leaders who demonstrate professional excellence and effective interprofessional collaboration that is responsive to ever-changing practice environments.

#### **5.3.1.1 Organizational Structure**

The Murphy Deming College of Health Sciences is led by the Vice President/Dean of the Murphy Deming College of Health Sciences, who provides, academic and administrative leadership of the college (see [2.3.3](#)) and operational oversight of the Branch Campus located in Fishersville, VA. The VP/Dean carries out all duties listed in [5.1.1](#). The College Murphy Deming is organized into two schools to reflect the complimentary and cogent programs contained within each: the School of Health Professions and the School of Nursing. The School of Health Professions is led by the Senior Associate Dean and the School of Nursing is led by the Associate Dean of Nursing. The Associate Deans carry out all the duties listed in [5.1.2](#). Each academic department/program of the Murphy Deming College of Health Sciences is led by a Department Chair/Program Director. The Department Chairs/Program Directors carry out all the duties listed in [5.1.5](#).

### **5.3.1.2 Administrative Positions**

#### *5.3.1.2.1 Senior Associate Dean*

The Senior Associate Dean reports to the VP/Dean of Murphy Deming and is responsible for providing administrative leadership, coordination and oversight for college-wide matters related to academic and student affairs, accreditation and assessment. The Senior Associate Dean is responsible for making certain that all academic operations and policies are aligned with the college and university's strategic priorities with a focus on efficiency, effectiveness, quality and the pursuit of excellence. The Senior Associate Dean assists students with academic inquiries and issues resolution.

As a member of the college leadership team and a member of the full-time faculty, the Senior Associate Dean will participate in policy making, planning and evaluation of the college's activities and assist the VP/Dean in ensuring that the university's vision, mission and values are foundational elements in guiding decision making and action within the college.

#### *5.3.1.2.2 Associate Deans/School Directors*

The Associate Deans/School Directors are full-time faculty members who are academically and experientially qualified to assume chief administrative responsibility for their individual schools and who are vested with the authority to achieve the goals, mission, and expected outcomes of their school. These visionary leaders develop and maintain interdisciplinary relationships within the School, College, University, and Community. They also provide oversight for school-wide matters related to strategic planning, accreditation, assessment, evaluation, recruiting, admissions, and fiscal management through ongoing advocacy, mentorship, and development of the faculty, curriculum, programs, and school.

## **6 | GRIEVANCES, DISCIPLINE, AND SEVERANCE**

### **6.1 GRIEVAMCE PROCEDURES**

#### **6.1.1 Purpose**

The primary purpose of the grievance procedures described herein is to ensure the just and equitable application of the rules, policies, procedures, and regulations of the University. These grievance procedures are designed for conflicts in which informal settlement has been attempted and has failed. They provide a means of resolving differences within the University community without resort to any outside agency. All parties involved in a grievance shall maintain confidentiality and disclose any conflicts of interest. All faculty—tenured, tenure-track, renewable contract or contingent/adjunct/Professor of Practice – may invoke the grievance procedure.

## **6.1.2 Definitions**

### **6.1.2.1 Faculty Grievances**

A grievance is a dispute or complaint that alleges misapplication or violation of University policies or procedures affecting a faculty member or infringement of the faculty member's rights or privileges—particularly those relating to appointment or reappointment, working conditions, academic freedom, tenure, promotion, discipline, reassignment, or severance. In the absence of, or ambiguity in, University policy, the complaint may be brought to the Grievance Committee, which will determine if the complaint may be pursued through these grievance procedures.

All grievances must be filed in writing.

### **6.1.2.2 Affirmative Action Grievances**

Grievances which involve Affirmative Action policies and procedures may be pursued through the complaint procedure for the University policy on Prohibited Harassment and Discrimination (see Section 1, A-C of the Employee Handbook). If a faculty member alleges that a decision on reappointment was made in violation of Affirmative Action policies, a Level Two Grievance may be filed.

#### *6.1.2.2.1 Level One Grievances*

All disputes or complaints which do not directly relate to the terms and conditions of a faculty member's employment or to the exercise of academic freedom but which nevertheless have a negative impact on a faculty member's ability to perform their duties in a non-hostile environment are Level One Grievances.

#### *6.1.2.2.2 Level Two Grievances*

Claimed infringements of faculty rights relating to the terms and conditions of employment or to academic freedom as described in sections [6.1.6.1](#) are Level Two Grievances. See [3.8.2](#) for the definition of academic freedom.

## **6.1.3 The Grievance Committee**

### **6.1.3.1 The Grievance Committee Membership**

Eight full-time faculty members including the following: two faculty members from each of the four colleges, elected by those colleges; at least one faculty member who teaches regularly in distance formats; at least one faculty member who teaches regularly in a graduate program. At least five of the members must be tenured. No member of the Faculty Status and Evaluation Committee or the Murphy Deming Promotion Committee shall serve on the Grievance Committee.

### **6.1.3.2 Term of Grievance Committee Membership**

Members of the Grievance Committee will serve three-year staggered terms, renewable for one further consecutive term of three years. The Chair of the Grievance Committee is elected from among the members.

### **6.1.3.3 Selection of Grievance Panels**

After a grievance has been filed, the Grievance Committee will select three of its members to work on a Level One Grievance Panel, or five of its members to work on a Level Two Grievance Panel. The grievant or the respondent may request the replacement of one Grievance Panel member without prejudice, and one or more additional members if their presence can be shown to constitute a conflict of interest or reasonable concern. This determination is ultimately made at the sole discretion of the Grievance Committee. Should more than one member be replaced on a Level Two Grievance Panel, their replacement(s) from beyond the standing Grievance Committee will be selected by mutual agreement of the Grievance Committee, the grievant and the respondent from amongst the faculty at large.

## **6.1.4 General Provisions**

### **6.1.4.1 Time Limitations**

Every reasonable effort shall be made by all parties to conduct the grievance process as promptly as possible. However, the time limitations specified for any party at any point in the grievance process for Level One or Level Two grievances may be extended by the committee at its discretion.

Grievances must be filed, in writing, with the Grievance Committee within twenty (20) business days after the grievant knew or through the exercise of reasonable diligence should have known of the occurrence of the event(s) upon which the grievance is based. Grievances which are based on an event(s) which occurs within fifteen (15) business days before any official University or College break which pertains to the grievant, must be filed within fifteen (15) business days after return from the official break.

### **6.1.4.2 Record Keeping**

All written grievances and appeals should include the name and position of the aggrieved party, date of filing, a detailed statement of the nature of the grievance or the specific grounds for appeal and the redress sought.

Formal minutes of all proceedings will be kept by the Grievance Committee and will be made available to all parties as soon as possible.

In addition to formal minutes, Level Two Grievance Hearings will be recorded. Any party in a Level Two Grievance Hearing may request a transcription of the proceedings at the

requestor's expense.

Upon completion of any grievance case, the documentation, minutes, recordings, or transcriptions of all proceedings will be placed in confidential storage, in the office of the Provost or in a place specified by the individual, for as long as the person deems necessary.

#### **6.1.4.3 Employment of Attorney**

Any party to a grievance may employ an attorney at their own expense to provide counsel at any time. An attorney may actually accompany the grievant only to a Level Two Grievance Hearing. If the grievant is accompanied by an attorney, the Level Two Grievance Panel shall be represented by one of the University's legal counsels, at the expense of the University; the Level Two Grievance Panel may also request such representation even if the grievant does not have same. The attorneys may only observe the proceedings at such hearing and may not participate in them. Any party wishing to have an attorney present must notify the Grievance Committee in writing at least ten (10) business days in advance of the hearing.

#### **6.1.4.4 Non-compliance**

If any party to a grievance believes that the provisions of the Grievance Procedure are not being followed correctly, the individual should bring forward such concerns in writing as soon as possible (not waiting until the conclusion of the process), and the Grievance Committee should give due consideration to such concerns in a written response.

### **6.1.5 Procedure for Level One Grievance**

#### **6.1.5.1 Step One: Filing of a Written Level One Grievance**

If the dispute or complaint cannot be resolved informally, whether through discussions, mediation, or otherwise, the faculty member may file a written grievance with the Grievance Committee and send a copy to the Provost within twenty (20) business days after the grievant knew or through the exercise of reasonable diligence should have known of the event(s) upon which the grievance is based.

The written grievance should set forth the details of the alleged wrong, the respondent against whom it is directed, the relief or remedy sought by the grievant, and any other data or evidence that the grievant deems pertinent.

#### **6.1.5.2 Step Two: Consideration and Report**

Within five (5) business days of receipt of the written grievance, the Grievance Committee shall meet in order to vote upon whether or not to accept the grievance. The committee may vote to reject— that is, decline to receive or investigate—any grievance it deems upon initial reading to be frivolous, unsubstantiated or inappropriate. A majority vote of a



quorum (at least three members) shall be binding. The Committee shall report its decision to the grievant only.

### **6.1.5.3 Step Three: Appointment of Level One Grievance Panel**

If a Level One grievance is accepted, the Grievance Committee shall select three of its members to work on the grievances as a Level One Grievance Panel (subject to the flexibility outlined in [6.1.3.3](#)). Within a further five (5) business days of the appointment of the Level One Grievance Panel, the Level One Grievance Panel will supply the respondent with a full copy of the grievance (at least two business days in advance of any fact-finding meeting). The respondent may provide a written response and supporting documentation to the Level One Grievance Panel within five (5) business days of receiving the grievance. The Level One Grievance Panel will meet separately with the grievant and the respondent for fact-finding and mediation. In the course of doing this, the Grievance Committee will collect all pertinent documents and will conduct discussions with and/or between the concerned parties, at all times preserving the confidentiality of its proceedings, to the extent possible.

### **6.1.5.4 Step Four**

Within five (5) business days of the last meeting pertaining to the case, the Level One Grievance Panel will respond to both the grievant and the respondent with a written decision. If the decision is in favor of the grievant, the decision should clearly address the specific remedies sought.

Whether or not disciplinary action is recommended, the Level One Grievance Panel will inform the Provost, and the VPHS or Dean(s) of the grievant and respondents college(s) of the resolution of the grievance. The Level One Grievance Panel may recommend to the Provost or VPHS (or, in cases in which the VPAA is the Respondent, to the President) one or more of the Disciplinary Actions outlined in 5.2 of the Faculty Handbook. The Provost or VPHS (or President) will inform the Grievance

Committee of action taken and reasons for such action, and the decision by the Provost, VPHS, or President shall be final and binding on all parties.

## **6.1.6 Procedures for Level Two Grievances**

### **6.1.6.1 Grounds for Level Two Grievances**

The Level Two Grievance procedure will be available when the grievant alleges:

1. Inadequate consideration, but not the merits, of a final decision relating to any of the following:
  - a. Dismissal for cause
  - b. Suspension for cause

- c. Reassignment before the end of a contract
- d. Termination for financial exigency
- e. Termination for inability to perform essential job functions with or without a reasonable disability accommodation due to a prolonged mental or physical illness or injury before the end of the term of a contract
- f. Denial of promotion
- g. Denial of tenure
- h. Non-renewal of contract

2. Infringement of academic freedom (see section [3.8.2](#))

If the Grievance Committee determines at any time that the dispute or complaint does not involve any of the above, the Level Two Grievance procedure may be discontinued without prejudice and referred to a Level One Grievance procedure or to the complaint procedure under the University policy on Prohibited Harassment/Discrimination.

**6.1.6.2 Step One: Filing of Written Level Two Grievance**

If a dispute or complaint involving any of the above cannot be resolved informally, whether through discussions, mediation, or otherwise, the faculty member may file a written grievance with the Grievance Committee and send a copy to the Provost. The written grievance should set forth the details of the alleged wrong, the respondent against whom it is directed, the relief or remedy sought by the grievant, and any other data or evidence which the grievant deems pertinent. Written grievances must be filed with the Grievance Committee within twenty (20) business days after the grievant knew or through the exercise of reasonable diligence should have known of the occurrence of the event(s) upon which the grievance is based.

**6.1.6.3 Step Two: Consideration and Report**

Within five (5) business days of receipt of the written grievance, the Grievance Committee shall meet in order to vote upon whether or not to accept the grievance. The Committee may vote to reject – that is, decline to receive or investigate – any grievance it deems upon initial reading to be frivolous, unsubstantiated or inappropriate. A majority vote of a quorum (at least three members) shall be binding. The Committee shall report its decision to the grievant only.

**6.1.6.4 Step Three: Appointment of Level Two Grievance Panel**

Once the Grievance Committee has accepted the grievance, the Grievance Committee shall select five of its members to work on the grievance as a Level Two Grievance Panel (subject to the flexibility outlined in [6.1.3.3](#)). The Level Two Grievance Panel will send, within five (5) business days of its appointment, a copy of the grievance to all named

respondents and the Provost and the VPHS or dean(s) of the grievant and respondents college(s). The respondent may provide a written response and supporting documentation to the Level Two Grievance Panel within five (5) business days of receiving the grievance. The Level Two Grievance Panel will attempt to settle the grievance by discussions and informal meetings. In the course of doing this, the Grievance Committee will collect all pertinent documents and will conduct discussions with and/or between the concerned parties, at all times preserving the confidentiality of its proceedings, to the extent possible.

If a faculty member alleges that an appealable decision was based on inadequate consideration in an employment situation (see [6.1.6.1\[1\]a](#) through[h]), the Level Two Grievance Panel may only determine whether, in its judgment, the decision was the result of inadequate consideration in terms of the evidence and standards set forth in the Faculty Handbook. The Level Two Grievance Panel may not substitute its judgment on the merits forth at of the deciding person or persons. If the Level Two Grievance Panel believes that in adequate consideration was given to the faculty member's qualifications, it may request reconsideration by the deciding person or persons, indicating specifically the respects in which it believes the consideration may have been inadequate.

Unless the Level Two Grievance Panel decides that a formal hearing is necessary (see [6.1.6.5](#) below), once the Level Two Grievance Panel has completed its review, it writes a report which is sent to the grievant, the respondent, the Provost, the VPHS or dean(s) of the grievant and respondents college(s), and the President. The President shall accept or reject the recommended decision of the Level Two Grievance Panel. The President shall inform the Grievance Committee of action taken and reasons for such action, and the President's decision shall be final and binding on all parties.

Such reports shall not constitute precedent in the handling of similar grievances. No offer to settle a grievance by either party, nor a suggested resolution by the Level Two Grievance Panel, shall be admissible as evidence in a Grievance Hearing (see [6.1.6.5](#) below).

#### **6.1.6.5 Step Four. Grievance Hearing**

Under unusual circumstances, the Level Two Grievance Panel may decide to hold a formal hearing. Such hearings are exceptional rather than usual practice and are held when the Level Two Grievance Panel determines that the grievance cannot be resolved through procedures outlined in section [6.1.3.3](#) and warrants a more formal, evidentiary procedure. In such cases, the Level Two Grievance Panel will

1. Give written notice to the Provost, the VPHS or dean(s) of the grievant and respondents college(s), and all of the parties to the grievance that a formal grievance hearing is to take place, (2) set a date, time, and place for the formal

grievance hearing and inform in writing all concerned parties at least five (5) business days in advance of the hearing. The arrangements should, to the degree possible, be completed within ten (10) business days after receipt of the request for formal hearing by the Level Two Grievance Panel, and the hearing will begin no more than twenty (20) business days after completion of the arrangements.

The hearing will be conducted in private and the parties will make no public statements about the case during the course of the hearing.

All parties to the grievance (grievant, respondent, and the Level Two Grievance Panel) will have the right to obtain witnesses and present written and oral evidence. All parties will have the right to cross-examine witnesses. Where a witness has made a statement and cannot, will not, or, in the sole judgment of the Level Two Grievance Panel, need not appear, but the Grievance Committee determines that the interests of justice require admission of their statement, the committee will identify the witness, disclose their statement, and may provide for interrogatories. The Level Two Grievance Panel may grant continuances to enable either party to investigate evidence, or for any other appropriate reason. The University will cooperate with the committee in securing witnesses and making available documentary and other evidence reasonably requested by any party or the Grievance Committee to the extent not limited by contract or law.

If the ability of the grievant or the respondent to perform the essential functions of their job is at issue in the grievance, and the Level Two Grievance Panel believes that documentation from a treating healthcare provider and/or an independent medical and/or psychological opinion would be necessary to assess and/or resolve the grievance, it may require the grievant or the respondent to provide such documentation and/or to undergo a medical and/or psychological examination by an appropriate professional of the Level Two Grievance Panel's choice, and at the University's expense, to the extent in accord with applicable law. If the grievant or the respondent fails to comply with such a legitimate, job-related requirement by the Level Two Grievance Panel, and the Level Two Grievance Panel determines that it is unable to properly assess or resolve the grievance without that medical information, the Level Two Grievance Panel will dismiss the grievance or decide in the favor of the grievant, whichever it determines to be appropriate under the circumstances.

