

Mary Baldwin University



Faculty Handbook

Fishersville Campus

Approved by the Board of Trustees

May 4, 2026

This Handbook applies to the Faculty on the Fishersville Campus of Mary Baldwin University.

Preface to the Fishersville Campus Faculty Handbook

The current version of the Fishersville Campus Faculty Handbook supersedes all previous versions of the Mary Baldwin University Faculty Handbook, and its terms replace those contained in previous versions.

The Mary Baldwin University Fishersville Campus Faculty Handbook is a guide to benefits, policies, requirements, and procedures that affect Fishersville Campus faculty employees.

The Administrative Policies and Procedures maintained and published in PolicyStat, serves as a complementary body of policies to the Fishersville Campus Faculty Handbook. It governs the implementation, execution, and enforcement of institutional processes, while the Fishersville Campus Faculty Handbook defines the terms, rights, and responsibilities of faculty.

For completeness this handbook references a number of university policies that apply to all employees. University policies are available in the Employee Handbook. Faculty members are expected to comply with applicable policies.

Although not a contract, this Handbook is published to assist Mary Baldwin University faculty members on the Fishersville Campus in better understanding of existing policies, practices, and requirements relating to their employment. The Board of Trustees may modify these policies, practices, and requirements.

The Chief Academic Officer (VP/Dean of Murphy Deming College of Health Sciences) is charged with maintaining as linked PDF files in the Academics section on the MyMBU staff website, the current version of the Fishersville Campus Faculty Handbook. Current and archived versions, as well as records of all changes, however minor, will also be kept on an electronic, shared file repository.

The Chief Academic Officer works with the Fishersville Campus Policy Committee and others to see that this Handbook accurately reflects current practices that impact Fishersville Campus faculty. Possible errors should be brought to the attention of the Chief Academic Officer of the Fishersville Campus.

Although many of the policies and procedures specified in this document are similar to those recommended by the American Association of University Professors (AAUP) and other similar organizations, Mary Baldwin University declares that its policies and procedures are not necessarily bound by the interpretations given them by such external organizations.

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, sexual orientation, gender identity, or gender expression 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, 540-887-7367, Mary Baldwin University, Staunton, Virginia. 24401.

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1 Mission and General Organization

1.1 Mission

1.1.1 Institutional Mission

Mary Baldwin University empowers inclusive leaders to create lives of purpose and professional success in our changing world.

As a distinctive small university grounded in an applied liberal arts tradition, Mary Baldwin University fulfills its mission by offering a personalized, outcomes-driven education across undergraduate, graduate, and professional programs for a diverse community of women and men. The University emphasizes high ethical standards and cultivates critical, creative, and reflective thinking that equips students to excel in their careers, pursue lifelong learning, and serve their communities with purpose.

1.1.2 Mission of the College

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

1.2 General Organization and Accreditation

1.2.1 Mary Baldwin University Enterprise Structure

Mary Baldwin University operates as a multi-location academic enterprise designed to deliver distinct, yet complementary educational experiences aligned with the Institution's mission.

The Staunton Campus, located in historic downtown Staunton, Virginia, serves as the primary home for the University's traditional undergraduate programs, hybrid and selected graduate programs. This campus provides a residential, commuter, and community-centered academic environment grounded in the liberal arts tradition and interdisciplinary learning.

The Fishersville Campus, located in Fishersville, Virginia, serves as the home of the MDCHS and houses the University's seated and hybrid professional health sciences programs at both the undergraduate and graduate levels. This campus provides a commuter-oriented and community-centered academic environment designed to support applied, clinical, and workforce-aligned professional education.

Complementing these physical campuses is the Global Online Campus, which provides access to undergraduate and graduate programs for adult learners, working professionals, and non-degree seeking students. Through fully online program delivery, the Global Online Campus extends Mary Baldwin University's mission beyond the physical boundaries of Virginia, offering flexible and accessible educational pathways to a broad and diverse population.

Together, the Staunton Campus, the Fishersville Campus, and the Global Online Campus collectively support the full range of academic programs that define the Mary Baldwin University enterprise, enabling

the Institution to deliver residential work-aligned liberal arts education, professional health sciences education, and flexible online learning opportunities within a unified institutional framework.

1.2.2 College and Schools (Fishersville Campus)

Murphy Deming College of Health Sciences at Mary Baldwin University (Fishersville, VA) is organized into two distinct Schools: The School of Health Professions and The School of Nursing. Each school maintains its own academic profile and contributes to the University's mission and College mission through specialized areas of study. Each school includes undergraduate, graduate and professional programs, serving post-associate and post-baccalaureate students through seated, hybrid, and online formats which defines its academic and business portfolio.

Together, these schools form the academic and operational enterprise of Murphy Deming College of Health Sciences at Mary Baldwin University in Fishersville, Virginia.

1.2.3 Administration

Mary Baldwin University is governed by a Board of Trustees who are responsible for hiring the President as the Chief Executive Officer of the University. The University's other executive and senior officers for both campuses are hired by the President

1.2.4 Institutional Accreditation

Mary Baldwin University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctoral degrees. Mary Baldwin University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Mary Baldwin University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

On June 26, 2026, SACSCOC continued the institution's accreditation and placed the institution on Probation for Good Cause for 12 months for not meeting the criteria in Standard 13.3 (financial responsibility) of their Principles of Accreditation. For more information, please read the SACSCOC Public Disclosure Statement.

1.2.5 Specialty Accreditation

1.2.5.1 ACOTE

The occupational therapy doctoral degree program at Mary Baldwin University/Murphy Deming College of Health Sciences is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E Bethesda, MD 20814; telephone, 301-652-AOTA; and website, www.acoteonline.org.