In any case involving non-reappointment or denial of promotion or tenure/term contract, the burden of proof shall be on the grievant. In any case of dismissal, suspension, or reassignment during a contract period or of a tenured faculty member, the burden of proof that adequate cause exists for the action shall be on the University administration, which proof shall be by clear and convincing evidence.

In cases involving severance, a determination by the faculty that a program or department is to be discontinued, or a determination by the Board of Trustees that a state

of financial exigency exists will be considered prima facie valid. Although the Level Two Grievance Panel will not be bound by rules of legal evidence, every possible effort will be made to obtain the most reliable evidence.

The Level Two Grievance Panel's decision will take the form of findings of fact and a recommended disposition of the grievance. The findings of fact and the recommended disposition must be based solely on the hearing record, pertinent University rules, policies, procedures, or standards, as set forth in the Faculty Handbook, and any applicable law made known to the Level Two Grievance Panel.

The Level Two Grievance Panel will present its decision in writing within ten (10) business days of the hearing to all parties, the Provost, the VPHS or Dean(s) of the grievant and respondents college(s), and the President. The President shall accept or reject the recommended decision of the Level Two Grievance Panel. The President shall inform the Grievance Committee of action taken and reasons for such action, and the President's decision shall be final and binding on all parties.

#### ***6.1.6.6 Procedure for Appealing the Decision of A Level Two Hearing***

Appeals can only be made for one of the following three reasons:

1. The grievant or respondent has newly discovered information that, with reasonable diligence, could not have been discovered prior to the hearing and which was unavailable to the Level Two Grievance Panel or the President at the time of the original decision;
2. The University did not follow its stated policies and grievance procedures;
3. There is evidence of bias or prejudice on the part of the Level Two Grievance Panel or the President.

If the grievant or respondent wishes to appeal the decision of the Level Two Grievance Panel and/or the President on one of more of these three grounds, the individual may do so by written notification to the President within twenty (20) days of the President's decision. Three members of the Academic Affairs Committee of the Board of Trustees, including the Chair, who appoints the other two members (together, the "Appellate Panel"), will consider the appeal and determine whether one or more of the above conditions apply. The Chair of the Board of Trustees may, at their sole discretion, participate in the process. The Chair of the Academic Affairs Committee will ensure that there are no conflicts of interest.

If the Appellate Panel determines that one or more of the above conditions apply, it will re-open the grievance and will inform all parties. If not, the original decision will stand, in which case the Chair of the Academic Affairs Committee of the Board of Trustees will notify the President who will in turn notify the grievant or respondent of the decision not to proceed.

If the Appellate Panel re-opens the case, it will review all written materials used by the Level Two Grievance Panel and the President in reaching the decision being appealed.

The decision of the Appellate Panel will be communicated to the grievant and the respondent, the President, and the Chair of the Board of Trustees within twenty (20) days of the last meeting to discuss the appeal. This decision will be final.

## **6.2 DISCIPLINARY ACTIONS**

This section sets forth the types of disciplinary action which may be taken against a faculty member, though the types listed do not constitute an exhaustive list. No one form of disciplinary action must necessarily precede another, as the severity of the violation and the need for immediate action may vary from case to case.

### **6.2.1 Informal Discussion**

The Provost, VPHS, VP/Deans, and Department Chairs/Program Directors may bring infractions of University regulations and policies to the attention of faculty in informal discussion or conference. No record of such conferences is entered in the faculty member's personnel file.

### **6.2.2 Aids to Memory**

An aid to memory may be sent to faculty following infractions of University regulations and/or policies. An aid to memory states the policies or regulations in question, gives notice that they will be enforced, and sets a deadline for compliance. No record of an aid to memory is included in the faculty member's personnel file.

### **6.2.3 Reprimands**

The Provost, VPHS, or dean of the faculty member's college may send a written reprimand to faculty who violate University regulations or policies. The reprimand includes a final deadline for compliance and gives notice that an investigation by the Faculty Status and Evaluation Committee will be the result of continued infractions. Copies of reprimands are included in the faculty member's personnel file.

### **6.2.4 Further Action**

If a faculty member continues in violation of University policies and regulations after receiving a written reprimand, the Provost may bring the matter to the attention of the Faculty Status and Evaluation Committee. The committee will investigate the matter and recommend to the Provost one of the following actions:

1. additional reprimand or penalty
2. initiation of dismissal proceedings for cause
3. no action

### **6.2.5 Suspension**

A faculty member whose misconduct is so serious as to constitute an immediate danger to themselves or others, or whose conduct otherwise represents a threat to the safety or welfare of the University community if the faculty member continues in their duties, may be suspended by the VP/Dean of the relevant College with the concurrence of the President. If the President is unavailable, the Provost (or VPHS) may proceed to impose the suspension if they deem it inadvisable to delay, provided that the faculty member obtains the concurrence of the President as soon as practicable. Nothing herein prevents the President from taking such action for themselves directly, when the faculty member believes circumstances constitute an immediate danger or threat to safety/welfare. When practicable, before imposing a suspension, the Provost (or VPHS) or the President will meet with the faculty member to afford them the opportunity to respond to the concerns and to be heard regarding the length and conditions of the suspension. Where circumstances render such a pre-suspension discussion not practicable, the Provost (or VPHS) or the President will meet with the faculty member as soon thereafter as practicable. The Provost (or VPHS) will then either initiate a proceeding to dismiss the faculty member for cause, according to the provisions of section [6.2.6](#), or will consult the Faculty Status and Evaluation Committee relative to the length and conditions of the suspension, and make a recommendation to the President as to the length and conditions thereof. Salary and benefits continue during a suspension. The decision of the President is final.

### **6.2.6 Dismissal for Cause**

Adequate cause for dismissal must be directly and substantially related to the fitness of a faculty member to continue in their position with the University. Dismissal proceedings may be instituted only for one or more of the following reasons:

1. Professional incompetence or misconduct for actions taken in association with the faculty member's academic duties and responsibilities.
2. Continued neglect of professional duties and/or violation of University policies and regulations.
3. Serious or repeated violation of the rights and/or freedoms of fellow faculty members, administrators, or students.
4. Conviction of a crime directly related to the faculty member's fitness to continue their position with the University.
5. Falsification of credentials.

A proposal that a faculty member be dismissed for cause may originate with a faculty colleague, the Provost, the VP/Dean of the faculty member's college, or the President. Such a proposal must state the alleged grounds for the dismissal, together with such evidence as is available to the proposer. The proposal is forwarded to the Faculty Status and Evaluation

Committee, which appoints an investigating committee of three tenured members of the faculty who are not members of the Faculty Status and Evaluation Committee to conduct a preliminary investigation. If the investigating committee concludes that the charges are without merit, the chair of the Faculty Status and Evaluation Committee so notifies the proposer. If the investigating committee concludes that the charges should be further investigated, the chair of the Faculty Status and Evaluation Committee notifies the VP/Dean of the relevant College.

The Provost notifies the faculty member who is accused of the charges and the evidence against the individual and offers them an opportunity to respond in writing to the charges. The charge and any response are considered by the Faculty Status and Evaluation Committee which may recommend by a 2/3 majority vote of the entire Committee that the charges proceed to a hearing. If so, the chair of the Faculty Status and Evaluation Committee notifies the Provost, who notifies the accused faculty member. If the Provost and/or the investigating committee believe that the faculty member's conduct constitutes an immediate danger to themselves, or represents a threat to the safety or welfare of the University community, if the faculty member continues in their duties, they may recommend to the President that the faculty member be suspended pending the outcome of the hearing and will recommend the length and conditions of the suspension. Salary and benefits continue during a suspension.

The hearing is conducted by the Faculty Status and Evaluation Committee. The faculty member has the right to receive one week's notice in advance of the hearing; to receive a full statement of the charges and a list of witnesses and evidence in their case; to be represented by counsel; to be present during the hearing; to testify in their own behalf; to hear the testimony of witnesses; to question witnesses, personally or through their representative; and to present evidence and witnesses in their own behalf, personally or through their representative.

The committee keeps a full record of the hearing. The Faculty Status and Evaluation Committee makes its findings on each charge and its recommendation for or against dismissal. A recommendation for dismissal must be approved by at least a 2/3 majority vote of the entire Committee. The committee's recommendation is made to the President, who may request a transcript of the hearing before making a decision in the matter.

The President shall inform the Committee and the faculty member in writing of their decision and, if requested by the faculty member, shall orally explain the reasons for the decision. If the faculty member requests a written statement of the reasons, the President shall provide this.

The President's decision regarding dismissal for cause is subject to review by the Board of Trustees of the University in its absolute discretion. Request for Board review must be made by the faculty member or the Committee within five (5) working days of receipt of the



President's decision. Any review granted by the Board will be solely on the written record of the dismissal proceedings.

A faculty member who has been notified of charges against them may choose at any stage of the proceedings to resign effective immediately or effective as of the end of the academic year. If the faculty member resigns effective immediately no further action is taken in the matter (unless the University chooses to institute legal proceedings). If the faculty member resigns effective as of the end of the academic year, the Provost and the Faculty Status and Evaluation Committee may recommend to the President that the faculty member's resignation be accepted, with or without specific conditions in the intervening time period, as may be deemed appropriate by the Provost and the committee, in which case the hearing process will be discontinued if the faculty member agrees to such conditions. If the Provost and the Committee do not recommend that the resignation be accepted, or if the faculty member does not agree with or does not comply with such conditions in the intervening time period, the hearing may be rescheduled upon one week's notice to the faculty member.

### **6.3 SEVERANCE**

Severance is an action by which the professional relationship between the University and a faculty member is terminated. Severance may be initiated by either the faculty member or by the University. For severance resulting from disciplinary proceedings (dismissal for cause) see [6.2.6](#).

#### **6.3.1 Severance Initiated by the Faculty Member**

##### ***6.3.1.1 Resignation***

A faculty member may resign effective at the end of a contract or an academic year. The faculty member should give notice of their resignation to the President, Provost and appropriate dean/VP at the earliest opportunity. A faculty member contemplating resignation may request, in writing, an extension of the deadline for return of their contract. Such extensions are not expected to be of more than one week's duration.

##### ***6.3.1.2 Retirement***

For the purposes of efficient planning, faculty members are requested to notify the VP/Dean of the relevant College of their intentions regarding retirement as soon as possible and, in any case, no later than May 15 of the academic year previous to that in which they plan to retire. Particularly when they are granted emeritus status, retired faculty members may be asked from time to time to perform special assignments.

For phased retirement see section [6.3.2](#) of the Faculty Handbook.

##### ***6.3.1.3 Emeritus Status***

Full-time faculty who retire after serving the University for fifteen years or more are

automatically granted emeritus status at the rank held at the time of retirement. Faculty who retire after more than ten, but fewer than fifteen, years of service may apply to the Faculty Status and Evaluation Committee for a review of their service. The Faculty Status and Evaluation Committee makes a recommendation to the President, who recommends to the Board of Trustees that emeritus status be granted or withheld. Emeritus status is not granted to a faculty member who has served the University fewer than ten years.

### **6.3.2 Phased Retirement**

Phased retirement is an option provided by the University to permit faculty to reduce their duties and thus prepare gradually for full retirement, gain time for the pursuit of other activities, or meet other personal goals or needs. Phased retirement is a reduction of duties within a faculty member's normal workload. Reduction of teaching load, limitation of student supervision and advising, and diminution of administrative and committee responsibilities qualify as reduction of duty.

#### **6.3.2.1 Procedures**

All tenured full-time faculty members are eligible to apply to their VP/Dean for phased retirement. Phased retirement may be initiated only through an application by an eligible faculty member. The Provost in consultation with the President and VPHS approves or disapproves applications for phased retirement on a selective basis according to the needs of the University.

#### **6.3.2.2 Conditions**

1. Salary is reduced in proportion to the reduction in a normal full-time workload.
2. Tenure status held by the faculty member when they phased retirement begins is retained.
3. Sick leave accrued, education grants, and tuition exchange benefits are unaffected by phased retirement.
4. The University pays the same dollar amounts toward hospitalization and income disability insurance as those paid on behalf of a full-time faculty member. Benefits aid under the income disability insurance are based on salary at the time disability occurred.
5. The University pays toward the retirement annuity the same percentage of salary as is paid on behalf of a full-time faculty member.
6. Upon reaching retirement age, faculty members who are on phased retirement are eligible for retirement benefits on the same basis as retirees who have continued full-time duties at the University.
7. Faculty members on phased retirement are eligible to participate in future early retirement plans.

8. The University may require that a faculty member on phased retirement resume duties up to a normal full- time load. Refusal by a faculty member to resume duties may result in dismissal.

### **6.3.3 Termination Initiated by the University**

#### **6.3.3.1 Non-Renewal of Probationary or Renewable Contracts**

Probationary and renewable appointments may be terminated by the University or by the faculty member at the end of a contract period. Such decisions on the part of the University may relate to current or projected needs of a program or the University, performance, or other factors that do not constitute dismissals for cause, for which see section [6.2.6](#). Where non-reappointment is for the purpose of leaving a position vacant, the VP/Dean of the relevant College will review the proposal with the department chair/program director, as appropriate. Proposals for non-reappointment may originate from the discipline in which a faculty member teaches (through the department chair), the Dean of the appropriate college, or the Provost. The proposal will be reviewed by the Provost, the VP/Dean of the relevant College, and colleagues in the discipline as appropriate. The Provost will then forward the recommendation(s) to the President for binding action.

If the President does not accept a unanimous recommendation, or if the recommendations to the President are not unanimous, the President responds to those from whom they have received recommendations, stating their decision and the reasons for it.

Notice of non-renewal of probationary appointments will be given in writing by the President and will be preceded by a conference in which the faculty member is informed orally of the decision not to renew the contract. Oral notice is the responsibility of the Provost, who may by mutual consent arrange for one of the others listed to give the notice. See Section [4.3.2](#) and Appendix IV section [2.2.5](#) (MDCHS) for deadlines for contract non-renewal.

#### **6.3.3.2 Elimination of an Academic Program or Academic Department**

When an Academic Program or an Academic Department is eliminated or reduced by the University administration after early, careful and genuine consultation with the faculty in the affected program or department and the relevant College Dean and EPC, the University may terminate faculty members. Early, careful, and genuine consultation shall commence three months prior to any Board action related to program reduction or elimination. Termination shall not be used to restrain faculty members in their exercise of academic freedom. The termination of each tenure-track or tenured faculty member under this policy must be specifically approved by the Board of Trustees in executive

session. The decision to eliminate or reduce programs rests in the board of Trustees.

When termination occurs under this section, tenured faculty members will not be terminated while probationary faculty or other faculty members are retained in the same discipline, except when a serious distortion of the academic program would result.

The VP/Dean of the relevant College will afford high priority to giving faculty members who are to be terminated under this policy advance notice of termination. Tenured or tenure-track and career contract faculty members who are to be terminated will receive one year's notice or severance equaling twelve months salary in lieu of notice, or a combination of notice and severance salary equaling twelve months.

This will take effect for all new tenure-track faculty hired after August 15, 2016. It will not apply to any probationary or tenured faculty member hired before this effective date of approval.

The University will offer transition assistance to any tenured or tenure-track faculty member who is severed under section or [6.3.3.2](#), including efforts to transfer the faculty member to an alternative vacant position for which the faculty member is qualified within the University, to enable them to continue their work at another institution, or to provide them mid-career redirection, early retirement, phased retirement ([6.3.2](#)) or part-time employment, provided that the faculty member is agreeable to one or more of these arrangements.

The University will not fill the position of a tenured faculty member terminated under this policy within a period of two years after termination, unless the University has first offered the released faculty member reappointment with tenure status and rank held at the time of termination and at least one month's notice in which to accept or decline the reappointment.

Terminated faculty members are requested to file current addresses with the Provost's office for two years following the date of severance.

## **APPENDIX I**

### **GUIDELINES FOR DETERMINING YEARS OF SERVICE FOR ADJUNCT FACULTY AND ADMINISTRATORS WHO MOVE INTO FULL TIME FACULTY POSITIONS**

1. The newly hired full time faculty member requests that previous service be included in the probationary period/counted toward promotion.
2. No more than three years of combined administrative and adjunct service may be thus counted.
3. The faculty member must have been employed as an adjunct or administrator within three years of the starting date of the full-time contract.
4. Adjunct or administrative work within only the six years previous to the starting date of the full-time contract shall be calculated as part of the probationary period/counted toward promotion.
5. If the faculty member has taught on a per-course adjunct basis in the residential or graduate program, each course shall be considered one-tenth of a one year full time load.
6. If the faculty member has worked under an adjunct or administrative contract that stipulates a percentage or a fraction of full-time faculty service (teaching or Baldwin Online and Adult Program advising), that percentage or fraction will be used in calculations.
7. If the faculty member has taught as an adjunct in the Baldwin Online and Adult Programs, each 45 semester hours of adjunct teaching shall be considered as one course, and, thus, one tenth of a one-year full time load.
8. If the faculty member has worked under a contract that stipulates some percentage or fraction of full time service, but has performed non-teaching service that is normally performed by faculty members as part of their responsibilities (such as advising students and serving on University committees), the Provost, or VPHS for faculty members in MDCHS, shall have the discretion to include up to but no more than one year of that service already served, as long as that service has been performed within six years of the starting date of the person's full- time contract.
9. Only service that equals whole years of full-time service may be included as part of the probationary period. (So, for instance, two years at  $7/8$ th would yield one and  $6/8$ th years, but only the whole year would count; three years at that fraction of full-time would be 2 and  $5/8$ th, but only two years would count.)
10. Although the faculty member may receive up to three years of credit, the appointment shall be considered an initial appointment for the purposes of determining rank at time of appointment, and the University shall adhere to the guidelines established in [4.2.2](#) in determining that rank.
11. The award of the number of years counted shall have the concurrence of the VPAA, the President, and the Faculty Status and Evaluation Committee, and, for faculty members in the MDCHS, the VPHS, according to the guidelines established in this appendix.

## **APPENDIX II**

### **SCIENTIFIC MISCONDUCT POLICY**

All faculty and all administrative staff of the University shall receive a copy of this document and shall be informed of the importance of compliance with the policy it establishes.

#### **Inquiry:**

1. Allegations regarding scientific misconduct will be communicated to the Provost, who shall be responsible for their appropriate disposition.
2. "Misconduct in Science" means fabrication, falsification, plagiarism, or other practices that deviate seriously from those that are commonly accepted and normally observed within the scientific community for proposing, conducting, or reporting research findings. It does not include honest error or differences of opinion in interpretation of data.
3. Upon receipt of allegations of scientific misconduct, the Provost shall order an immediate inquiry into the matter to be conducted by the Faculty Status and Evaluation Committee.
4. Such inquiry will be completed within 60 calendar days in the form of a written report to the Provost.
5. The privacy of the person or persons who make an allegation will be protected to the maximum possible extent, and a copy of the report of the inquiry will be made available to the person or persons against whom the allegation is made. The person or persons against whom misconduct has been alleged will have the opportunity to respond to the report and those persons shall be afforded confidential treatment to the maximum possible extent.
6. The Office of the Provost shall maintain documentation of any inquiries for at least three years, which must, upon request, be provided to authorized federal agency personnel.

#### **Investigation:**

1. If the findings from an inquiry provide sufficient basis, the Provost shall initiate a formal investigation within 30 calendar days of the completion of the inquiry. Such an investigation shall be conducted by three tenured/term contract members of the faculty who will be appointed by the Provost. The three appointees shall be chosen from a list of at least five persons recommended for appointment by the Faculty Status and Evaluation Committee.
2. The Faculty Status and Evaluation Committee shall make its recommendation of at least five persons based upon considerations of impartiality, scholarly achievement, and avoidance of real or apparent conflicts of interest.

3. If the allegation involves federally funded research, the cognizant agency shall be informed at the outset that an investigation will be conducted. Should a reasonable indication of possible criminal violations be discovered, the cognizant agency shall be informed within 24 hours.
4. The investigation shall be prompt and thorough. Written, confidential records of all deliberations and of the findings will be kept. The person(s) under investigation shall be accorded confidential treatment to the maximum possible extent and accorded an opportunity to comment in writing on allegations and findings of the investigation.
5. The formal investigation shall be completed within 120 calendar days and will be submitted as a written document to the Provost and to the cognizant agency. Documentation to substantiate an investigation's findings shall be maintained by the Office of the Provost for at least three years after the agency's acceptance of the final report.

**Outcomes:**

1. Where federal funds are involved, the Provost shall promptly inform the cognizant agency of any developments during the course of an investigation which may affect current or potential federal funding for the individual(s) under investigation or which the agency should know to ensure appropriate use of federal funds. The Provost may freeze all federal funds supporting a project that is the subject of the investigation.
2. Mary Baldwin University, through the Office of the Provost, will make every effort to protect to the maximum possible extent the positions and reputations of those persons who, in good faith, make allegations of scientific misconduct.
3. Mary Baldwin University, through the Provost, will make every effort to the maximum possible extent to protect the positions and restore the reputations of persons alleged to have engaged in scientific misconduct when allegations are not confirmed.
4. The Provost shall notify the cognizant agency of the final outcome of an investigation with a written report that thoroughly documents the investigative process and findings.
5. When an investigation confirms allegations of scientific misconduct, the Provost shall recommend appropriate sanction on the individual(s) involved to the President. Any sanction imposed by the President shall be consistent with the provisions of the Faculty Handbook.

## **APPENDIX III**

### **FOR UNTENURED FACULTY WHOSE FULL-TIME SERVICE BEGAN PRIOR TO AUGUST 2015**

This Appendix, rather than Section [4.4.2](#), [4.5.1\(2\)](#) or [4.6.2](#) above, governs the timelines for the Evaluation of Untenured Faculty Members, Eligibility for Promotion to Associate Professor, and Eligibility for Tenure, unless the faculty member requested otherwise in writing to the Provost and Faculty Status and Evaluation Committee by October 1st, 2015.

The evaluation timeline matches that stipulated in [4.4.2](#) except that the informal review occurs in the fourth year instead of the third. Substitute procedures for the third-year review are below.

#### **Third Year:**

During the academic year, the Department Chair /Program Director will conduct regular meetings with the faculty member, including at least one classroom observation. The faculty member submits the Annual Report to the Provost. At the request of the faculty member, or at the Dean's discretion, the Dean may informally evaluate the faculty member. The Dean sends to the faculty member a copy of any written document resulting from the informal evaluation and keeps a copy in the personnel file.

The evaluation timeline thereafter is adjusted by one year, such that evaluation listed for the fourth year in [4.4.2](#) takes place in the fifth year, etc.

The provisions in [4.5.1](#) and [4.6.2](#) are adjusted so that tenure and promotion review takes place in the seventh year instead of the sixth. All other provisions pertain as stated in [4.5.1](#) and [4.6.2](#).



## **APPENDIX IV POLICIES SPECIFIC TO MURPHY DEMING COLLEGE OF HEALTH SCIENCES**

### **1 | FACULTY AT MURPHY DEMING**

#### **1.1 DEFINITION OF MURPHY DEMING COLLEGE OF HEALTH SCIENCES FACULTY**

The Murphy Deming College of Health Sciences Faculty at Mary Baldwin University consists of all persons (full- or part-time) holding academic rank.

The scope of responsibilities necessary to educate allied health and medical students dictate that faculty be composed of individuals engaged in varying activities and responsibilities. Preparing students for careers as health science professionals at the Bachelors, Masters, and Doctoral level, requires that some faculty excel in a variety of areas including, clinical providers, applied researchers and educators.

Within the Murphy Deming Faculty, there are two subcategories:

##### **1.1.1 Administrative Faculty**

Administrative faculty are those individuals holding academic rank who are appointed by the President and/or Vice President and Dean of Health Sciences to perform the administrative and support functions (e.g., Deans, Senior Associate Deans, Associate Deans etc.). Administrative faculty are eligible to teach within an academic program appropriate for their discipline.

##### **1.1.2 Instructional Faculty**

Instructional faculty are individuals who hold full-time and part-time teaching appointments in the various academic departments/programs of the college and who teach courses for credit toward Murphy Deming degrees. Instructional faculty are further delineated as being on a *Scholar Faculty Pathway* or *Clinical Faculty Pathway* in which both pathways have academic rank. Faculty are eligible for either the Scholar Faculty or Clinical faculty pathways based on faculty goals, and program needs not the degree earned.

###### **1.1.2.1 Scholar Faculty Pathway**

The Scholar Faculty Pathway is a career contract eligible classification for faculty employed by the Murphy Deming College of Health Sciences at Mary Baldwin University. This pathway offers two tracks to clinicians and non-clinicians for faculty advancement. Both tracks have a focus on teaching, scholarly productivity, and service.

###### *1.1.2.1.1 Clinician Scholar Track*

This is a faculty track for clinicians employed by MDCHS that may have a basic science or education doctorate degree and/or a terminal professional practice degree. These faculty will be distinguished by their teaching, professional service and scholarly work that is disseminated with a focus on the clinical aspects of teaching, discovery,

integration, or application. (for additional information See: [Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 1, March 2022, pp.113-137. doi: 10.14434/josotl.v22i1.31185](#))

#### *1.1.2.1.2 Educator Scholar Track*

This is a faculty track for non-clinicians with basic science or education degrees employed by MDCHS. The faculty will be distinguished by their teaching, professional service and scholarly work that is disseminated with a focus on teaching, discovery, integration, or application. (for additional information See: [Journal of the Scholarship of Teaching and Learning, Vol. 22, No. 1, March 2022, pp.113-137. doi: 10.14434/josotl.v22i1.31185](#))

### **1.1.2.2 Clinical Faculty Pathway**

The Clinical Faculty Pathway is a career contract eligible classification for faculty employed by the Murphy Deming College of Health Sciences at Mary Baldwin University. These faculty contribute to the mission of the college through teaching, professional service, and as experts in clinical practice or the practice of education. Academic advancement requires demonstrated excellence in teaching, professional service, and excellence in their respective professional area of practice (Patient care or Education).

#### *1.1.2.2.1 Clinical Practice Track*

This track is intended for clinicians that maintain an active license and have achieved the equivalent of the entry level clinical practice degree, as defined by their respective accrediting agency and licensing body (e.g., MSPA). The Primary areas of faculty responsibilities for the Clinical Practice Track include teaching and service.

While there are no specific expectations of scholarly products on this pathway, scholarly efforts for scholarship of application (translational research) and clinical teaching are highly encouraged. In addition to teaching and service, these types of clinical accomplishments are highly valued as examples of excellence in patient care and may be used with other portfolio evidence to demonstrate significant achievements:

- *Patient Safety and Quality Improvement* – faculty will lead and/or play a documented key role in creating, analyzing, and implementing patient safety and quality initiatives, with evidence of performance improvement on an annual basis.
- *Committee Leadership* – faculty will serve in leadership roles for professional society committees and task forces annually. Evidence of accomplishments, significant initiatives, and outcomes is highly valued.
- *Advanced Clinical Practice* – faculty will demonstrate advanced clinical practice expertise that leads to clinical specialty certifications and/or advanced practice recognition.

- *Healthcare Innovations and Research* – faculty will demonstrate creative accomplishments that lead to new therapeutics, non-traditional teaching methods or healthcare/public health content delivery, translational research, or other innovative approaches to improve health. This may include supportive roles in team science activities that may not be considered traditional peer-reviewed scholarship. Grant funded professional activities that support the mission of the college and its clinical partners. Peer-reviewed publications and or presentations and other dissemination may be used to support meaningful outcomes and impact.
- *Advocacy Efforts* – faculty will provide evidence of significant participation and leadership in state and/or national advocacy efforts related to healthcare and/or academic education and research, documented annually. Documentation should include outcomes, successful initiatives, and details of specific contributions of effort.
- *Community Outreach Activities* – faculty members will lead regular community outreach events, regularly appear in media to represent the college, and/or publish written or digital materials that support the positive reputation of the institutions and college each year.

#### *1.1.2.2 Teaching Practice Track*

This track is intended for non-clinicians with basic science or education degrees employed by MDCHS that have expertise in andragogical educational methodology and the practice of teaching. The Primary areas of faculty responsibilities for the Teaching Practice Track include teaching and service.

While there are no specific expectations of scholarly products on this pathway, scholarly efforts for scholarship of application and teaching are highly encouraged. In addition to teaching and service, these types of clinical accomplishments are highly valued as examples of excellence in the practice of education and may be used with other portfolio evidence to demonstrate significant achievements:

- *Andragogical and curricular improvement* – faculty will lead and/or play a documented key role in creating, analyzing, and implementing instructional and curricular quality initiatives, with evidence of performance improvement on an annual basis.
- *Committee Leadership* – faculty will serve in leadership roles for professional society committees and task forces annually. Evidence of accomplishments, significant initiatives, and outcomes is highly valued.
- *Advanced Teaching Practice* – faculty will demonstrate advanced education practice expertise that leads to educational certifications and/or advanced

teaching recognition.

- *Teaching Innovation and Research* - faculty will demonstrate creative accomplishments that lead to innovative teaching methods or academic content delivery, translational research, or other innovative approaches to improve educational outcomes. This may include supportive roles in team science activities that may not be considered traditional peer-reviewed scholarship. Grant funded professional activities that support the mission of the college and its clinical partners. Peer-reviewed publications and or presentations and other dissemination may be used to support meaningful outcomes and impact.

## **1.2 MDCHS FACULTY STATUS**

### **1.2.1 Full-time MDCHS Faculty**

The full-time faculty for the Murphy Deming College of Health Sciences at Mary Baldwin University are appointed to full-time ranked teaching positions in any program of the College. Full-time is defined as a minimum requirement of 35 hours per week to perform all duties as a faculty member including but not limited to teaching, scholarship, and service. Full-time faculty recognize that all the duties and expectations related to full time faculty will often require effort that exceeds this minimum, especially when faculty take advantage of the opportunity to practice clinically and in the fulfilling of the expectations for promotion in rank and career contract qualifications (see Appendix section [2.5](#)).

In some cases, full-time instructional faculty may have administrative duties assigned as part of their load that is related to a specific role within an MDCHS academic program (e.g., department chair, program director, clinical/fieldwork coordinator etc.) which may include a reduction in teaching, scholarship, and/or service expectations.

### **1.2.2 Part-Time MDCHS Faculty**

The part-time faculty for the Murphy Deming College of Health Sciences at Mary Baldwin University are appointed to part-time ranked teaching positions in any program of the College. Part-time is defined as less than 30 hours per week to perform teaching and service responsibilities. In some cases, part-time instructional faculty may have administrative duties assigned as part of their load that is related to a specific role within an MDCHS academic program. In these situations, the administrative duties will be considered as service and may also (but not always) include a reduction in teaching. While part-time faculty hold rank, they are not eligible for promotion or career contracts.

### **1.2.3 Adjunct MDCHS Faculty**

MDCHS hires adjunct faculty to support instruction and are generally hired to address programmatic necessity (e.g., content expertise etc.); budgetary constraints; and to respond

to special circumstances. Adjunct faculty are considered temporary faculty members that are hired on a contractual basis for teaching services only. These individuals are paid on a per credit hour fee and may teach 1–69 hours of didactic and or clinical instruction. They are appointed for a specified term of service, as set out in writing in their letter of appointment and carry no expectation of promotion, tenure or faculty privileges. The term of appointment of any paid adjunct faculty member concludes at the end of the specified period set forth in the letter of appointment, and the letter of appointment constitutes full and timely notice that a new term will not be granted when that term expires. Adjunct faculty has the same access to instructional and institutional resources as regular faculty.

#### **1.2.4 Professional Faculty (Honorary)**

A professional faculty for the Murphy Deming College of Health Sciences is an honorary faculty appointment awarded to faculty that serve as clinical instructors or clinical preceptors for the academic programs within the college. A recommendation for appointment as professional faculty must be made by the program director and/or clinical/fieldwork coordinator. To be eligible for recommendation the following criteria must be met by the clinical instructor/preceptor:

- Unpaid/voluntary and does not carry the expectations of any university resources (e.g. university email, computers etc.)
- A minimum of 2 years of service to the recommending program that exceeds their expectations.

The VP/Dean of Murphy Deming must approve all honorary appointments and will send a letter to the appointee indicating the honorary faculty position. This appointment does not carry faculty rank nor the expectation of promotion.

An appointment as a professional faculty does not exclude them from also serving as adjunct faculty during a semester where they are not serving as a clinical instructor/preceptor.

### **1.3 Faculty Ranks at Murphy Deming College of Health Sciences**

#### **1.3.1 Instructional Faculty in the Scholar Faculty Pathway**

Murphy Deming College of Health Sciences may appoint full-time and part-time instructional faculty in the Scholar Faculty Pathway at the following ranks:

1. Lecturer
2. Assistant Professor
3. Associate Professor
4. Full Professor

See section [2.1.8.1](#) in Appendix IV for details regarding initial appointment qualifications of

instructional faculty on the Scholar Pathway.

### **1.3.2 Instructional Faculty in the Clinical Faculty Pathway**

Murphy Deming College of Health Sciences may appoint full- and part-time instructional faculty in the Clinical Faculty Pathway at the following ranks:

1. Clinical Lecturer
2. Clinical Assistant Professor
3. Clinical Associate Professor
4. Clinical Professor

See section [2.1.8.2](#) in Appendix IV for details regarding initial appointment qualifications of instructional faculty on the Clinical Pathway.

### **1.3.3 Changing Pathways and/ or Tracks as a full-time faculty member**

This section applies to Full Time Faculty Members in Murphy Deming College of Health Sciences.

A faculty member and the program director/ chair may agree that the faculty member should be considered for assignment to a different pathway and/ or track (e.g., from scholar to clinical). During the Annual Faculty Evaluation, the program director/ chair and the faculty member should review faculty member's pathway and track assignment and either confirm it is appropriate or discuss recommending a change in track to the appropriate associate dean. Considerations should include faculty career goals, faculty/ program composition, etc. A written statement including the specific requested change in pathway and/ or track, a clear plan and timeline for promotion review, and a rationale for the requested change should be approved by the chair/ program director by **December 15**, who will forward it to the appropriate associate dean for review and approval.