1.2.5.2 ARC-PA

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the Mary Baldwin University/Murphy Deming College of Health

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Physician Assistant Program sponsored by Mary Baldwin University.

1.2.5.3 CAPTE

The Doctor of Physical Therapy Program at Mary Baldwin University/Murphy Deming College of Health Sciences is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>

1.2.5.4 CCNE

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program, and the post graduate APRN certificate program at Mary Baldwin University/Murphy Deming College of Health Sciences are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street, NW, Suite 750, Washington, DC 20001, (202) 887-6791.

1.2.5.5 COA

The Doctor of Nursing Practice Nurse Anesthesiology Program at Mary Baldwin University is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), 10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603, 224-275-9130; website: www.coacrna.org

2 University Governance and Faculty Involvement

The purpose of shared governance is to achieve optimal results through effective use of the University's internal and external resources. Consistent with the mission of the University, and with general oversight by trustees, the president and academic officers, the faculty have the primary role with respect to the quality and effectiveness of academic programs, including curriculum; academic policies; admissions standards and graduation requirements; instruction and assessment; peer review; and recommendations for promotion. In other areas of University life, where faculty do not have explicit authority, they may exert influence by the wisdom and strength of arguments. Faculty, administration and trustees have distinct but related authorities and roles, and must work together with mutual respect, trust and collegiality.

2.1 Governance of the Faculty Handbook

This Handbook and the University policies referenced herein may be modified or amended from time to time. The specific procedures for modifying or amending this Handbook is set forth below. And while the Board of Trustees has the authority to change all stated policies and procedures, it is expected that, in the tradition of shared governance under which the University has operated for decades, the Board of Trustees will facilitate faculty input on any proposed change and ultimately inform the faculty of any adopted changes.

2.1.1 Purpose and General Authority

The Fishersville Campus Faculty Handbook serves as a guide for the mutual responsibilities, rights, and expectations of the faculty and the Institution. While the content of the Fishersville Campus Faculty Handbook is developed through shared governance, the final authority for amending and approving the Fishersville Campus Faculty Handbook rests with the Board of Trustees.

2.1.2 Review of the Faculty Handbook

The Fishersville Campus Faculty Handbook shall be subject to both ongoing review and periodic comprehensive evaluation to ensure continued alignment with institutional priorities, accreditation requirements, and applicable laws and regulations.

In addition to ongoing revisions, the Handbook shall undergo a comprehensive review no less than once every two (2) years.

All proposed changes—whether arising from ongoing review or periodic comprehensive review—shall be subject to the authority and approval provisions outlined in the section governing revisions (§[2.1.4](#) and §[2.1.5](#)) of the Fishersville Campus Faculty Handbook. Approved revisions shall be communicated to faculty in a timely manner and incorporated into the official version of the Handbook.

2.1.2.1 *Faculty-Initiated Recommendations for Substantive Change*

Faculty, acting through established shared governance structures, may propose substantive changes to the Fishersville Campus Faculty Handbook. Proposals will only be recommended if endorsed by a majority vote of the Fishersville Campus Faculty Assembly. All proposals are transmitted to the Chief Academic Officer to the President for Presentation to the Board of Trustees.

All changes to this Handbook must be approved by the Board of Trustees.

2.1.2.2 *Administrative-Initiated Recommendations for Substantive Change*

The administration, including the President, Chief Academic Officer, or their designees, may propose substantive changes to the Fishersville Campus Faculty Handbook. Administrative recommendations remain subject to the approval processes outlined in §[2.1.4](#) and shall not require faculty consensus for adoption. However, meaningful faculty consultation is required for all substantive changes affecting faculty roles, responsibilities, or conditions of employment. Proposals are transmitted to the Chief Academic Officer to the President for Presentation to the Board of Trustees.

All changes to this Handbook must be approved by the Board of Trustees.

2.1.3 Authority to Amend the Faculty Handbook by the Board of Trustees

The Board of Trustees reserves the right to amend, modify, or repeal any provision of the Fishersville Campus Faculty Handbook at any time, in whole or in part, as it deems necessary in the best interests of the Institution. In general, the Board of Trustees will give due consideration to recommendations originating through shared governance structures and will consult with the President, appropriate Chief Academic Officer, other administrators and faculty representatives before making substantive changes (§[2.1.4.2](#)). However, nothing in this Handbook shall be construed to limit the authority of the Board of Trustees to act unilaterally if, in its judgment, institutional circumstances so require.

2.1.4 Substantive and Non-Substantive Changes

For purposes of revision and approval, changes to the Fishersville Campus Faculty Handbook are classified as either non-substantive or substantive.

2.1.4.1 *Non-Substantive Changes*

Non-substantive changes are editorial, technical, or clarifying in nature and do not materially alter faculty rights, responsibilities, evaluation standards, governance authority, or due-process protections.

Examples include, but are not limited to:

- Corrections of typographical, grammatical, or formatting errors
- Updates to titles, office names, or organizational references
- Corrections to cross-references, hyperlinks, or citations
- Clarifications that do not change intent or meaning
- Revisions required to maintain consistency across university documents

Approval Process for Non-Substantive Changes

Non-substantive do not require approval by the Board of Trustees and these changes may be made by the Chief Academic Officer or their designee, in consultation with appropriate administrative offices (e.g., Human Resources, as applicable) which also determines their effective date.

All non-substantive changes shall be:

- Documented in a publicly available change log, and
- Reported to the appropriate Fishersville Campus Faculty Assembly on an annual basis.

2.1.4.2 *Substantive Changes*

Substantive changes include those that materially affect faculty status, rights, responsibilities, evaluation, workload, governance authority, or due-process protections.