A change in pathway or track within the MDCHS faculty ranks must be approved by the VP/ Dean with concurrence of the President.

The written statement, accreditation standards, college and university need will be considered in approving the request. If the change in pathway/ track is not approved, the faculty member will continue to serve in their current track. If the change in pathway/ track is approved, a contract will be issued with the new pathway and track identified by **April 30**, and the change will take effect at the beginning of the next academic year. Faculty members may only request one pathway and/ or track change during their employment at MDCHS, extenuating circumstances should be discussed with the associate dean.

## **1.4 FACULTY ROLES, RESPONSIBILITIES, AND PRIVILEGES OF MDCHS FACULTY MEMBERS**

In addition to the Responsibilities and Privileges that pertain to all Mary Baldwin University faculty members (see [3.4](#) and [3.8](#)), the following provisions refer specifically to the Murphy

Deming College of Health Sciences.

Faculty members of the MDCHS have the primary responsibility for admission to programs, degree requirements, curriculum, course content and descriptions; academic standards, policies and regulations; student progress, dismissal, advising, supporting and evaluating student research projects; and conferring of graduate degrees. The faculty also makes recommendations regarding: hiring, promotion, reappointment; faculty development and evaluation; and course scheduling. Program assessment and planning, accreditation and developing and refining policies and processes critical to the business of the program and MDCHS are also within the purview of the faculty. In addition to the already described responsibilities, faculty role extends to developing a scholarly agenda, professional and continuing education and service to the community.

Each program establishes the rules of membership and procedures for themselves according to college guidelines. However, only regular faculty (full- or part time instructional or administrative faculty) may vote on personnel recommendations and admissions decisions. Adjunct, and professional faculty may be involved in curricular discussions and other issues and depending on the individual program may be extended voting privilege.

## **2 | MDCHS FACULTY RECRUITMENT, APPOINTMENTS, EVALUATION, PROMOTION, AND CAREER CONTRACTS**

### **2.1 MDCHS FACULTY RECRUITMENT AND APPOINTMENT**

The purpose of these guidelines is to provide policies and procedures for hiring, evaluation, reappointment and promotion of renewable contract faculty members in the Murphy Deming College of Health Sciences (MDCHS), There is no hierarchy implied between full-time Faculty in MDCHS and faculty in other College programs who are part of the tenure system. Faculty in the MDCHS may be hired on 9.5 or 12-month appointments.

#### **2.1.1 MDCHS Faculty Appointments**

An appointment is deemed to be consummated upon issuance by the University/College of its commitment and the receipt by the University/College of a written statement of acceptance within the time limitation specified in the notice of appointment.

#### **2.1.2 Initiating a Search**

When a vacancy exists, Department Chairs/Program Directors in consultation with their Associate Dean will provide evidence of ongoing need for the position in which a candidate would be hired to the VP/Dean. The VP/Dean reviews the recommendation and forwards it along with their assessment to the President. The President makes the final determination as to whether a vacancy will be filled through a renewable contract or tenure track hire. The Board of Trustees reviews and approves all tenure-track searches.

If the agreed recommendation is for a search for a full-time appointment, the search will be

conducted according to the procedures outlined below.

### **2.1.3 The Search Committee**

Candidates shall be recruited for a Full-Time Faculty position by an advisory faculty search committee identified by the program director and Associate Dean/School Director with approval by the VPHS. The committee should consist of a minimum of four individuals including one faculty member from the program, one faculty member from a different program. The program director and Associate Dean/School Director serve as ex officio members of all full-time searches in their program or college and may view all application materials, but not participate in the search committee review and deliberation. The Associate Dean or VP/Dean selects the Chair of the Search Committee. The VP/Dean has final oversight of all search committee activities in the college.

### **2.1.4 Search Procedures**

The search procedure includes the following steps: announcement of the position; receipt of applications; screening of applications by the Search Committee (which may include initial phone or video interviews); ranking of candidates; and recommendation to the appropriate program director for on-campus interviews. National search mechanisms should be put in place. Announcements and position descriptions shall clearly state the nature of the position. Should the program director not concur with the interview recommendations, they will return the candidate's file to the search committee for reconsideration. The program director and the Search Committee will also confer together. If an agreement is not reached, the matter shall be submitted to the Associate Dean/School Director, and the VP/Dean for review and consideration.

If the program director agrees on the interview recommendation, an interview process is agreed upon by the program director and the search committee in consultation with the Associate Dean/School Director and the VP/Dean. The VP/Dean authorizes the Search Committee chair to invite one or more candidates to interview. The process will include all members in the candidate's discipline or a related discipline.

Following the interview(s), the search committee chair forwards the written recommendation(s) of the committee to the program director. The committee may recommend that:

- an offer be made
- the search be continued
- the search be discontinued
- the search objectives and/or position qualifications be revised

If the program director agrees that an offer should be made, they confer with the Associate Dean/School Director and the VP/Dean, who in turn seeks the concurrence of the president,



by whom the contract is issued.

If the recommendations of the search committee and the program director are not in agreement, they shall meet to attempt to reach a joint recommendation to the Associate Dean/School Director and the VP/Dean, and president. If they cannot agree, both recommendations shall be forwarded to the VP/Dean.

## **2.1.5 Hiring Procedures**

### **2.1.5.1 Verbal Offer**

In most cases, the VP/Dean or the appropriate Associate Dean, upon approval of the President, will make a verbal offer. However, in some situations, the Dean may request that the Program Director or Search Committee Chair make the verbal offer. All verbal offers must include the following:

1. A statement of the position title including the program.
2. Faculty rank you are offering.
3. Preferred faculty pathway (see Appendix IV section [1.1.2](#))
4. The primary responsibilities of the instructional faculty position.
5. Status of the position - full time or part time, leave earning or non-leave earning, benefits eligible or not benefits eligible, and contract type and length (see Appendix IV section [2.1.7](#)).
6. Confirm the start date.
7. Include primary work location and hours
8. Confirm the candidate's email.
9. Invite the candidate to ask questions. If a candidate's question cannot be answered during the verbal offer, ensure them that you will confer with the Dean and an answer will be provided in writing via email
10. Let the candidate know that a written offer will be provided via email after their questions, if any, have been answered.

### **2.1.5.2 Written Offer**

After the verbal offer has been provided, and all the candidate's questions have been answered, the VP/Dean or the appropriate Associate Dean will provide a written offer via email. The written offer will address the same bullet points as discussed in the verbal offer. In addition, the written offer will:

- Include the primary responsibilities (e.g., workload) of the instructional faculty position based on the different pathways (see Appendix IV section [1.1.2](#)).
- Provide a timeline for the written offer to be accepted.

All offers are made contingent upon a successful and satisfactory background check.

### **2.1.5.3 Hiring**

Once the written offer has been accepted and a Faculty qualification verification, including a background check and receipt of official transcripts, relevant certifications, and licenses has been completed, the VP/Dean will draft an initial one year renewable contract (See Appendix IV section [2.2.1](#)). Instructional faculty appointments and their contracts begin at a specified date and terminate at a specified date. All contracts are offered by the President and are subject to the approval of the Board of Trustees.

### **2.1.5.4 Faculty Qualifications for Teaching**

Documenting the qualifications of an instructor of record (full time faculty, part time faculty, and adjunct faculty) is the responsibility of the school in which the course originates. Program directors/ department chairs and school directors are responsible for verifying the faculty member's qualifications to teach certain courses or subjects based upon the following criteria.

Faculty teaching baccalaureate courses: doctorate or master's degree in the teaching discipline or a related discipline.

Faculty teaching graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.

Faculty may also demonstrate qualification through work experiences in the field, professional licensure and certifications, honors and awards, or other achievements contributing to effective teaching and student learning outcomes.

In addition to the academic doctorates (Ph.D., Ed.D.), MDCHS recognizes the following degrees as terminal degrees in specific fields:

DHSC	Doctor of Health Sciences
DPT	Doctor of Physical Therapy
OTD	Doctor of Occupational Therapy
MSPA/ equivalent	Master of Science in Physician Assistant or equivalent
DNP/ DNAP/ DNS/ equivalent	Doctor of Nursing Practice or equivalent
MD/DO/ equivalent	Doctor of Medicine or equivalent
JD	Juris Doctor or equivalent

Due to the evolving nature of various degrees, this list should not be considered exhaustive.

#### **2.1.5.4.1 Verification of Degrees Earned, Professional Licenses and Certifications**

All instructors of record must submit an official transcript for all earned degrees, and copies of all relevant Professional Licenses and Certifications to the Director of Administration and Operations as part of the onboarding process. These documents are stored in the faculty member's personnel file. Electronic copies are acceptable.

### Cross - Listed Courses

It is the responsibility of the course origination department or school to verify the qualifications of the primary instructor, regardless of if the course is cross-listed with other departments or schools.

### **2.1.6 Appointment of Adjunct Faculty Members**

The Associate Deans, VP/Deans, the Registrar, and the departments together develop Course Offerings Lists, together with such adjunct positions as may be necessary to implement the list.

The VP/Dean determines that an adjunct faculty member will be appointed. The VP/Dean or a designee seeks applications and credentials and develops a short list of candidates. With the consent of the VP/Dean, any of the parties seeks recommendations and interviews candidates, in person, by letter, telephone, or video.

With the approval of the department chair or designee, the VP/Dean appoints the adjunct faculty member.

- Adjunct faculty and Professors of Practice members do not hold rank, except in extraordinary circumstances which are addressed on a case-by-case basis.
- Adjunct faculty must meet the expectations of the faculty qualifications policy.

### **2.1.7 Contract Status at the Time of Appointment**

All full-time appointments to the ranked faculty in MDCHS are made by the Board of Trustees on the recommendation of the President. The Board may waive the following policies and procedures under extraordinary circumstances, and in consultation with the appropriate faculty committees. All appointments regardless of rank are on renewable contracts. Career contracts cannot be issued until five years of teaching are completed at Mary Baldwin University. See Appendix IV section [2.5.1](#) for details on Promotion and Career Contract.

#### **2.1.7.1 Years of Service for experienced faculty members**

The amount of previous service included as part of this period shall be determined by the VP/Dean for the College of Health Sciences in accordance with the following guidelines:

1. The newly hired full time faculty member requests that previous service be counted toward promotion and/ or career contract.
2. No more than 50% of the service time towards promotion may be counted.

3. The faculty member must have been employed within three years of the starting date of the full-time contract.
4. Work within only the six years before the starting date of the full-time contract shall be counted toward promotion.

#### ***2.1.7.1 Years of Service for MBU Adjuncts and/or Administrators***

Should someone who is or has been an adjunct faculty member for the University, or someone who is serving or has served in an administrative position for the University be hired as a full-time faculty member after a full search conducted according to the procedures above, that person's service to the University may be included as years of service for promotion and/or career contract. The amount of previous service included as part of this period shall be determined by the VP/Dean for the College of Health Sciences in accordance with the following guidelines:

1. The newly hired full time faculty member requests that previous service be included in the Provisionary period/counted toward promotion and/or career contract.
2. No more than 50% of the service time towards promotion may be counted.
3. The faculty member must have been employed as an adjunct or administrator within three years of the starting date of the full-time contract.
4. Adjunct or administrative work within only the six years before the starting date of the full-time contract shall be calculated as part of the Provisionary period/counted toward promotion.
5. If the faculty member has worked under an adjunct or administrative contract that stipulates a percentage or a fraction of full-time faculty service, that percentage or fraction will be used in calculations.
6. If the faculty member has worked under a contract that stipulates some percentage or fraction of full time service, but has performed non-teaching service that is normally performed by faculty members as part of their responsibilities (such as advising students and serving on University committees), the VP/ Dean, shall have the discretion to include up to but no more than one year of that service, as long as that service has been performed within six years of the starting date of the person's full- time contract.
7. Only service that equals whole years of full-time service may be counted toward promotion, any partial year will be rounded down to the whole year. (So, for instance, 1.8 years would become 1 year.)
8. Although the faculty member may receive up to two years of credit, the appointment shall be considered an initial appointment for the purposes of

determining rank at time of appointment, and the University shall adhere to the guidelines established in Appendix IV Sections [2.1.8](#) and [2.5](#) in determining that rank.

9. The award of the number of years counted shall have the concurrence of, the President, and the VP/ Dean.

## **2.1.8 Rank at the Time of Appointment**

### **2.1.8.1 Appointment Guidelines for Faculty on the Scholar Pathway:**

All faculty on the Scholar Pathway must have the appropriate experience and credentials as defined under criteria for promotion in rank and progression towards career faculty contract at the time of initial appointment.

#### *2.1.8.1.1 Lecturer*

*Faculty hired at the rank of Lecturer should express interest in teaching in their areas of expertise and have the potential for growth as a faculty member.*

- Hold an appropriate master's degree in their discipline or a related discipline.
- Have at least one-year of college-level (undergraduate) and/or professional-level (graduate) full-time experience or its equivalent.
- Demonstrated capability and desire for excellence in teaching.
- Demonstrated capability for the development of a scholarly agenda.
- Demonstrated collegiality and a willingness toward participation in service for the program and/or MDCHS.

#### *2.1.8.1.2 Assistant Professor*

Faculty hired at the Assistant Professor level should have a demonstrated record of meeting expectations in at least one of the three primary categories of evaluation: teaching, scholarship, or service. In addition, these faculty must have the potential for growth as a faculty member in the other categories of evaluation.

- Hold the appropriate degree
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching.
- Have at least two-years of college-level (undergraduate) and/or professional-level (graduate) full-time experience or its equivalent and/or
- Held the rank of Assistant Professor at another institution.

- Demonstrated capability and desire for excellence in teaching, scholarship and service.
- Demonstrated level of specialized accomplishment appropriate to the mission of the Program and/or the MDCHS.
- Demonstrated collegiality and participation in the service of the program, MDCHS, and university.
- Developed scholarly agenda that is productive and ongoing.

#### *2.1.8.1.3 Associate Professor*

Faculty hired at the Associate Professor level should have a demonstrated record of exceeding expectations in at least one of the three primary categories of evaluation: teaching, scholarship, or service. In addition, these faculty must have the potential for growth as a faculty member in the other categories of evaluation.

- Hold the appropriate degree
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching.
- Have at least five-years of college-level (undergraduate) and/or professional-level (graduate) full-time experience or its equivalent and/or
- Held the rank of Associate Professor at another institution.
- Demonstrated level of specialized accomplishment appropriate to the mission of the Program and/or the MDCHS.
- Evidence of disseminated scholarly products and of ongoing scholarly efforts.
- Demonstrated collegiality and involvement in program, institutional and community programs.
- Documented peer recognition at a regional, or state level in the conduct of teaching, clinical practice, service, or research.

#### *2.1.8.1.4 Professor*

Faculty hired at the Professor level should have a demonstrated record of exceeding expectations in in at least two of the primary categories of evaluation: teaching, scholarship, or service.

- Hold the appropriate degree

- An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
- An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching.
- Have at least ten-years of college-level (undergraduate) and/or professional-level (graduate) experience or its equivalent and/or
- Has held the rank of Professor at another institution.
- Demonstrated level of specialized accomplishment appropriate to the mission of the Program and/or the MDCHS.
- Demonstration of collegiality, involvement and leadership in program, institutional and community programs.
- Evidence of sustained scholarly efforts with substantial disseminated scholarly products.
- Demonstration of regional, state, and national excellence in the conduct of teaching, clinical practice or research.

### **2.1.8.2 Appointment Guidelines for Instructional Faculty on the Clinical Pathway**

All faculty on the Clinical Pathway must have the appropriate experience and credentials as defined under criteria for promotion in rank and progression towards career faculty contract at the time of initial appointment.

#### *2.1.8.2.1 Clinical Lecturer*

*Faculty hired at the rank of Clinical Lecturer should express interest in teaching in their areas of expertise and have the potential for growth as a faculty member.*

- Hold an appropriate master's degree in their discipline.
- Have at least one-year of college-level (undergraduate) and/or professional-level (graduate) full-time experience or its equivalent.
- Demonstrated capability and desire for excellence in teaching.
- Demonstrated collegiality and a willingness toward participation in service for the program and/or MDCHS.

#### *2.1.8.2.2 Clinical Assistant Professor*

Faculty hired at the Clinical Assistant Professor level should have a demonstrated record of exceeding expectations in at least one of the primary categories of evaluation: teaching, or service. In addition, these faculty must have the potential for

growth as a faculty member in the other category of evaluation.

- Hold the appropriate degree
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching
- Have at least two-years of college-level (undergraduate) and/or professional-level (graduate) full-time experience or its equivalent and/or
- Have held the rank of Assistant Professor or Clinical Assistant Professor at another institution.
- Demonstrated capability and desire for excellence in teaching and service.
- Demonstrated level of specialized accomplishment appropriate to the mission of the Program and/or the MDCHS.
- Demonstrated collegiality and participation in the service of the program, MDCHS, and university.