Examples include, but are not limited to:

- Policies related to appointment, promotion, career contracts, or contract renewal
- Faculty promotion and workload
- Faculty governance structures, roles, or authority
- Academic freedom language
- Policies related to grievance, disciplinary, or dismissal
- Reallocation of policy content between the Fishersville Campus Faculty Handbook and the Academic Administrative Policies and Procedures in PolicyStat when such reallocation affects faculty rights or expectations

Approval Process for Substantive Changes

All substantive changes to the Fishersville Campus Faculty Handbook must be approved and adopted by the Board of Trustees. Recommendations for amendments to the Faculty Handbook may come either from the Board of Trustees, President or directly from the Fishersville Campus Faculty Assembly. When the substantive change pertains to the faculty on both campuses, they must be voted on by both Faculty Assemblies, individually.

Substantive changes require:

- Review by the appropriate faculty governance body.
- Meaningful faculty participation includes timely access to relevant information, opportunities for review and feedback through established shared governance practices, and documented consideration of faculty input
 - An initial meeting for introduction and discussion of the proposed changes,
 - A five (5) day review period by the appropriate Campus Faculty Assembly, and
 - A follow up/final meeting for consultation including an assembly vote to support or not support the proposed changes.
- Faculty consultation shall inform the development of substantive changes; however, faculty approval or consensus is not required for adoption
- Review by the Chief Academic Officer of the Fishersville Campus
- Review by the President
- Review and a recommendation of the Academic Affairs Committee of the Board of Trustees; and
- Final approval (or denial) by Board of Trustees, as required by institutional policy.

Substantive revisions shall be accompanied by the minutes associated with faculty consultation to serve as the record of deliberation and shall not be construed as requiring consensus or limiting the authority of the administration or Board of Trustees.

2.1.5 Classification of Proposed Changes

A proposed change to the Fishersville Campus Faculty Handbook shall be deemed substantive if it materially alters:

- Faculty rights or obligations.
- Conditions of employment.
- Evaluation, promotion, career contracts, or other contract standards.
- Governance authority or decision-making processes; or
- Due-process protections.

In cases where it is unclear whether a proposed change constitutes a non-substantive change or a substantive change, the Academic Affairs Committee of Board of Trustees shall determine the type of change classification.

2.1.6 Effective Date of Changes

Unless otherwise specified, approved changes to the Fishersville Campus Faculty Handbook shall take effect at the beginning of the next academic year.

Emergency or legally required changes may take effect immediately, with prompt notification to faculty and subsequent governance review as appropriate.

2.2 Faculty on Board of Trustees Committees

The Institution affirms its commitment to shared governance by formalizing faculty participation on the Academic Affairs Committee (§2.2.1) and the Advancement and Communications Committee (§2.2.2), two standing committees of the Board of Trustees.

All other committees of the Board of Trustees are considered Board governance committees and, as such, do not include faculty representation. Board governance committees are those designated by the Chair of the Board and include, but are not limited to, the Executive Committee, Governance and Trusteeship Committee, Fiscal Resources Facilities and Audit Committee, as well as any other committees so designated by the Chair.

2.2.1 Faculty Participation on the Academic Affairs Committee of the Board of Trustees

Faculty participation on the Academic Affairs Committee consists of one (1) faculty member from each College to foster mutual understanding, promote transparency, and strengthen alignment between academic priorities and institutional strategy. Participation on this committee reflects the faculty's shared responsibility for institutional governance and academic stewardship. Faculty representatives are expected to engage thoughtfully and consistently in committee discussions, bringing forward the perspectives of their respective colleges and the broader faculty while maintaining awareness of the committee's role within the Board of Trustees' governance structure. Through informed participation and regular communication with the faculty, representatives help reinforce the collaborative partnership among the Faculty, Administration, and Board of Trustees in advancing the academic mission of the University.

While faculty representatives do not serve as voting members, they are expected to participate fully in committee discussions and to report to the appropriate Campus Faculty Assembly following each committee meeting. Their participation is intended to provide faculty perspective and academic expertise in support of the committee's deliberations. Faculty representatives may propose agenda items for consideration by the committee chair, in accordance with timelines and procedures established by the Board of Trustees. The administrator responsible for preparing the tentative agenda shall notify faculty representatives of submission deadlines as soon as they are established.

Faculty concerns that are not directly related to the charge or deliberations of the Academic Affairs Committee are communicated through established shared governance channels or reported to the President, who is charged by the Board of Trustees with informing the Board of Trustees on all matters relating to the state of the University.

Faculty members serving on the Academic Affairs Committee do not attend executive sessions of the Board of Trustees or its committees. Discussions and Voting on Personnel-related matters (e.g., promotion etc.) are held in executive session. Faculty participation on the Academic Affairs Committee does not confer trustee status, voting authority, or fiduciary responsibility, all of which are reserved exclusively to appointed trustees.

2.2.2 Faculty Participation on the Advancement and Communications Committee of the Board of Trustees

Faculty participation on the Advancement and Communications Committee consists of one (1) faculty member from each College to foster mutual understanding, promote transparency, and strengthen alignment between academic priorities and institutional strategy. Participation on this committee reflects the faculty's shared responsibility for institutional governance and academic stewardship. Participation on this committee includes helping to identify potential donors to expand the donor base and fostering positive relationships with alumni and external constituencies. Faculty representatives are expected to engage thoughtfully and consistently in committee discussions, bringing forward the perspectives of their respective colleges and the broader faculty while maintaining awareness of the committee's role within the Board of Trustees' governance structure. Through informed participation and regular communication with the faculty, representatives help reinforce the collaborative partnership among the Faculty, Administration, and Board of Trustees in advancing the academic mission of the University.

While faculty representatives do not serve as voting members, they are expected to participate fully in committee discussions and to report to the appropriate Campus Faculty Assembly following each committee meeting. Their participation is intended to provide faculty perspective and academic expertise in support of the committee's deliberations. Faculty representatives may propose agenda items for consideration by the committee chair, in accordance with timelines and procedures established by the Board of Trustees. The administrator responsible for preparing the tentative agenda shall notify faculty representatives of submission deadlines as soon as they are established.