#### *2.1.8.2.3 Clinical Associate Professor*

Faculty hired at the Clinical Associate Professor level should have a demonstrated record of exceeding expectations in at least one of the primary categories of evaluation: teaching, or service. In addition, these faculty must have the potential for growth as a faculty member in the other category of evaluation.

- Hold the appropriate degree
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching
- Have at least five-years of college-level (undergraduate) and/or professional-level (graduate) full-time experience or its equivalent and/or
- Held the rank of Associate Professor or Clinical Associate Professor at another institution.
- Demonstrated level of specialized accomplishment appropriate to the mission of the Program and/or the MDCHS.



- Demonstrated collegiality and involvement in program, institutional and community programs.
- Documented peer recognition and leadership at a regional, or state level in the conduct of teaching, clinical practice, or service.

#### *2.1.8.2.4 Clinical Professor*

Faculty hired at the Clinical Professor level should have a demonstrated record of exceeding expectations in both categories of evaluation: teaching and service.

- Hold the appropriate degree
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching
- Have at least ten-years of college-level (undergraduate) and/or professional-level (graduate) experience or its equivalent and/or
- Held the rank of Professor or Clinical Professor at another institution.
- Demonstrated level of specialized accomplishment appropriate to the mission of the Program and/or the MDCHS.
- Demonstrated collegiality, involvement and leadership in program, institutional and community programs.
- Demonstrated leadership in regional, state, and national excellence in the conduct of teaching, clinical practice or service.

#### **2.1.8.3 Contract at Initial Appointment**

New faculty members appointed to Murphy Deming College of Health Sciences as full-time instructional faculty members normally serve a Provisionary period of two years. Exceptions to the two-year Provisionary period can be made in the case of faculty members who have had several years of experience at other four-year colleges or universities or who have had distinguished experience appropriate to their appointment. Any such exceptions must be negotiated at the time of the initial contract, based on the recommendation of the VP/ Dean and with the approval of the President.

New Faculty members in MDCHS will be issued a one-year renewable contract (see Appendix IV section [2.2](#)) for the Provisional period. Following a positive annual faculty evaluation in the 2nd consecutive year and on the recommendation of the Chair/Program Director and Associate Dean, the faculty member will be eligible for a two-year renewable contract.

### **2.1.9 Personnel Files**

The search file of an applicant for a position includes all written information submitted by the candidate and received by the Search Committee, the VP/Dean and other agents of the University; all correspondence between agents of the University and the candidate; and any written recommendations from the committee to the VP/Dean or the President relevant to the candidacy. If the applicant is not subsequently employed by the University, the information remains on file in the office of the VPHS for three years, after which it is destroyed, unless the VP/Dean deems it necessary to keep it for an extended period.

If the applicant is subsequently employed by the University, their vita, official transcripts, , relevant licenses and certifications, recommendations of the Search Committee, and other materials submitted by the applicant are transferred from the search file to the permanent personnel file.

The permanent personnel file is kept in the office of the VP/Dean. It includes all recommendations by the Promotion Committee (PC) whether positive or negative, official correspondence related to the faculty member's status or privileges, evaluations, written complaints and their resolutions, written commendations, personnel actions including but not limited to disciplinary actions, publications, and information presented by the faculty member.

Access to a faculty member's personnel file is strictly limited to the faculty member themselves, the VPHS, the Provost and the President. Access to personnel files may also be extended to staff members working for these University officials whose professional duties require such access. In cases of the institution's legitimate need, the VPHS, Provost, or the President may also designate other individuals to act as their representatives in consulting personnel files. In all cases, information contained in personnel files will be kept confidential except in fulfillment of legitimate, professional needs of either the institution or faculty member. In all cases the faculty member will be informed of this access to their file.

The following material is not kept in the personnel file: correspondence related to temporary absences and health matters, routine course and curriculum planning, requests for exceptions to university policies, record of routine committee participation and other institutional and community service, copies of correspondence with other University departments.

In each case in which information is placed in the personnel file by persons other than the faculty member whose file it is, a copy of the information shall be sent to the faculty member, who may present additional information to be added to the file. In addition, any written statement or other written materials (of reasonable length), questioning or rebutting the information placed in their personnel file will be added to the file.

Faculty members may review and request copies of the materials in their personnel files.

Such requests should be made in writing to the VPHS. A copying fee may be required.

## **2.2 FACULTY CONTRACTS**

### **2.2.1 Renewable Contracts**

#### ***2.2.1.1 Renewable Contracts***

##### *2.2.1.1.1 Full-time Instructional Faculty*

All full-time instructional faculty at Murphy Deming will receive a one-year renewable contract upon their initial hire and appointment. Following successful annual faculty evaluations (meets or exceeds expectations) and upon the recommendation of the Program Director, Associate Dean, and VP/Dean the faculty will be issued one-year renewable contracts for the two-year Provisionary period (refer to Appendix IV, section [2.4.1](#)). Afterwards faculty may be issued two-year renewable contracts.

Full-time instructional faculty on renewable contracts are full-time members of Murphy Deming and Mary Baldwin University with all duties, responsibilities, due representation (including as voting members on standing faculty committees), and rights accorded to other full-time faculty members.

##### *2.2.1.1.2 Part-time Instructional Faculty*

All part-time instructional faculty (see Appendix IV section [1.2.2](#)) at Murphy Deming will receive a one-year renewable contract upon their initial hire and appointment. Following successful annual faculty evaluations and upon the recommendation of the Program Director, Associate Dean, and VP/Dean the faculty will be issued one-year renewable contracts for the first three years. With continued positive faculty evaluations (meets or exceeds expectations), part-time instructional faculty will be eligible for two-year renewable contracts. However, part-time instructional faculty are not eligible for promotion, career contracts, or competitive term leave.

### **2.2.2 Career Contracts**

Instructional faculty are not required to apply for a Career Contract. However, after four years of continuous employment at Murphy Deming College of Health Sciences an instructional full-time faculty member may be offered a career faculty contract (also known as a rolling three-year contract). Only instructional faculty at the rank of Assistant Professor, Clinical Assistant Professor or higher are eligible for a career contract. In most cases, the optimal timing for a career contract should coincide with promotion to Associate Professor.

The offer of a career faculty contract must be recommended to the VP/Dean by the Associate Dean of the school and by the MDCHS Promotions Committee. The VP/Dean then recommends it to the president. Those candidates approved by the president are presented to the Board of Trustees for confirmation.

If a career contract is not awarded, the faculty member may receive a renewable contract of at least one year and a maximum of two years at the discretion of the VP/Dean, President, and Board of Trustees (see Appendix IV section [2.2.4](#)).

### **2.2.3 Fixed-Term Adjunct Contracts**

A fixed-term adjunct faculty contract is a limited-term employment agreement for an instructor who teaches at least one course for a program within Murphy Deming and are contracted on a per semester basis. These individuals may only teach up to 9 hours of didactic and or clinical instruction in a 12-month calendar year. Adjunct faculty members are paid per course basis and compensation may be subject to course enrollment.

A fixed-term adjunct faculty member's responsibilities include academic tasks, such as development, instruction, evaluation, coordination, and administration of assigned courses.

### **2.2.4 Renewal Procedures**

#### **2.2.4.1 Renewable Contracts**

All full-time and part-time instructional faculty in MDCHS on a renewable contract that is to be re-appointed receive a contract by April 30<sup>th</sup> for the following academic year, informing them of the salary, contract type (9.5 or 12 month), faculty pathway and associated responsibilities in which the President intends to recommend to the Board of Trustees.

Members of the MDCHS instructional faculty who have not given notice of resignation shall sign their contracts and return them to the Office of the VP/Dean of Health Sciences by May 15<sup>th</sup>. A faculty member may request, in writing, an extension of the deadline. Such extensions are not expected to be of more than one week's duration.

#### **2.2.4.2 Career Contracts**

If the faculty member at least "meets expectations" on all areas of the annual faculty evaluation by June 15<sup>th</sup> of the "first year of a three-year contract" period, the faculty member is issued a new "first year of a three-year contract." (See Annual Faculty Evaluation section [2.4](#) for details)

If, on the other hand, the faculty member "does not meet expectations" or "needs improvement to meet expectations" in any area of the Annual Faculty Evaluation, by June 15<sup>th</sup> of the first year of the three-year contract, the faculty member is issued a "second year of a three-year contract" as an indication these concerns must be addressed.

If the faculty member on a "second year of a three-year contract" corrects all negative issues that were identified on a performance improvement on a midyear review (by December 15) by achieving meets or exceeds expectations, then the faculty is issued a new "first year of a three-year contract."

If the faculty member “does not meet expectations” or “needs improvement to meet expectations” in any area of the Annual Faculty Evaluation by June 15<sup>th</sup> of the second year of the three-year contract, the faculty member is issued a “third year of a three-year contract,” which is considered a terminal contract

#### **2.2.4.3 Fixed Term Adjunct Contracts**

The term of appointment of any paid adjunct faculty member concludes at the end of the specified period set forth in the letter of appointment, and the letter of appointment constitutes full and timely notice that a new term will not be granted when that term expires. A new contract will be furnished for the next academic semester pending curricular needs and the adjunct faculty member’s performance. Decisions of re-employment of adjunct faculty members will have the concurrence of the department chair/program director, associate dean and VP/ Dean.

### **2.2.5 Notification of Contract Non-Renewal**

#### **2.2.5.1 Non-Renewal of Renewable Contracts**

Full-time and part-time instructional faculty members in the two-year provisional period whose one or two-year renewable contracts expire at the end of the academic year receive notice of contract non-renewal as follows:

1. **Years 1 and 2:** Renewable contract faculty members who are in the first year of employment of the provisional period are notified of non-renewal of their contracts by March 1<sup>st</sup>. If they do not receive such notice by March 1<sup>st</sup>, they may expect contracts for the following year by April 30<sup>th</sup> of the current academic year.
2. **Years 2 and beyond:** Renewable contract faculty members who are beyond the first year of employment are notified of non-renewal of their contracts by December 15<sup>th</sup>. If they do not receive such notice by December 15<sup>th</sup>, they may expect contracts for the following year by April 30<sup>th</sup> of the current academic year.

#### **2.2.5.2 Non-Renewal of Career Contracts**

See Appendix IV section [2.2.4.2](#)

### **2.2.6 Salaries**

Salary is determined at time initial contract is issued or adjusted. Salary is based on academic credentials, other professional qualifications, experience, rank assigned, discipline, and/or assignment at 100 percent FTE.

Criteria for salary increases/merit increases include the criteria for promotion and career contract. Other criteria include parameters set by the institutional/college budget, comparison of salaries by rank with salaries at comparable institutions/programs, length of service within rank, and gender equity.

## 2.3 MDCHS WORKLOAD

The Murphy Deming College of Health Sciences has developed a faculty workload policy that incorporates a faculty workload model to allow for the fulfillment of the mission of the University and college while respecting the rights and prerogatives of faculty members and administration. Accordingly, faculty will be assigned a workload aligned as appropriate with all accreditation requirements and will not be assigned a heavier load than they can discharge with professional competence.

MDCHS recognizes and supports the important work that each faculty member does in and outside of the classroom to benefit students, academic disciplines, the University, the College, and the communities we serve. It is essential that each of the college's academic units ensure workload equity while also maximizing efficient use of faculty resources for teaching, service, and scholarly/creative activities. In support of that commitment, the following workload guidelines provide details regarding faculty workload expectations that serve to:

- Increase the perception of equity and fairness in teaching loads incorporating factors of course level (undergraduate vs graduate), co-instructors, enrollment, and course type (e.g., field and lab work, practicum, internships, etc.)
- Provide expectations and a guide for the accounting of faculty efforts outside of teaching related to service, scholarship and administrative responsibilities.

Therefore, the purpose of the policy on faculty workload is intended to provide faculty with an understanding of how faculty workload is determined within the framework of the responsibilities incumbent upon full-time instructional faculty in Murphy Deming.

Workload for a member of the instructional faculty is determined in accordance with the mission and priorities of the college, schools, and the specific goals and needs of the academic programs. The workload will be distributed over an agreed-upon allocation of activity in the areas of Teaching, Scholarly Activity, Administration, and Service (e.g., Departmental, College, University, Professional, and Community) in accordance with the appropriate faculty pathway (Scholar vs Clinical).

Because of the diverse nature of academic professional responsibilities in health science/health professional education, a standardized formula, is inappropriate for calculating workload of MDCHS instructional faculty. However, the assignment of faculty workload of the MDCHS faculty is framed in a way that reflects the spirit of the guidelines/recommendations for Faculty workload as described in the section [3.2](#).

This workload policy addresses the uniqueness of the health science and health professions educational programs. Most of our professional programs are year-round programs that utilize full-time, part-time, and/or adjunct faculty with expertise in a variety of academic and

clinical specialty areas. This policy is reflective of workload production in curricula that are consistent with national norms of other health science colleges, schools, and programs across the country.

Many courses in the college involve clinical hands-on experiences. These courses traditionally require far more contact hours than are reflected by the credit hours assigned, which requires an augmentation of the normal credit hour model. "Contact hours" as used in this document involves regularly scheduled classroom, clinical skills hands-on instruction, and practical hands-on examinations that require actual instructor presence. Within this definition, course contact hours do not include advising, office hours or similar efforts. However, teaching workload at MBU University is defined as the combination of teaching contact hours, course preparation time, student advising and office hours and is therefore represented in our workload calculations.

The nature of professional education that is practice-based with specialty faculty argues against a standardized definition of work in terms of hours per semester (40 hours per week times the semester length). Therefore, the college views load across the length of the academic year. This means that the total workload hours of a full-time faculty member equate to 1280 hours for 9.5-month faculty and 1880 hours for 12-month faculty across all areas of faculty responsibility (e.g., teaching, service etc.).

**2.3.1 Workload Expectations**

**2.3.1.1 Scholar Pathway**

Renewable/Career Contract Faculty	%	Expected Hours	
		9.5-month	12-month
Teaching	70%	784	1152
Administrative (release from teaching)	0%	0	0
Scholarship	20%	224	329
Service	10%	112	165
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

Renewable/Career Contract Faculty – Administrative Duties (Assistant Program Director or Didactic Coordinator etc.)	%	Expected Hours	
		9.5-month	12-month
Teaching	45%	504	741
Administrative (release from teaching)	25%	280	412
Scholarship	20%	224	329
Service	10%	112	165

<b>Total</b>	<b>100%</b>	<b>1280</b>	<b>1880</b>
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Renewable/Career Contract Faculty - Program Director OR Chair OR Director of Clinical Education/Fieldwork	%	Expected Hours	
		9.5-month	12-month
Teaching	35%	392	576
Administrative (release from teaching)	35%	392	576
Scholarship	20%	224	329
Service	10%	112	165
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

Renewable/Career Contract Faculty - Program Director AND Chair	%	Expected Hours	
		9.5-month	12-month
Teaching	30%	336	494
Administrative (release from teaching)	40%	448	658
Scholarship	20%	224	329
Service	10%	112	165
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

**2.3.1.2 Clinical Pathway**

Renewable/Career Contract Faculty	%	Expected Hours	
		9.5-month	12-month
Teaching	85%	952	1399
Administrative (release from teaching)	0%	0	0
Scholarship	0%	0	0
Service	15%	168	247
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

Renewable/Career Contract Faculty – Administrative Duties (Assistant Program Director or Didactic Coordinator etc.)	%	Expected Hours	
		9.5-month	12-month
Teaching	60%	672	987
Administrative (release from teaching)	25%	280	412



Scholarship	0%	0	0
Service	15%	168	247
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

Renewable/Career Contract Faculty - Program Director OR Chair OR Director of Clinical Education/Fieldwork	%	Expected Hours	
		9.5-month	12-month
Teaching	50%	560	823
Administrative (release from teaching)	35%	392	576
Scholarship	0%	0	0
Service	15%	168	247
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

Renewable/Career Contract Faculty - Program Director AND Chair	%	Expected Hours	
		9.5-month	12-month
Teaching	45%	504	741
Administrative (release from teaching)	40%	448	658
Scholarship	0%	0	0
Service	15%	168	247
<b>Total</b>	<b>100%</b>	<b>1120</b>	<b>1646</b>

NOTE: Clinical Practice DOES NOT fulfill Service or teaching workload requirements, rather it is considered as part of the promotion dossier and can serve as evidence toward teaching excellence and/ or service excellence.

## 2.3.2 Workload Model Assumptions

### 2.3.2.1.1 Definition of a Credit Hour

As a baseline value for in-class contact hours, the college uses the following formula to convert credit hours to contact hours:

- 1 credit of lecture = 1 contact hour
- 1 credit of lab = 2.5 contact hours

The minimum amount of time required for credit hour is calculated using 50 minutes as the recognized length of a classroom "hour".

### **2.3.3 Calculation of Teaching Workload**

Courses offered by MDCHS faculty fall into a broad array of different types of courses using different delivery methods and each of these categories are assigned a specific workload equivalent, which may be modified based on several factors including course level (UG vs GR), faculty role, team taught courses (effort), and enrollment using defined formulas.