Faculty concerns that are not directly related to the charge or deliberations of the Advancement and Communications Committee are communicated through established shared governance channels or reported to the President, who is charged by the Board of Trustees with informing the Board of all matters relating to the state of the University.

Faculty members serving on the Advancement and Communications Committee do not attend executive sessions of the Board of Trustees or its committees. Faculty participation on the Advancement and Communications Committee does not confer trustee status, voting authority, or fiduciary responsibility, all of which are reserved exclusively to appointed trustees.

2.3 Executive and Senior Leadership

2.3.1 President

The President of Mary Baldwin University serves as the Chief Executive and Principal Academic Officer of the Institution, providing strategic, financial, operational, and academic leadership in close partnership with the Board of Trustees. As the Board's chief professional adviser and subject to its authority, the President is responsible for advancing the University's mission, stewarding its legacy, and ensuring long-term institutional sustainability. The President oversees academic quality, enrollment, finance, operations, and advancement across all campuses and instructional modalities, and leads institutional planning and innovation to position the University for success in a changing higher education landscape.

The President makes regular reports to and is accountable to the Board of Trustees for the effective operation of all University departments and serves as the official channel of communication between the Board and the Faculty.

2.3.2 Executive Vice President of Finance and Administration

The Executive Vice President of Finance and Administration and Chief Financial Officer serves as the University's senior financial and administrative officer and reports directly to the President. As a member of the President's Executive Cabinet (§2.4.1), the Executive Vice President provides leadership and oversight for the fiscal integrity, administrative operations, and long-term financial sustainability of the Institution. In the role of Chief Financial Officer, the Executive Vice President holds primary responsibility for financial planning, budgeting, accounting, financial reporting, internal controls, operational areas (human resources, security maintenance and grounds) and stewardship of university assets and serves as the principal financial advisor to the President and the Board of Trustees.

2.3.3 Provost

The Provost serves as the Chief Academic Officer of the Staunton Campus and provides strategic leadership for the academic mission and instruction on the Staunton Campus. Reporting directly to the President and serving on the President's Executive Cabinet (§2.4.1), the Provost acts as the principal advocate for the academic enterprise and bears primary responsibility for advancing academic excellence; supporting faculty recruitment, development, evaluation, and success; and ensuring the quality, integrity, and coherence of undergraduate, graduate, and professional programs. In collaboration with Faculty, College/School Administration, and duly constituted shared governance bodies, the Provost oversees finances, academic policy, curriculum, faculty affairs, and the assessment of student learning, and ensures compliance with regional and specialized accreditation standards while upholding principles of academic freedom and shared governance for the Staunton Campus.

2.3.4 Vice President and Dean for Murphy Deming College of Health Sciences

The Vice President and Dean for the Murphy Deming College of Health Sciences serves as the Chief Academic and Administrative Officer for the University's health sciences branch campus and reports directly to the President. By virtue of this role and the status of Murphy Deming as a branch campus in Fishersville, the Vice President and Dean is a member of the President's Executive Cabinet (§2.4.1). The VP/Dean acts as the principal advocate for the academic enterprise and bears primary responsibility for advancing academic excellence; supporting faculty recruitment, development, evaluation, and success; and ensuring the quality, integrity, and coherence of undergraduate, graduate, and professional programs. In collaboration with Faculty, College/School Administration, and duly constituted shared governance bodies, the VP/Dean oversees operations, finances, academic policy, curriculum, faculty affairs, and the assessment of student learning, and ensures compliance with regional and specialized accreditation standards while upholding principles of academic freedom and shared governance for the Fishersville Campus

2.3.5 Chief of StaR and Vice President of Strategic Initiatives

The Chief of StaH and Vice President (VP) of Strategic Initiatives is a senior administrative officer reporting directly to the President and serving as a member of the President's Executive Cabinet (§2.4.1). The position provides leadership for institutional strategy (strategic planning and implementation), executive operations, and cross-divisional coordination in support of the University's mission and strategic priorities.

2.3.6 Chief Online Learning Officer

The Chief Online Learning Officer (COLO) serves as the senior administrator responsible for the strategic leadership, quality assurance, and operational oversight of the University's online and distance education initiatives. Reporting to the Vice President of Enrollment Management and serving on the President's Advisory Council (§2.4.2), the COLO ensures that online programs are developed, delivered, and assessed in a manner consistent with the University's mission, academic standards, and applicable accreditation requirements, including SACSCOC principles governing distance and correspondence education.

2.3.7 Vice President of Advancement

The Vice President for Advancement is the University's chief advancement officer, responsible for providing strategic leadership for philanthropy, alumni engagement, and external relations in support of the University's mission and long-term sustainability. Reporting to the President, the Vice President serves on the President's Executive Cabinet (§2.4.1) and leads a comprehensive advancement program that integrates fundraising, donor and alumni relations, campaign strategy, and advancement operations.

2.3.8 Vice President of Enrollment Management

The Vice President for Enrollment Management is the University's senior enrollment strategist, reporting to the President and serving on the President's Executive Cabinet (§2.4.1). The position is responsible for developing and executing a comprehensive, data-informed enrollment strategy that supports the University's mission, academic priorities, access goals, and long-term financial sustainability. The Vice President provides leadership for undergraduate, graduate, and online enrollment functions, including admissions, financial aid, enrollment systems, and student accounts.