The calculation of teaching workload also accounts for course preparation and grading by multiplying the calculated student contact hours by two. This means that for every 50 minutes of in-class contact hours, faculty are provided 100 minutes of additional contact time for preparation, grading, and other course management activities.

#### **2.3.3.1 Faculty Office Hours**

Murphy Deming believes that office hours provide an opportunity to foster deeper relationships between students and faculty. Often these interactions provide the students with the ability to communicate outside of the pressure and sometimes hurried nature of the classroom to discuss the course content. Office hours also allow conversations between students and faculty to go beyond course content and discover how the ideas are connected to their respective fields of study and their long-term goals. We recognize that technology has provided additional avenues to expand office hours to include in-person and virtual experiences. Given the variety of methods to build these relationships, faculty are encouraged to invite students and small groups to attend posted office hours and to schedule times outside of those hours to help foster a supportive academic environment.

Faculty members are expected to maintain an office hour schedule that provides for reasonable on-campus accessibility during the workweek. Standards for office hours have been set as part of this policy. As such, faculty are expected to post a minimum of six (6) hours per week of office hours. All faculty are encouraged to offer a variety of opportunities to meet with student either in-person, virtually, and/ or include some evening times as appropriate to meet the needs of the students. Faculty will include notice of availability for office hours or equivalent on their door and as part of the syllabus. In addition, faculty will include in their syllabi a statement that they are available by appointment.

### **2.3.4 Faculty Compensation for Teaching Overload**

In addition to the standard faculty workload salary, faculty may be compensated for assuming an instructional (teaching) overload in the academic year. Teaching overload refers to faculty members teaching academic courses over and above their regular teaching load. Teaching overload compensation will be offered when faculty are assigned an instructional load that exceeds 3.5% of the assigned teaching workload percentage. In this model 3.5% of teaching overload equates to 1 course (3 credits).

To be eligible for overload compensation the faculty must get to a minimum of 3.5% of teaching overload. The maximum overload for instructional faculty is capped at 11%. Exceptions on a case-by-case basis with approval of the Associate Dean and VP/Dean.

For graduate courses, the per credit rate is \$1500.00 per credit hour.

### 2.3.5 Summer Teaching Workload

Nine and a half (9.5) month MDCHS faculty members whose time is not fully obligated to the university or college may be offered course assignments to teach during the summer session as adjunct faculty and will receive a separate adjunct contract. During summer term, a faculty member might be asked to teach on-campus, off-campus and/or on-line sections. Faculty members assigned a summer teaching workload will be compensated at the same rate as adjunct faculty (see below).

In the interest of quality instruction, a faculty member's teaching assignment in the summer will not exceed 9 credit hours. Exceptions to this stipulation must be approved by the VP/Dean prior to a summer adjunct contract being issued to the faculty member.

The college administration reserves the right to determine the minimum enrollment needed, consistent with sound fiscal practices, to justify offering the class. When a course fails to meet the specific minimum enrollment, the summer school contract may be voided by the administration.

Under rare circumstances, summer teaching load may be part of a faculty member's 9.5-month teaching obligation. The semester workload units of the course and duties may be assigned in the summer if such an assignment is necessary or timely to meet the needs of the school/department.

The workload formula used to calculate adjunct and summer workload is the same as for full-time instructional faculty which includes enrollment. The only difference is the workload hours (contact time) is not converted to a percentage of time.

Enrollment	Modifier	Notes
Combined courses (>45 Students)	1.65	For Example: interprofessional courses or anatomy
5 or more students over the course cap	1.250	Not to exceed 5, after 5 students 2nd section must be offered and students divided among sections
13 to Cap	1.000	
7-12 students	0.800	
6 or less students	0.500	Class may be cancelled if the course is not an independent study or research project

### 2.3.6 Service Load

All instructional faculty, regardless of their pathway are expected to participate in service activities that fall within one or more of the four (4) service categories.

1. Academic Service – this includes department/program, school, college, or university.
  - a. Service to the institution involves activities that help generate new, or sustain, build, and/or promote existing, academic endeavors.
  - b. Examples of institutional service include but are not limited to:
    - i. Participation in School and/or University-wide governance bodies and related activities
    - ii. Providing administrative support work (college representative, faculty mentoring)
    - iii. Contributing to University or College programs to enhance equal opportunity or cultural diversity
    - iv. Serving on a task force addressing an issue facing the school, department, college, or institutional community
    - v. Leading or serving in faculty governance activities
    - vi. Serving as an appointed or elected administrator or head of any academic group at the campus, department, school, college, or university levels
    - vii. Chairing or serving on a faculty governance committee or college/departmental committee
    - viii. Chairing or serving on a search committee for faculty, staff, and administrative positions
    - ix. Chairing or serving on a peer review of teaching
    - x. Bringing departmental, college, or university initiatives to fruition
    - xi. Representing the university in a public media forum
    - xii. Contributing to student welfare through assistance to Student Affairs initiatives or as an adviser to student organizations
    - xiii. Serving as a faculty mentor or judge for the Research Symposium
2. Community/Civic Service
  - a. Community and civic engagement involve contributing to the public welfare beyond the university community calling upon the faculty member's expertise and interests. Community and civic engagement demonstrate the principals of *reciprocity* and *mutuality*; that is, those engaged in service are both "giving and receiving" through their service experience and recognize the service experience as a collaborative experience where both entities bring expertise to the project. This type of service meets a need defined by the community, rather than simply the interests of the faculty member.

- b. Examples of community engagement include but are not limited to:
  - i. Participation in community affairs as a representative of the College or University
  - ii. Service to governmental agencies at the interactional, federal, state, and local levels
  - iii. Service to business and industry
  - iv. Service to public and private organizations
  - v. Service to citizen and client groups
  - vi. Testifying as an expert witness
  - vii. Participating in collaborative endeavors with schools, industry, or civic agencies
  - viii. Consulting with private and public, profit, and not-for-profit organizations by applying expertise to enhance the efficiency or effectiveness of the organizations served
  - ix. Providing public policy analysis for local, state, inter/national government agencies
  - x. Publishing in non-academic media, e.g., newsletters, radio, television, and magazines
  - xi. Giving presentations or performances for the public
  - xii. Testing concepts and processes in real-world situations
  - xiii. Evaluating programs, policies, or personnel for agencies
  - xiv. Presenting seminars on problems, issues, and concerns for the public or trade groups
  - xv. Participating on governmental or social service review panel
  - xvi. Engaging in economic or community development activities
- 3. Community Outreach
  - a. Community outreach involves fulfilling a role in the wider community as an active representative of the College. Volunteerism and acts of good citizenship do not, in themselves, constitute community outreach unless they are undertaken as part of one's professional responsibilities to the institution. The distinction between engagement and outreach has primarily to do with the extent to which the activity involves disciplinary expertise applied to real-world issues (engagement) versus serving as the institution's representative in a community setting (outreach)
  - b. Examples of community outreach include but are not limited to:
    - i. Recruiting or informational visits to area high schools
    - ii. Opportunities for students to shadow professional experiences on campus

- iii. Civic board memberships where such membership specifically represents university participation in the organization
  - iv. Creation or maintenance of specific and directed community outreach efforts
4. Service to the Discipline or Profession
- a. Service to the discipline or profession involves activities designed to enhance the quality of disciplinary or professional organizations or activities.
  - b. Examples of service to the discipline or profession include but are not limited to:
    - i. Active and ongoing clinical practice
    - ii. Organizing conferences or service on conference committees
    - iii. Active participation in professional and learned societies
    - iv. Serving as an appointed or elected officer of an academic or professional association
    - v. Serving as an organizer or leader of workshops, panels, or meetings in areas of professional competence
    - vi. Contributing time and expertise to further the work of a professional society or organization
    - vii. Promoting the image, prestige, and perceived value of a discipline or profession
    - viii. Participating in accreditation and assessment activities
    - ix. Editing a professional journal and/or serving on the editorial board of a professional journal
    - x. Refereeing manuscripts, conference submissions, or grant proposals submitted to journals, professional meetings, and internal and external funding organizations

### **2.3.7 Scholarship Load (for Scholar Pathway)**

All instructional faculty on the Scholar Pathway are expected to participate in Scholarship/Creative activities that fall within one or more of the four (4) scholarship categories. While not required, instructional faculty on the Clinical Pathway are also encouraged to participate in scholarship/creative activities.

- 1. The Scholarship of Discovery
  - a. Encompasses those scholarly activities that extend the stock of human knowledge through the research or collection of new information. This is the traditional definition of scholarship which includes the discovery of new information and new models and sharing those discoveries through scholarly publication.
  - b. Examples of scholarship of discovery include but are not limited to:

- i. Internally or externally funded research projects
- ii. Research projects
- iii. Working papers
- iv. Peer-reviewed journal articles
- v. Book chapters and /or books
- vi. Creative activity: Compositions, presentations, performances, exhibits and projects.

## 2. Scholarship of Integration

- a. Involves interdisciplinary or interpretive activities or writing, and research across disciplines into a larger context. Allows for the integration of knowledge from different sources and disciplines to discover convergence and identify trends and see knowledge in new ways.
- b. Examples of scholarship of integration include but are not limited to:
  - i. Professional development workshops
  - ii. Literature reviews
  - iii. Presentations of research at conferences
  - iv. Non-academic publications that address discipline-related concerns
  - v. Meta-analysis (contrasting or combining results from different studies)

## 3. Scholarship of Application

- a. Scholarly activities, which attempt to apply one's content expertise and knowledge to the betterment and service of the academy and society. Discovering of ways that new knowledge can be used to solve real world problems.
- b. Examples of scholarship of application include but are not limited to:
  - i. Consulting activities in field or industry that directly relate to the intellectual work of the faculty member
  - ii. Support or development of community activities in the field or industry that link with academic discipline
  - iii. Formal development and /or oversight of practica/partnerships on behalf of the University that connect students with the field/industry
  - iv. The application of theory in the field to real world problems.
  - v. Development of centers for study or service
  - vi. Media contributions (newspaper, magazine, etc.)

## 4. Scholarship of Teaching

- a. Centers on activities designed to improve the teaching and advising of students, the development and publication of materials to use in teaching, and the theoretical and practical works that extend the range of knowledge about the pedagogical process.
- b. Examples of scholarship of teaching include but are not limited to:
  - i. Development of new or substantially revised courses, curricula
  - ii. Innovative teaching materials/strategies
  - iii. Educational research projects resulting in findings disseminated at professional conferences and/or in peer-reviewed publications
  - iv. Projects funded by external or internal grants to support instructional activities
  - v. Production of videos for instruction
  - vi. Technical, procedural or practical innovations made clinically or professionally
  - vii. Publication of textbooks or teaching materials.

Individual workload percentage is assigned at the department level through collaborative discussions between the faculty and the program director/chair. The flexibility in assigning scholarship workload at the department level reflects the level of faculty participation and the variety of scholarship activities supported by individual departments.

### **2.3.8 Administrative Load**

Administrative loads are determined by the VP/Dean and reflect the breadth and depth of the administrative responsibilities for Department Chairs, Program Directors and Directors of Clinical Education/Fieldwork. Additional administrative workload may be assigned by the Program Director/Chair with approval of the Associate Dean (e.g., Director of Academic Education, Assistant Program Director etc.).

Assigned administrative workload units are deducted from the expected teaching workload units. Therefore, administrative workload units are considered as administrative release.

As such, Department Chairs/Program Directors, and other faculty administrators are not eligible for teaching overload unless there is an exceptional circumstance, and overload is the only option to meet the needs of the department.

Administrative workloads for faculty are assigned as indicated in Appendix IV section [2.3.1](#).

### **2.3.9 Workload Associated with Outside Employment**

All MDCHS faculty are provided the benefit of participating in up to 8 hours of clinical practice or scholarship during the normal operating hours of Murphy Deming.

In addition, MDCHS recognizes the importance of providing a systematic approval process



so that appropriate outside employment opportunities may be approved and formally acknowledged. The employee/employer relationship between the faculty and the University is continuous and it encompasses all work performed for the College/University.

Faculty may engage in certain employment outside the university, provided that the faculty has obtained prior written approval of their Chair, Associate Dean, and the VP/Dean. In addition, the faculty must comply with all relevant University policies, including policies regarding conflicts of interest.

Faculty may not engage in outside employment which the Chair, Associate Dean, and/or the VP/Dean has determined to be inappropriate based on their discretion and interpretation of the following:

1. Interferes with the faculty member's regular responsibilities and duties; or
2. Results in any actual conflict or appearance of conflict with his or her University Employment responsibilities; or
3. Results in a situation of unfair competition for the College or University.

When performing outside employment:

1. Approval of outside employment does not preclude the requirement to work additional hours for the University or College in urgent situations;
2. The faculty performing outside employment is solely responsible for work performed in the course of outside employment, and the University is not responsible for such work;
3. All outside work is performed in the faculty member's individual capacity;
4. No University-owned resources may be used including, but not limited to, office supplies, computing equipment or network access;
5. The faculty does not officially represent the University and is not an employee or agent of the University when acting in that capacity; and
6. The views, thoughts, and expressions of the faculty do not represent the views or position of the University.
7. Faculty engaging in outside employment are encouraged to provide all other employers and customers a written statement that explains all such restrictions.

## **2.4 MDCHS FACULTY EVALUATION**

The Annual Faculty Evaluation process is designed to provide substantive and formative feedback for the purpose of supporting faculty in their development as well as to provide important recommendations that may assist the Department Chair/Program Director in their evaluation. In addition, this process helps the VP/Dean, Associate Dean, and the Department Chair/Program Director consider how to appropriately manage departmental resources to meet the needs of the College and the various programs.

Program Director/ Chairs will follow this annual evaluation policy with submission of step 1 and 2 to the appropriate associate dean who will complete step 3.

#### **2.4.1 Full-Time and Part-Time Annual Faculty Evaluations**

All full-time and part-time MDCHS instructional faculty will participate in a three-step Annual Faculty Evaluation (AFE) process. The first part involves a self-report of current activities/responsibilities associated with their role as an instructional faculty member. The second step is a self-reflection and self-evaluation. The self-reflection provides the faculty member with the opportunity to reflect on previous goals and to provide a statement summarizing their contributions, achievements, strengths and opportunities for growth in the areas of teaching, scholarship and service as appropriate. The final step in the process is a formal written evaluation by the Department Chair/Program Director. This process also includes a one-on-one meeting to provide the faculty with the opportunity to respond to the feedback received.

The following describes the process for the AFE:

##### **Step 1: CV and Self-Report**

- Provide an up-to-date curriculum vitae and copy of all relevant professional license(s) or certification(s) (as applicable)
- Complete a faculty self-report which provides an overview of faculty participation in teaching, scholarship, and service as appropriate for each instructional faculty pathway.
  - Data and qualitative information should reflect only activities for the academic year in reference, with explanations of relation to other years as necessary (e.g. a three-year project coming to fruition).
  - Outcome data are expected to be objective, observable and documented.
  - While major activities and contributions are weighted heavily, this process also provides the opportunity to list many appearances and activities that are important collectively and reflect good citizenship, morale and collegiality.

##### **Step 2: Self Evaluation and Review of Goals**

- Each faculty will provide a self-evaluation of teaching, scholarship, and service as appropriate for their respective instructional faculty pathway.
- For each area the faculty will evaluate
  - Progress on goals for the academic year in the areas of teaching, scholarship, and service as appropriate.
  - Complete a self-evaluation of teaching, scholarship, and service as appropriate using rubrics with established criteria, assessment of the criteria,

and associated rationale for criteria in the areas.

- The assessment of each criterion should indicate one of the following: 1) fails to meet expectations 2) needs improvement to meet expectations 3) meets expectations 4) exceeds expectations, 5) excellent.
- Faculty must provide a rationale for a self-rating that is marked as a 1 or 2.
- Provide a reflective self-assessment statement for teaching, scholarship, and service as appropriate.
- Develop/update goals for the next academic year in the areas of teaching, scholarship, and service as appropriate.
- The self-evaluation also includes a declaration of clinical practice (as applicable) for those faculty who choose to participate in clinical practice.
- Faculty should complete steps 1 and 2 by May 30th of each year.

Step 3: Formal evaluation of the AFE.

The program director will complete a written assessment of each faculty member using the faculty self-report and the self-evaluation with goals of the AFE, updated curriculum vitae, and other supporting documents (student evaluations, peer evaluations, etc.) The program director/chair rates faculty in each of the categories as appropriate using rubrics (from faculty self-evaluation) with established criteria, assessment of the criteria, and associated rationale for criteria in the areas. The narrative should include comments on each area in the AFE (teaching, scholarship, service, collegiality, and administration, as applicable) indicating one of the following for each area: 1) fails to meet expectations 2) needs improvement to meet expectations 3) meets expectations 4) exceeds expectations, 5) excellent. Evidence should be provided to support the ranking.