2.3.9 Commandant of Cadets

The Commandant of the Cadets serves as the senior administrative and leadership officer for the Virginia Women's Institute for Leadership (VWIL) Cadet Corps and ROTC Cadets. The Commandant of the Cadets also serves as a member of the President's Advisory Council (§2.4.2). The Commandant is responsible for the overall leadership, enrollment, organization, training, and effective operation of the nation's only all-female cadet corps.

2.3.10 Vice President for Inclusive Excellence and Community

The Vice President for Inclusive Excellence reports to the President and provides strategic leadership for initiatives that foster belonging, community, and student success by ensuring broad participation in advising, academic, and co-curricular opportunities that support a multicultural campus experience. The

position oversees the Office of Inclusive Excellence, which includes multicultural communities to include but not limited to Persist, Ida B. Wells, MBCW, and LGBTQ+ student affinity groups, aligning co-curricular and academic-facing efforts to enhance engagement, and cultural awareness within a supportive campus environment. This VP for Inclusive Excellence and Community serves as a member of the President's Advisory Council (§2.4.2) and collaborates across divisions to advance institutional priorities related to belonging, community, and student engagement.

2.3.11 Vice President of Student Affairs

The Vice President for Student Affairs is the University's senior student affairs officer, reporting to the President or their designee and serving on the President's Advisory Council (§2.4.2). The Vice President provides strategic leadership for student life. The position oversees core student affairs functions, including residence life, student activities, health and counseling services, student conduct, Title IX coordination, wellness initiatives, student government, orientation, and other related services.

2.3.12 Athletic Director

The Director of Athletics serves as the University's senior athletics officer and provides leadership and oversight for the intercollegiate athletics program in accordance with the University's mission and the principles of NCAA Division III. Reporting to the President or their designee, the Director of Athletics serves on the President's Advisory Council (§2.4.2) and is responsible for ensuring that athletics operates as an integral component of the educational experience, emphasizing student-athlete well-being, academic success, ethical conduct, and competitive integrity.

2.4 President's Executive Cabinet and Advisory Council

2.4.1 President's Executive Cabinet

The President's Executive Cabinet serves as the principal advisory and deliberating body to the President of the University. Acting under the President's delegated authority, the Cabinet ensures that the University's mission, strategic priorities, and operational activities are effectively aligned and executed across all sectors of the Institution. The Cabinet advises the President on matters of strategic significance and supports the integration of academic, financial, operational, and student-focused initiatives to advance institutional excellence and sustainability.

2.4.2 President's Advisory Council

The President's Advisory Council includes the Executive Cabinet and other senior administrators as designated by the President. The Advisory Council serves as an extended advisory and consultative body that supports the President and Executive Cabinet in advancing the University's mission, strategic priorities, and institutional effectiveness. The Council fosters alignment, communication, and collaboration across all divisions of the University by engaging senior leaders responsible for academic, student, enrollment, and operational functions.

The Council provides a forum for collective insight, cross-divisional coordination, and proactive problem-solving on matters that impact the student experience, institutional reputation, operational efficiency, and overall organizational health.

The President's Advisory Council operates in an advisory capacity to the President and Executive Cabinet. It does not serve as a policy- or decision-making body; rather, it provides strategic counsel, operational perspective, and institutional feedback to inform Presidential and Cabinet deliberations.

2.5 Academic Leadership

2.5.1 Academic Administrative Structure

The University maintains flexibility in its academic administrative structure to ensure appropriate leadership, accountability, and compliance with accreditation standards. Academic administrative roles, including faculty administrators, are established in response to the scope, scale, and complexity of the University's academic enterprise. As programs expand, diversify across degree levels, or require oversight of multiple specialized accrediting bodies, the University may create, modify, consolidate, reinstate, or discontinue such positions in alignment with institutional needs, strategic priorities, resource considerations, and accreditation requirements.

The absence or consolidation of a position at any given time shall not preclude its future establishment as academic programs evolve or institutional complexity warrants additional leadership capacity.

2.5.2 Vice President and Dean (VP/Dean)

The College Dean is the chief academic and administrative officer of the Murphy Deming College of Health Sciences (MDCHS) and is responsible for the overall leadership, strategic direction, and operational management of all academic programs, personnel, and resources within the College. The Dean provides vision and leadership to advance the College's mission, ensure academic quality and integrity, promote student success, and align College priorities with the broader strategic objectives of the University.

At Mary Baldwin University, the Dean of MDCHS also holds the title of Vice President by virtue of the College's designation as a branch campus. In this capacity, the Vice President/Dean exercises expanded authority that includes oversight of both academic and operational functions necessary to support the effective administration of the Fishersville campus.

The Dean exercises comprehensive administrative authority over the College and ensures coordination and integration across academic programs and administrative functions, fostering collaboration, accountability, and operational effectiveness throughout the College.

The Vice President/Dean serves as the primary liaison between the College and University leadership, including the President, and Board of Trustees, and represents the College in both internal and external affairs.

The Vice President/Dean of MDCHS holds faculty rank but does not maintain a faculty appointment and, as such, does not carry a teaching load.

2.5.3 Senior Associate /Associate Dean

When established (§2.5.1), Senior Associate/Associate Deans are senior academic administrators who provide strategic, operational, and administrative leadership across multiple academic programs within a school, or functional domains within a college. Serving as key members of the Chief Academic Officer's leadership team, Senior Associate/Associate Deans are responsible for advancing college-wide priorities, ensuring alignment of academic programs with institutional strategy, and overseeing cross-functional initiatives that support academic quality, student success, and operational effectiveness. Senior Associate/Associate Deans maintain faculty rank but do not hold a faculty appointment while exercising administrative authority commensurate with the breadth and complexity of their assigned portfolio. They are fully administratively assigned and do not carry a required teaching load.