It is expected that all faculty perform at the “meets or exceeds expectations” level on all areas of the evaluation. If a faculty member scores 1) fails to meet expectations 2) needs improvement to meet expectations on one or more areas a written professional improvement plan must be developed immediately (no later than June 15th) and the faculty member re-evaluated prior to the end of the fall semester.

The program director will provide a narrative of the overall assessment highlighting teaching, scholarship, and service as appropriate for the faculty member’s pathway. Using the guidelines outlined in Appendix IV section [2.6.1](#), The Program Director/Chair should conclude with a statement indicating if the faculty is making or not making satisfactory progress towards promotion and/or career contract.

Step 3 of the AFE should be completed no later than June 15<sup>th</sup>. The program director will make the AFE available to the faculty member for formal review and schedule a meeting to discuss the AFE. A copy of the completed and signed AFE-will be provided to the-faculty and the

original copy of the AFE will then be placed in the faculty member's personnel file.

#### **2.4.2 Adjunct Faculty Evaluation**

All adjunct faculty will participate in an Annual Adjunct Faculty Evaluation process. The first part involves a self-report of current activities/responsibilities associated with their role as an adjunct faculty member. The second step is a self-reflection and self-evaluation. The self-reflection provides the faculty member with the opportunity to reflect upon their teaching performance and identify areas of strength and improvement. The final step in the process is a formal evaluation by the Department Chair/Program Director.

The following describes the process for Adjunct Faculty Evaluation:

##### **Step 1: CV and Self-Report**

- Provide an up-to-date curriculum vitae and copy of all relevant professional license(s) or certification(s) (as applicable)
- Complete a faculty self-report which provides an overview of teaching responsibilities.

##### **Step 2: Self Evaluation and Review of Goals**

- Complete a self-evaluation of teaching using rubrics with established criteria, assessment of the criteria, and associated rationale for criteria in the areas.
  - The assessment of each criterion should indicate one of the following for each area: 1) fails to meet expectations 2) needs improvement to meet expectations 3) meets expectations 4) exceeds expectations, 5) excellent.
  - Faculty must provide a rationale for a self-rating that is marked as a 1 or 2.
  - Provide a reflective narrative of teaching performance including progress on goals.

##### **Step 3: Program director/ chair evaluation of adjunct faculty.**

The program director will complete a written assessment of each adjunct faculty member using the faculty self-report, the self-evaluation, updated curriculum vitae, and other supporting documents (student evaluations, peer evaluations, etc.) The program director/chair rates faculty using the criteria and rating scale as previously discussed.

It is expected that all faculty perform at the "meets or exceeds expectations" level. If an adjunct faculty member scores 1) fails to meet expectations 2) needs improvement to meet expectations the program director/ chair will schedule a meeting to discuss the evaluation.

A copy of the completed and signed Adjunct Faculty Evaluation will be provided to the faculty and the original copy will then be placed in the faculty member's personnel file.

### **2.4.3 Peer Teaching Evaluation**

A peer evaluation will be completed for each faculty member who teaches more than 50% of a course using the MDCHS Peer Teaching Evaluation. Any instructional faculty member (either from the faculty member's program or another MDCHS program) may serve as a peer reviewer. The faculty member is responsible for inviting peer reviewers, meeting with the reviewer within two weeks of the visit and maintaining the peer evaluations. The faculty member must submit their peer teaching evaluations with their AFE or Adjunct Faculty Evaluation.

#### **Timing of Peer and Program Director Teaching Evaluations for full time and part-time faculty**

##### **Year 1**

Two peer evaluations and 1 Program Director Evaluation (Spread evaluations across multiple semesters or terms)

##### **Year 2 and beyond**

One peer evaluation each year unless you are applying for promotion.

##### **Promotion Application Year**

One peer and one program director evaluation in year of promotion application.

Schedule evaluation in the spring, summer or fall term preceding dossier submission.

#### **Timing of Peer and Program Director Teaching Evaluations for Adjunct Faculty**

##### **Year 1 and Year 2 for a new Adjunct Faculty Member**

Schedule a peer evaluation each time you are contracted to teach a course. You may invite the course coordinator or program director to complete this evaluation.

##### **Year 3 and beyond**

Schedule a peer evaluation once per year. You may invite the course coordinator or program director to complete this evaluation.

#### **Teaching Evaluation by Program Director**

A program director teaching evaluation will also be conducted as needed according to the following:

- student course and instructor evaluation scores are below 50%,
- student comments in the course and instructor evaluation are concerning,
- students meet with the PD to report concerns regarding the faculty member,
- faculty performing peer evaluations identify the need for a PD assessment,
- the faculty member is applying for promotion.

## **2.5 MDCHS FACULTY PROMOTION IN RANK AND PROGRESSION TO CAREER CONTRACT**

Progression toward promotion in rank and career contract should be addressed through the Annual Faculty Evaluation (AFE) process (see Appendix IV section [2.4](#) above). For more information on promotion and career contract eligibility timelines (see Appendix IV section [2.5.1](#)), guidelines for promotion, review, and definitions of service and scholarship within MDCHS please see Appendix IV sections [2.3.6](#) and [2.3.7](#)

### **2.5.1 Eligibility and Timeline for Promotion in Rank and Career Contract**

All instructional faculty members in MDCHS applying for promotion in rank and/or career faculty contract will undergo a comprehensive portfolio evaluation. Under typical situations, applications may be submitted according to the following schedule.

For promotion candidates with full-time teaching experience at the college or university level prior to MBU, at least 50% of the full-time service requirement must have been continuous at MBU. See Section [2.6.2](#) regarding specific promotion criteria.

#### ***2.5.1.1 Promotion to Assistant Professor/Clinical Assistant Professor***

A lecturer (or clinical lecturer) will be eligible for promotion to Assistant Professor (or Clinical Assistant Professor) upon

1. Completion of one year of full-time teaching at MDCHS at the rank of lecturer or
2. Upon being awarded appropriate terminal degree
  - a. an academic degree (e.g., PhD, EdD, DSc etc.) or
  - b. applied Doctorate (e.g., DPT, OTD)
3. When the degree is completed, the Lecturer will inform the VP/Dean and provide appropriate documentation.

#### ***2.5.1.2 Promotion to Associate Professor/Clinical Associate Professor***

An Assistant Professor is eligible for promotion to Associate Professor under the following circumstances:

1. If the individual holds the appropriate degree
  - a. An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - b. An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching.
2. Has completed the necessary requirements
  - a. Completed four years of full-time service at the rank of Assistant Professor at MBU by the time the promotion takes effect, or

- b. Two years full time service at MBU at the rank of Assistant Professor (or Clinical Assistant Professor) by the time the promotion takes effect and at least two years full-time employment at faculty rank of Assistant professor (or Clinical Assistant Professor) at college or university level at another accredited institution.

Hence, candidates who hold the rank of Assistant Professor can apply for promotion in their fourth year or equivalent.

**2.5.1.3 Promotion to Professor/Clinical Professor**

An Associate Professor is eligible for promotion to Professor under the following circumstances:

1. If the individual holds the appropriate degree
  - a. An academic (e.g., PhD, EdD, DSc etc.) or applied terminal practice degree (e.g., MSPA, MSN etc.) for baccalaureate and master level programs, or
  - b. An academic (e.g., PhD, EdD, DSc etc.) or applied terminal doctoral degree (e.g., DPT, OTD) for doctoral level programs or other programs where specialty accreditation requires the doctorate degree for teaching
2. Has completed the necessary requirements
  - a. Completed six years full time service at the rank of an Associate Professor at MBU, by the time the promotion takes effect, or
  - b. Three years full time service at MBU at the rank of Associate Professor (Clinical Associate Professor) by the time the promotion takes effect and at least three years full-time employment at faculty rank of Associate professor (or Clinical Associate Professor) at college or university level at another accredited institution.
3. Hence, candidates who hold the rank of Associate Professor can apply for promotion in their sixth year or equivalent.

**Promotion Tables and Examples**

<b>Promotion to the Rank of:</b>	<b>Minimum year for application (if granted, the promotion will be effective in August of the following year)</b>
Assistant Professor/Clinical Assistant Professor	After one full year as a Lecturer or a Clinical Lecturer
Associate Professor/Clinical Associate	During the fourth full year as an Assistant

Professor	Professor or a Clinical Assistant Professor
Professor/Clinical Professor	During the sixth full year as an Associate Professor or a Clinical Professor

<b>Progression to Career Contract</b>	<b>Minimum year for application (if granted, the promotion will be effective in August of the following year)</b>
Career Contract	During the fourth full year at the rank of Assistant Professor, Clinical Assistant Professor, or higher. Typically submitted at the time when the faculty is also applying for promotion to the rank of Associate Professor

The following are examples of the application schedule include but are not limited to:

- A lecturer who has completed one years of full-time employment at Murphy Deming may apply for promotion to Assistant Professor during the second year (second year of the provisional period) of employment.
- An Assistant Professor who has completed three years employment at Murphy Deming at that rank of Assistant Professor may apply for promotion to Associate Professor in their fourth year as an Assistant Professor.
- A faculty member hired as an Associate Professor who has completed three years of employment as an Associate Professor at another institution and will complete three years as an Associate Professor at Murphy Deming may apply for promotion to Professor in their fourth year as an Associate Professor.

## **2.6 PROCEDURE FOR PROMOTION IN RANK AND CAREER CONTRACT**

### **2.6.1 Application for Promotion in Rank and Progressions to Career Contract**

#### **2.6.1.1 Career Contract**

All instructional faculty are eligible for a career contract after four years of continuous employment at Murphy Deming at the rank of Assistant Professor, Clinical Assistant Professor or higher with satisfactory annual faculty evaluations, (see Appendix IV section [2.5.1](#))

If a career contract is not awarded, the faculty member may receive a renewable contract of at least one year and a maximum of two years at the discretion of the VPHS, President, and Board of Trustees (see Appendix IV section [2.2.4](#))



A career contract may not be offered for financial, program closure, or other administrative reasons.

## **2.6.2 Criteria for Promotion in Rank and/or Progression to Career Contract**

### **2.6.2.1 General Criteria**

Factors considered in assessing a faculty member's performance towards promotion in rank and/or career contract may include ~~(but are not limited to)~~ the following:

1. excellence in teaching, scholarly activity and productivity as defined in Appendix IV section [2.3.7](#) as required by the specific faculty pathway (Scholar vs. Clinical)
2. impact, innovation and creativity;
3. recognition in the faculty members discipline and/or professional field;
4. ability to work effectively as part of a team;
5. effective communication with colleagues, staff, students and clients/patients;
6. collegiality and compliance with institutional policies and processes.

### **2.6.2.2 General Criteria for Promotion in Rank and/or Career Contract for Faculty on the Scholar Pathway**

#### *2.6.2.2.1 Assistant Professor*

Candidates applying for Assistant Professor must have a demonstrated record of meeting expectations in all three primary categories of evaluation: teaching, scholarship, and service. These candidates should also demonstrate a clear plan to achieve excellence in at least one area and in the tasks appointed to them that serve to elevate the program and/or college reputation.

Expectations of faculty professionalism and collegiality:

- Conduct themselves in accordance with the university's Code of Ethics, any codes of conduct of their school or department, and any codes of conduct of the professional association expected of their position at the university
- Demonstrate respect for the faculty, staff, students, patients, clients and other members of the university and college community
- Demonstrate appropriate behaviors and actions in matters involving privileged relationships, confidentiality and privacy
- Demonstrate commitment to academic freedom, a culture of diversity, open inquiry and discourse
- Demonstrate fairness in the exercise of the authority given their position at the university, college, and department.
- Deal with conflict of interest through disclosure, third-party monitoring or by

declining to participate, as appropriate

- Demonstrate commitment to the highest standards of academic integrity in their own scholarship and, given the standards expressed in the university's Honor Code, in the scholarship of their students
- Consistently and satisfactorily meet the obligations commensurate with their position at the university and college
- Conduct themselves in an appropriate manner when away from the institution and representing the university, college, or program

#### *2.6.2.2.2 Associate Professor*

Candidates applying for Associate Professor must have a demonstrated record of exceeding expectations in teaching and meet expectations in the other two areas of evaluation: scholarship, and service. These candidates must demonstrate excellence in the tasks appointed to them that serve to elevate the program and/or college reputation, through supporting evidence at the state and regional levels.

Faculty applying for promotion to Associate Professor and/or Career Contract must demonstrate ongoing compliance with the expectations of faculty professionalism and collegiality as outlined above (Appendix IV section [2.6.2.2.1](#)).

#### *2.6.2.2.3 Professor*

Candidates applying for Professor must have a demonstrated record of exceeding expectations in at least two (one of which must be teaching) of the three primary categories and meet expectations in the remaining area of evaluation: teaching, scholarship, or service. These must demonstrate excellence in the tasks appointed to them that serve to elevate the program and/or college reputation, through supporting evidence, at the state, national and/or international levels.

Faculty applying for promotion to Professor and/or Career Contract must demonstrate ongoing compliance with and mentorship/ leadership within the MDCHS/ MBU community in the expectations of faculty professionalism and collegiality as outlined above (Appendix IV section [2.6.2.2.1](#)).

### **2.6.2.3 General Criteria for Promotion in Rank and/or Career Contract for Faculty on the Clinical Pathway**

#### *2.6.2.3.1 Clinical Assistant Professor*

Candidates applying for Clinical Assistant Professor must have a demonstrated record of meeting expectations in both categories of evaluation: teaching and service. These candidates should also demonstrate a clear plan to achieve excellence in teaching and in the tasks appointed to them that serve to elevate the program and/or

college reputation.

Expectations of faculty professionalism and collegiality:

- Conduct themselves in accordance with the university's Code of Ethics, any codes of conduct of their school or department, and any codes of conduct of the professional association expected of their position at the university
- Demonstrate respect for the faculty, staff, students, patients, clients and other members of the university and college community
- Demonstrate appropriate behaviors and actions in matters involving privileged relationships, confidentiality and privacy
- Demonstrate commitment to academic freedom, a culture of diversity, open inquiry and discourse
- Demonstrate fairness in the exercise of the authority given their position at the university, college, and department.
- Deal with conflict of interest through disclosure, third-party monitoring or by declining to participate, as appropriate
- Demonstrate commitment to the highest standards of academic integrity in their own scholarship and, given the standards expressed in the university's Honor Code, in the scholarship of their students
- Consistently and satisfactorily meet the obligations commensurate with their position at the university and college
- Conduct themselves in an appropriate manner when away from the institution and representing the university, college, or program

#### *2.6.2.3.2 Clinical Associate Professor*

Candidates applying for Clinical Associate Professor must have a demonstrated record of exceeding expectations in teaching and meet expectations in the other area of service. These candidates must demonstrate excellence in the tasks appointed to them that serve to elevate the program and/or college reputation, through supporting evidence at the state and regional levels.

Faculty applying for promotion to Clinical Associate Professor and/or Career Contract must demonstrate ongoing compliance with the expectations of faculty professionalism and collegiality as outlined above (Appendix IV section [2.6.2.2.1](#)).

#### *2.6.2.3.3 Clinical Professor*

Candidates applying for Clinical Professor must have a demonstrated record of exceeding expectations in both categories. These must demonstrate excellence in the tasks appointed to them that serve to elevate the program and/or college

reputation, through supporting evidence, at the state, national and/or international levels.

Faculty applying for promotion to Clinical Professor and/or Career Contract must demonstrate ongoing compliance with, and mentorship/ leadership within the MDCHS/ MBU community in the expectations of faculty professionalism and collegiality as outlined above (Appendix IV section [2.6.2.2.1](#)).

### 2.6.3 Specific Criteria for Promotion in Rank and/or Career Contract

<b>Teaching</b>		
<i>It is expected that there would be multiple sources of evidence for support of excellence in teaching. The list of activities below is not all inclusive and as such only provide limited examples of activities to achieve promotion in which evidence should be supplied. There is no quantitative benchmark for excellence in teaching, but the candidate should provide sufficient breadth and depth of evidence to support a qualitative approach to excellence in teaching.</i>		
To Assistant Professor (clinical Assistant)	To Associate Professor (Clinical Associate)	To Professor (Clinical Professor)
Demonstration of competence of content as documented by student and peer evaluation	Demonstration of mastery of content as documented by student and peer evaluation	Sustained and outstanding performance in the examples cited for the associate professor level
Integration and adoption of innovative teaching methods	Ongoing Demonstration of the Integration and adoption of innovative teaching methods	Sustained Integration and adoption of and leadership in innovative teaching methods
Actively engaged in obtaining a practice credential or specialization certificate as appropriate and is related to areas of assigned teaching	Obtain or maintain a practice credential or specialization certificate as appropriate and is related to areas of assigned teaching	Leadership in continuing education or other professional programs
Responsible for the design, organization, coordination, and evaluation of course and/or series of lectures	Responsible for the design, organization, coordination, and evaluation of course and/or series of lectures	Leads/coordinates the development and implementation of projects/ grants or formal study that supports the teaching mission or program innovations.
Responsible for the review and revision of courses and contributes to curriculum revision	Leads the review and revision of courses and contributes to curriculum revision	Leadership through design, organization, coordination, and evaluation of a course(s); administrative responsibility for curriculum
	Receipt of recognition as an exemplary teacher whose mentoring and teaching activities provide an outstanding role model for other faculty and/or students	Sustained recognition as an exemplary teacher, clinician, or researcher whose activities provide an outstanding role model for students

## Scholarship (Scholar Pathway Only)

Refer to the various types of scholarship as defined APPENDIX IV section 2.3.7

It is expected that there would be multiple sources of evidence to support the scholarship category. The list of activities below is not all inclusive and as such only provide limited examples of activities to achieve promotion in which evidence should be supplied. There is no quantitative benchmark for excellence in scholarship, but the candidate should provide sufficient breadth and depth of evidence to support a qualitative approach to excellence in scholarship.