2.5.4 Assistant Deans

When established (§2.5.1), Assistant Deans are administrative leaders responsible for advancing defined, mission-critical initiatives within a school or college, typically in non-academic or cross-functional areas such as student success, retention, advising, or other strategic priorities of the college. The role focuses on the execution and oversight of a specific portfolio rather than broad academic program leadership, supporting the implementation of institutional and college-level priorities through coordination of operations, alignment of resources, and effective delivery of services and initiatives. Assistant Deans may be appointed from the faculty or professional staff, may carry limited teaching or administrative responsibilities as appropriate, and typically report to a Dean, Associate Dean, or other senior academic leader.

2.5.5 Department Chairs

When established (§2.5.1), Department Chairs are faculty administrators who maintain their faculty rank and faculty appointment while providing academic, administrative, and personnel leadership for an academic department in support of the institution's mission and academic quality standards. Chairs carry administrative authority commensurate with their assigned scope of responsibility

Department Chairs report to the Senior Associate/Associate Dean of the school, depending on the academic structure of School. Chairs carry a reduced teaching load commensurate with the scope of administrative responsibilities or as required by specialty or external accrediting bodies, as defined in their faculty contracts.

The scope of responsibilities assigned to each Department Chair is determined by factors that include but are not limited to faculty size, student enrollment, and applicable accreditation requirements, which collectively inform the appropriate faculty administrator tier designation (§6.5.2)

See the Workload Policy in PolicyStat for details regarding required teaching load and assigned administrative load.

2.5.6 Program Directors

When established (§2.5.1), Program Directors are faculty administrators who maintain their faculty rank and faculty appointment while providing academic coordination and oversight for a specific degree, major, minor, or certificate program in support of institutional mission, academic quality, and student learning outcomes.

Program Directors may report to the Department Chair or Senior Associate/Associate Dean as appropriate for the academic structure of their school. The Program Director typically carry a reduced teaching load commensurate with the scope of administrative responsibilities as required by specialty or external accrediting bodies, as defined in their faculty contracts.

The scope of responsibilities assigned to each Program Director is determined by factors that include but are not limited to faculty size, student enrollment, and applicable accreditation requirements, which collectively inform the appropriate faculty administrator tier designation (§6.5.2)

See Workload Policy in PolicyStat for details regarding required teaching load and assigned administrative load.

2.6 Institutional Academic Councils

2.6.1 Participation of the MDCHS VP/Dean in Institutional Academic ARairs

The VP/Dean of MDCHS maintains an administrative reporting relationship to the president separate from the Provost. Notwithstanding this reporting structure, VP/Dean of MDCHS shall participate as a member of the Academic Leadership Council (§2.6.2) and The Academic Advisory Council (§2.6.3) which are convened and chaired by the Provost.

Such participation is intended to promote institutional coordination, ensure appropriate communication and collaboration across academic leadership, and support continuity in academic policy, planning, operations and communications between the Staunton and Fishersville campuses. Participation in these councils does not alter or supersede established administrative reporting relationships but serves to facilitate alignment and shared understanding across the Institution's academic enterprise.

2.6.2 Academic Leadership Council

The Academic Leadership Council (ALC) functions as the primary leadership and coordination body for the academic operations of the Institution. Chaired by the Provost, ALC brings together the VP/Dean of MDCHS and the administrative leadership of the schools within each of the Colleges on the Staunton Campus. Collectively, the ALC come together to coordinate and address academic management, planning, and implementation. Its work centers on ensuring that strategic objectives and institutional priorities are effectively executed within and across the University's academic units. The ALC provides a collaborative forum for aligning curricula (online and residential), coordinating faculty and staHing needs, assessing budgetary needs, and assessing program performance. Through this body, the academic leadership collectively support consistency in academic standards, foster innovation within their respective units, and ensure the eHicient operation of the institutional enterprise. The Council serves as the institutions primary

mechanism for translating academic strategy into practice and maintaining operational excellence across the University's Colleges and Schools.

2.6.3 Academic Advisory Council

The Academic Advisory Council (AAC) is chaired by the Provost serves as the strategic forum for academic leadership consultation within the University. Composed of the ALC as well as additional administrators (Registrar, Director of the Library, Director of the Commons etc.) to advise on matters of academic policy and procedure, institutional support and planning, and strategic alignment. Its purpose is to ensure that academic priorities, resource decisions, and programmatic initiatives advance the University's mission and long-term goals. The AAC fosters communication and collaboration among academic divisions and operations, coordinates the development of new academic initiatives, and provides a venue for discussing trends, challenges, and opportunities affecting the University's academic direction. Operating in an advisory capacity, the council assists the Institution in shaping a cohesive and forward-looking academic strategy that integrates institutional effectiveness, innovation, and mission fulfillment.

2.7 Faculty Governance Overview

2.7.1 General Organization

The University is committed to shared governance and to providing meaningful structures through which faculty participate in deliberation on academic and institutional matters. Faculty exercise their responsibilities for academic quality, curriculum, and related policies through faculty committees, the appropriate Campus Faculty Assembly, and advisory mechanisms established to facilitate communication between the Faculty and Administration. University committees provide the primary means by which faculty contribute to institutional governance consistent with their roles and responsibilities.

Faculty governance committees are organized as standing and ad hoc committees with charges defined in the Fishersville Campus Faculty Handbook and in Policy Stat. Standing committees address ongoing areas of faculty responsibility, including curriculum and academic standards, faculty status and evaluation, assessment of student learning, and academic policy review. These committees develop recommendations and reports that are brought forward to the appropriate Campus Faculty Assembly for discussion or action, as appropriate, and are transmitted to the administration through established review and approval processes.

For purposes of faculty governance under this Handbook, the faculty body consists of those faculty members appointed to the Murphy Deming College of Health Sciences located in Fishersville, Virginia as indicated in their faculty contracts. Faculty members appointed to academic units on the University's Staunton Campus operate under a separate faculty governance structure as defined in the MBU Staunton Campus Faculty Handbook.