To Assistant Professor	To Associate Professor	To Professor
Demonstration of a well-defined scholarly agenda (independent or collaborative) that is anticipated to lead to appropriate dissemination	Demonstration of initiative and participation in collaborative scholarly activities with appropriate public dissemination	Continued and sustained engagement in scholarly work with examples of leadership or independence established
At least one peer reviewed publication or presentation of scholarly work (valuing all types of scholarship as defined in Boyer's Model) at the regional and state levels with some state and/or regional dissemination anticipated	Multiple peer reviewed publication or presentation of scholarly work (valuing all types of scholarship as defined in Boyer's Model) at the regional and state levels with some national dissemination anticipated	Sustained productivity in publication peer reviewed scholarly work (including manuscripts, textbooks, chapters, or educational software)
Initiating research and participation as the primary investigator or a collaborative member of research team(s), providing documented meaningful contributions	Obtaining (or contributing to attainment of) grants and/or contracts for support of scholarly work	Record of sustained ability to obtain grants and/or contracts for support of research
Mentorship of student scholarly work & supported engagement of student involvement in scholarly work	Ongoing research and participation as the principal or a collaborative member of research team(s), providing documented meaningful contributions	Continued meaningful contributions as a principal investigator or as a collaborative research team(s), leadership roles or more significant contributions anticipated
	Mentorship of student scholarly work & supported engagement of student involvement in scholarly work	Demonstrates record of creative activities or development of intellectual property
	Invited presentations to other academic institutions or state/national/international level organizations	Receipt of recognition of excellence by professional or scientific organizations
		Holding leadership positions in scholarly contexts (sitting on national or international editorial

		boards, etc.)
		Consistent engagement in peer reviewed national/international meetings (presentations, providing tutorials, symposium facilitator, guiding student presentations, etc.)
		Receives national recognition for scholarly activity which translates knowledge that significantly influences the practice

### Service

Refer to the various types of service as defined APPENDIX IV section 2.3.6

It is expected that there would be multiple sources of evidence to support the service category. The list of activities below is not all inclusive and as such only provide limited examples of activities to achieve promotion in which evidence should be supplied. There is no quantitative benchmark for excellence in service, but the candidate should provide sufficient breadth and depth of evidence to support a qualitative approach to excellence in service.

To Assistant Professor (Clinical Assistant)	To Associate Professor (Clinical Associate)	To Professor (Clinical Professor)
Providing significant service in administrative or committee roles that augment the mission of the program, MDCHS, and/or MBU	Providing significant service in administrative or committee roles that augment the mission of the program, MDCHS, and/or MBU	Continued demonstration of excellence & leadership in providing services in administrative or committee roles that augment the mission of the programs, MDCHS and MBU
Providing service to the community through education, consultation, or other roles	Significant contributions to Accreditation reports or accreditation activities	Leadership of accreditation reports or accreditation activities
Engaging in clinical or professional practice	Serving as a critical member or director of a core laboratory (simulation lab, anatomy lab etc.)	Ongoing service as a critical member or director of a core laboratory (simulation lab, anatomy lab etc.) with demonstration of leadership for area improvements
Invited speaker to local or non-professional groups or other similar non-peer reviewed dissemination of expertise	Serving on committees or initiatives within professional or community organizations (local, regional, or state)	Serving and leading on committees or initiatives within professional or community organizations (state, national, or international; serving as community chair or leader).
	Mentoring other faculty	Serving on local/state/regional or federal committees or boards

		(such as developing clinical practice guidelines or formulating healthcare policies)
	Providing service to the community through education, consultation, or other roles	Ongoing engagement in clinical or professional practice with additional leadership or exceptional contributions
	Engaging in clinical or professional practice	Ongoing participation in external review committees or service as editor of professional journals
	Participation as a reviewer for peer-reviewed publications, research or conference proposals	Recognition as an authority by other programs/ institutions, state, regional and national organizations or institutions
	Invited speaker to local, state, and regional or non-professional groups or other similar non-peer reviewed dissemination of expertise	Invited speaker to regional and national non-professional groups or other similar non-peer reviewed dissemination of expertise

#### 2.6.4 Procedural Timeline for Promotion in Rank and/or Career Contract

- **Fall:** A schedule of dates will be forwarded from the VP/Dean’s office to every faculty member outlining the deadlines for the promotion process as a reminder
- **September 1st:** Candidates should notify their Program Director of their intention to put their dossier forward for consideration of promotion.
- **October 1st:** The Program Directors submit names of faculty to be considered for promotion to the VP/Dean ’s Office.
- **November 1st:** Candidates who wish to be reviewed in the current academic year should have completed their portions of the dossier.
- **December 1st:** The candidate’s dossier and curriculum vitae will be made available to program director/Chair for confidential review with their recommendation.
- **January 5th:** The files of all MDCHS candidates are available for review by the Promotion Committee (PC);
- **February 1st:** The Promotion Committee provides recommendation summary to the VP/ Dean and Associate Dean and places the summary in the candidate’s dossier
- **March 1st:** The Associate Dean provides their individual assessments and recommendation to the VP/Dean.
- **March 15th:** The VP/Dean reviews the promotion files and makes a recommendation that is communicated in a letter to the candidate, Program Director, and President of

## **2.6.5 Evaluation of the Application for Promotion in Rank and/or Career Contract**

### **2.6.5.1 Interviews**

The MDCHS Promotion Committee (PC) does not normally interview the candidates for promotion. However, the PC reserves the right to request additional information and/or possible interviews for clarification of dossier.

Although not required, candidates may request in writing that they be invited to meet with the PC to discuss their qualifications. Notes will be taken during the meeting and this record will be considered in the deliberations of the committee. Interviewees may request to see and comment on the notes of their interviews. Interviews may also be recorded.

### **2.6.5.2 Record Keeping**

The candidate is the owner of the application dossier. No documents may be added by anyone else without the approval of the candidate, except for materials provided by the Promotion Committee (PC) and other academic administrative officers (VP/Dean, Associate Dean or Chair/Program Director) who are part of the review procedure. At each step in the process prior to the VP/Dean review, the candidate may update existing information they believe is appropriate prior to the PC recommendation to the VP/Dean (e.g. a submitted manuscript that has been accepted for publication or teaching evaluation from the fall semester). All information in the candidate's dossier must be in written form (hard copy or electronic) except in the circumstances outlined above.

The candidate also has the right to withdraw an application for career faculty contract and/or promotion in rank at any time during the process.

### **2.6.5.3 Confidentiality**

No faculty member may discuss the qualifications of a candidate with any individual member of the Promotion Committee. Information provided in the Candidate's Dossier is confidential and committee members are not permitted to share that information with anyone except committee members and other academic administrative officers who are part of the review procedure.

### **2.6.5.4 Materials to be Submitted by Candidates**

Please use the information contained within to provide information about the MDCHS promotion process and guide the development of your dossier.

If a faculty member's experience at another institution is included in the candidate's time at rank, the faculty member's accomplishments prior to their faculty appointment at Murphy Deming should be included in the portfolio for consideration in meeting the expectations for promotion and/or a career faculty contract.



### **2.6.5.5 Dossier Preparation**

This section is a guide for the preparation of your promotion dossier. It provides formatting and organizational assistance. The dossier is vital to the promotion process and provides you the opportunity to articulate your professional growth, accomplishments, and goals. It is a personal and professional narrative. It should be reflective and thoughtfully prepared to provide sufficient evidence of your achievement in each of the criteria for promotion (Appendix IV section [2.6.2](#)). Dossier should be well organized and placed in one or more large binders with a table of

contents and a tabbed divider system using the headings below for ease of review.

#### *2.6.5.5.1 Introduction and Profile*

Letter of application/ Cover Letter

- What are you applying for?
- Overview- highlight one or more items in each category for promotion to support your case.

Updated CV

- Job Description (if candidate has any administrative assignment)
- All annual evaluations of administrative assignments (if applicable)

#### *2.6.5.5.2 Teaching*

1. Narrative to guide reviewer through the section, highlighting how the candidate meets the criteria for promotion in teaching.
  - a. The narrative should be a systematic guide to examining the artifacts in the section. The narrative should explain each artifact including how its inclusion demonstrates your achievement of the criteria for promotion.
  - b. You should also address any challenges in teaching and provide strategies for improvement (Remember the committee will have access to your teaching evaluations and AFEs).
  - c. You can also use the narrative to draw connections between the areas, for example does your scholarship inform your teaching or service?
  - d. Bullet points are OK.
2. Teaching philosophy statement  
Good resource at <https://cei.umn.edu/writing-your-teaching-philosophy>
3. Listing of all courses taught since last formal Promotion Committee review or hire date at MBU (if first formal PC review)

4. Course evaluations for all courses taught since last formal Promotion Committee review or hire date at MBU (if first formal PC review)
5. Artifacts of teaching excellence such as (Appendix IV section [2.6.2](#) Criteria for Promotion for specific guidance)
  - a. Documentation of new or substantially revised assignment or course
  - b. Student comments
  - c. Peer evaluations
  - d. Other artifacts as needed to support narrative

#### *2.6.5.5.3 Scholarship*

1. Narrative to guide reviewer through the section, highlighting how the candidate meets the criteria for promotion in scholarship.
  - a. The narrative should be a systematic guide to examining the artifacts in the section. The narrative should explain each artifact including how its inclusion demonstrates your achievement of the criteria for promotion.
  - b. You should also address any challenges and provide strategies for improvement (Remember the committee will have access to your list of scholarly achievements and AFEs).
  - c. You can also use the narrative to draw connections between the areas, for example does your scholarship inform your teaching or service?
  - d. Bullet points are OK.
2. Scholarly Agenda
3. List of all peer-reviewed scholarly products since last formal Promotion Committee review or hire date at MBU (if first formal PC review). You can use items prior to MBU hire if you are granted years of service credit and they fall within those dates.
4. Artifacts of scholarship such as (Appendix IV section [2.6.2](#) Criteria for Promotion for specific guidance)
  - a. Peer reviewed presentations, publications
  - b. Grants
  - c. Editor/ External Review Committee
  - d. Other artifacts as needed to support narrative

#### *2.6.5.5.4 Service*

1. Narrative to guide reviewer through the section, highlighting how the candidate meets the criteria for promotion in scholarship.

- a. The narrative should be a systematic guide to examining the artifacts in the section. The narrative should explain each artifact including how its inclusion demonstrates your achievement of the criteria for promotion.
  - b. You should also address any challenges and provide strategies for improvement (Remember the committee will have access to your list of scholarly achievements and AFEs).
  - c. You can also use the narrative to draw connections between the areas, for example does your scholarship inform your teaching or service?
  - d. Bullet points are OK.
2. List of all committee membership, including leadership positions since last formal Promotion Committee review or hire date at MBU (if first formal PC review).
  3. Artifacts of community & professional service such as (Appendix IV section [2.6.2](#) Criteria for Promotion for specific guidance)
    - a. Committee membership/leadership (campus/community/professional)
    - b. Artifact of committee participation/ project
    - c. Board/ organization membership/ leadership
    - d. Other artifacts as needed to support narrative

#### *2.6.5.5.5 Professional Development Plan*

1. Summary of continuing education and other professional development participation
2. Goals for continued professional development as a faculty member and a practitioner.

#### *2.6.5.5.6 Required Letters of Reference*

Required letters of reference should come from faculty within the department, faculty in other departments within and without the college, faculty at other universities or other professionals. The applicant should ensure that, as a group, the letters address all the evaluation areas. Additional letters of support may come from current students, former students or members of the community.

All letters should be submitted directly to the candidate. If a letter of reference is provided from a member of the Promotions Committee, that individual will be unable to participate in the discussion of the candidate.

The following table shows the number of reference letters that are required or recommended for promotion to assistant professor, associate professor or professor. Applicants for career contract without promotion should follow the guidelines for their

current rank.

Promotion to the Rank of:	Total Letters Required	Internal Letters	External Letters
Assistant Professor	1	1 Required 1 Additional Recommended	0 Required 1 Additional Recommended
Associate Professor	3	2 Required 1 Additional Recommended	1 Required 1 Additional Recommended
Professor	5	3 Required 2 Additional Recommended	2 Required 1 Additional Recommended

The candidate should discuss the appropriate selection of external reviewer(s) with their dean or director. The external reviewer(s) should be provided the relevant promotion criteria for teaching, service and scholarship. The applicant should request that the letters address each of these three areas and be submitted directly to the candidate. Additional letters of reference can come from current students, former students or members of the community.

## **2.6.6 Decision-Making Procedures for Promotion in Rank and/or Career Contract**

### ***2.6.6.1 Role of the Program Director/Chair***

Chair/Program Director of the candidate will review the dossier prior to submission to the Promotion Committee. After reviewing all the information provided, they will provide a written letter to recommend or not recommend the candidate for promotion in rank and/or career contract. If Chair/Program Director cannot recommend the candidate, they must provide sufficient evidence and rationale.

A letter of non-support will not prevent the application from moving to the next level of review. All letters will be placed in the Candidate's dossier and sent to the Promotion committee no later than December 1<sup>st</sup>.

### ***2.6.6.2 Role of the MDCHS Promotion Committee***

During and after the review process, the Promotion Committee will maintain the highest level of confidentiality regarding its deliberations and decisions.

The committee shall evaluate the candidate based on the evidence and materials provided in the dossier. Using the criteria defined in Appendix IV section [2.6.2](#) and by taking the into consideration of the Pathway (Scholar or Clinical) of the candidate, the committee will evaluate all appropriate areas of faculty responsibilities. In addition, the committee will also evaluate the candidate's professionalism and collegiality.

After completing deliberations, the committee chair or their designee will provide a summary letter that includes the committee's assessment of each area of faculty

responsibility (Teaching, Service, and Scholarship as appropriate) and their professionalism and collegiality. The summary letter will be placed in the candidate's dossier for review by the VP/Dean, Associate Dean, Chair/Program Director.

The promotion committee letter must also include a statement of the committee's vote (e.g., unanimous or majority 4/5 in favor). Regardless of the committee's recommendation the review process will move forward to the college administrative level of review.

### **2.6.6.3 Role of the MDCHS Associate Deans**

The Associate Dean will review the summary letter from the Promotion Committee, the Chair/Program Director, and the dossier of the candidate member. After reviewing all the information provided, they will provide a written letter to recommend or not recommend the candidate for promotion in rank and/or career contract. If either administrator cannot recommend the candidate, they must provide sufficient evidence and rationale.

A letter of non-support will not prevent the application from moving to the final level of review by the VP/Dean. All letters will be placed in the Candidate's dossier and sent to the VP/Dean no later than March 1<sup>st</sup>.

### **2.6.6.4 Role of the VP/Dean of MDCHS**

The VP/Dean will review the summary letter from the Promotion Committee, the assessment letter of the Associate Dean, the assessment letter from the Chair/Program Director, and the dossier of the candidate faculty member. After reviewing all the information provided, the VP/Dean will submit, in writing, the results of their evaluation and a recommendation regarding their promotion in rank and/or career contract in writing by March 15<sup>th</sup> to the President and the candidate.

### **2.6.6.5 Role of the President and the Board of Trustees**

Final recommendations to the Board of Trustees on promotion will be made by the President of the University. If the recommendations of the President, VP/Dean, and committee differ, the President will meet with the VP/Dean to discuss the discrepancy prior to making their recommendations to the Board. The promotion committee, Associate Dean and/or the Chair/Program Director may be consulted as necessary. If agreement cannot be reached, the President and/or the VPHS will provide compelling reasons for disagreeing with the committee.

The President shall inform the candidate in writing of their final recommendation by April 1<sup>st</sup>.

The candidate may request a meeting to discuss the reasons for recommending or withholding promotion and/or career contract. In addition, the candidate may also request as a written statement of the reasons for recommending or withholding

promotion and/or career contract. Copies of the recommendations from the PC, VP/Dean, Associate Dean, and Chair/Program Director are placed in application dossier which is owned by the candidate (see Appendix IV section 2.6.5.2), will serve as written documentation of process.

The President's recommendations regarding promotion are subject to the final decision of the Board of Trustees of Mary Baldwin University, in its absolute discretion.

A promotion decision by the Board of Trustees becomes effective at the beginning of the following academic year.