2.7.1.1 *Governance of the Global Online Campus*

The Global Online Campus does not have a separate Faculty Handbook. Faculty are subject to either the Staunton Campus or the Fishersville Campus Handbook, depending on the location of the program in which they teach.

2.7.2 Faculty Governance Structure Across Campuses

Mary Baldwin University maintains a system of shared governance that recognizes the distinct academic operations of its Staunton and Fishersville Campuses while preserving the unity of the University as a single accredited Institution.

For purposes of faculty governance, the University operates through two faculty bodies, each responsible for matters primarily affecting the academic programs and faculty of their respective campus:

- The Staunton Campus Faculty Assembly (See §2.8.1 in the Staunton Campus Faculty Handbook)
- The Fishersville Campus Faculty Assembly (See [§2.8.1](#), in this Faculty Handbook)

Each Campus Faculty Assembly exercises responsibility for academic policies, curricular matters, faculty affairs, and other issues related to the academic programs and instructional operations of its campus through the Campus-level committees (See [§2.8.2.1](#)), consistent with policies and strategic direction of the University.

At the same time, certain academic and institutional matters necessarily extend across both campuses. In such cases, university-level faculty ad-hoc committees ([§2.8.2.2](#)) are established to ensure coordination, consistency of academic standards, and institutional alignment.

2.8 Faculty Governance – Fishersville Campus

2.8.1 Fishersville Campus Faculty Assembly

The Faculty Assembly at the Fishersville Campus serves as the principal forum through which the Fishersville faculty collectively participates in academic governance, policy development, and stewardship of the academic mission. The Fishersville Campus Faculty Assembly ensures that faculty expertise informs institutional decision-making related to curriculum, academic standards, faculty policy, and educational quality.

Responsibilities:

- Review, deliberate, and act on recommendations from Fishersville Campus Standing Committees
- Nominate and elect faculty members to Campus standing committees and IRB, ensuring equitable representation across the Schools and Programs in support of shared governance. (See PolicyStat for nomination and election processes)
- Approve and recommend faculty policies and academic governance proposals through established shared governance procedures.
- Provide structured opportunities for faculty discussion of institutional academic priorities
- Communicate collective faculty perspectives to the administration through established channels (e.g. Murphy Deming Faculty Council)

Membership:

- All faculty as defined in Faculty section of this Handbook (§4) and Fishersville Campus Assembly Membership (§4.1.1)
- Voting eligibility as defined in Faculty section of this Handbook (§4)

2.8.2 Standing Committees of the Faculty

Standing committees of the respective Campus Faculty Assemblies serve a central role in the University's system of shared governance by providing structured, representative, and sustained faculty participation in academic and institutional decision-making. Through focused inquiry, deliberation, and recommendation within defined areas of responsibility, standing committees enable faculty to contribute disciplinary expertise, professional judgment, and institutional perspective to matters affecting academic quality, faculty policy, and the educational mission of the University.

Acting in an advisory capacity, standing committees review issues within their charge and develop recommendations for consideration by the appropriate Campus Faculty Assembly or Assemblies and the administration. Through this process, standing committees support informed and collaborative decision-making while respecting the distinct roles and authorities of the Faculty, Administration, and the Board of Trustees. Collectively, standing committees promote transparency, continuity, and shared responsibility in advancing the long-term academic integrity and effectiveness of the Colleges and the University.

Because Mary Baldwin University operates academic programs across both the Staunton and Fishersville campuses, faculty governance committees are organized into two categories to reflect the scope of their responsibilities.

2.8.2.1 *Campus Standing Committees*

Campus standing committees serve the governance needs of the faculty body associated with a particular campus. These committees address matters primarily affecting the academic programs, faculty policies, and student academic affairs within that campus.

As such, campus standing committees develop recommendations for consideration by their respective Campus Faculty Assembly and communicate their work through established governance channels to the administration.

The standing committee structure shall be subject to periodic review through approved shared governance processes to ensure continued alignment with institutional strategy, accreditation requirements, and emerging trends in higher education; such review may result in the creation, modification, consolidation, or discontinuation of committees.

2.8.2.2 *Joint or Ad Hoc Committees*

When issues require coordinated consultation between the two faculty bodies but do not warrant a permanent committee structure, the Chief Academic Officers of each campus may establish joint or ad hoc committees with representation from both campuses.

In addition, the Board of Trustees, President or other designated Administrative Officers may establish ad hoc committees to address specific institutional priorities, operational needs, or time-limited initiatives requiring focused expertise or coordination.

All such committees are formed for a defined purpose and period of time and shall dissolve upon completion of their assigned charge.

2.8.2.3 College-Level/ School Level Committees (Fishersville Campus)

Academic units within the Fishersville Campus, may establish College-level/School-level committees to support discipline-specific academic, curricular, and operational needs that do not require action at the level of the Fishersville Campus Faculty Assembly.

College-level committees may address matters including, but not limited to, program development, curriculum review at the unit level, student success initiatives, assessment, and other academic or administrative functions appropriate to the College.

Such committees shall be established by the appropriate Senior Associate/Associate Dean, when established, in consultation with the faculty and, where applicable, in coordination with the Chief Academic Officer to ensure alignment with institutional policy and governance structures.

College-level/School-level committees shall operate within the scope of authority delegated to the College and/or School and may not supersede or conflict with policies, procedures, or decisions established through university-level faculty governance or administrative authority. Matters requiring institutional approval shall be forwarded through established governance channels.

The structure, membership, and operational procedures of College-level committees shall be defined at the College level and documented in accordance with applicable institutional policies.

College-level/School-level committees are advisory in nature unless otherwise specified and shall report through the appropriate College leadership to ensure coordination with Institutional priorities and governance processes.

2.8.2.4 Institutional Authority

Recommendations from campus standing committees and ad-hoc committees are advisory and are transmitted through established governance channels to the appropriate academic leadership and the President. Final institutional authority rests with the administration and the Board of Trustees, consistent with the University's governance structure.

2.8.3 Fishersville Campus Standing Committees of the Faculty

2.8.3.1 Murphy Deming Faculty Council

The Murphy Deming Faculty Council (MDFC) serves as a coordinating and consultative body that facilitates effective communication between the campus faculty and the administration. The Council provides a structured forum for information sharing, dialogue, and feedback on matters affecting academic operations, the student academic experience, and institutional priorities, helping to ensure alignment and awareness across Schools and administrative units.

The Council does not replace or supersede the deliberative authority of the Campus Faculty Assembly, nor does it assume the responsibilities of standing committees or other governance bodies. It does not exercise policy-making or decision-making authority. Rather, the Council functions as a conduit for

communication, elevating faculty perspectives to the administration and conveying institutional priorities, initiatives, and considerations back to the faculty.

Through this role, the Council supports transparency, coordination, and mutual understanding, while identifying issues that may warrant further review through appropriate shared governance processes. Elected faculty members of the MDFC will be designated to serve as non-voting representatives to relevant Board of Trustees committees to support communication and appropriate faculty perspective at the Board level.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.2 Assessment Committee

The Assessment Committee is responsible for the coordination and oversight of the College's academic assessment processes related to student learning and curricular effectiveness.

The Committee supports the systematic evaluation of student learning outcomes across the College's academic programs, including the assessment of:

- academic degree programs;
- certificates and other academic credentials; and
- other curricular initiatives designed to support student learning.

The Committee reviews assessment reports submitted by academic programs and provides structured feedback to MDCHS program faculty regarding learning outcomes, assessment methodologies, interpretation of results, and identification of improvement actions. The Committee may request clarification or additional information where assessment documentation is incomplete or inconsistent with institutional expectations.

The Committee periodically synthesizes assessment findings and trends and communicates these observations to the ALC, the appropriate Chief Academic Officers, and the appropriate Campus Faculty Assemblies, as appropriate.

The purpose of these reports is to support informed discussion regarding curriculum quality and student learning on the Fishersville Campus.

Findings from assessment activities are intended to inform curricular improvement, academic planning, and discussions of resource priorities, but the Committee does not possess authority to mandate curricular changes, allocate resources, or make binding academic decisions.

Final authority regarding academic programs, curricular modifications, and institutional planning remains with the appropriate academic officers and governance bodies in accordance with institutional policy.

Through its work, the Assessment Committee supports the University's and College's commitment to continuous improvement in student learning and academic quality.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.3 *Academic Appeals Committee (AAC)*

The Academic Appeals Committee (AAC) is responsible for reviewing student appeals arising under the University's General Appeals Policy that relate to academic actions taken within programs on the Fishersville campus. The Committee serves as a faculty review body that evaluates whether the decision under appeal was made in accordance with established University policies and procedures.

In reviewing an appeal, the Committee shall determine whether the facts presented support the student's contention that the academic action or decision was impermissibly or arbitrarily assigned, or that there was a material procedural deviation from applicable policies, as defined in the General Appeals Policy. In making this determination, the Committee reviews the documentation submitted by the parties and may request additional information necessary to clarify the record.

The AAC's role is procedural and evaluative, not substitutive. It is not the function of the Committee to re-evaluate the student's academic work, reassess the quality of performance, or substitute its own academic judgment for that of the faculty member or academic authority responsible for the original decision. The Committee therefore does not determine whether it agrees with the professional judgment exercised in assigning a grade, evaluating academic performance, or imposing an academic action.

Instead, the Committee's review is limited to determining whether the decision:

- was made in accordance with applicable academic policies and procedures;
- was supported by the information reasonably available at the time the decision was made; and
- was free from arbitrary, capricious, or impermissible considerations.

Following its review, the Committee shall render a recommendation consistent with the procedures outlined in the College's Appeals Policy. Recommendations are transmitted through the established administrative channels for final disposition.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.4 *Educational Policy and Curriculum Committee (EPC)*

The Educational Policy and Curriculum Committee (EPC) serves as the primary faculty body responsible for the review and oversight of curricular matters and related academic policies for programs offered on the Fishersville Campus within the Murphy Deming College of Health Sciences.

Acting on behalf of the faculty in matters of curriculum, the Committee helps ensure that academic programs, courses, and related policies maintain appropriate rigor, coherence, and alignment with the mission and educational objectives of both the College and the University.

The EPC reviews matters related to curricular integrity, academic policy and procedure, and the academic design of programs within the Murphy Deming College of Health Sciences. The Committee evaluates proposals for new academic programs, as well as proposals involving the addition, deletion, or modification of courses and changes to program curricula, with attention to academic rigor, curricular coherence, and alignment with professional standards and accreditation requirements associated with the health professions.

The Committee also reviews policies and processes related to student admission, retention, and promotion within MDCHS programs to ensure consistency with academic standards, professional accreditation requirements, and institutional policies.

In its review of curricular proposals, the Committee evaluates the academic merits, curricular structure, and educational objectives of proposed changes. Consideration of budgetary, staffing, facilities, and other institutional resource implications associated with new programs or curricular initiatives remains the responsibility of the administration through established institutional planning and approval processes. Faculty endorsement of curricular proposals reflects approval of the academic integrity and educational merit of the proposal and does not constitute authorization for program implementation or allocation of institutional resources.

The Committee serves in an advisory and recommendatory capacity. Recommendations of the Committee are transmitted to the Chief Academic Officer for the Fishersville Campus for administrative review and approval prior to consideration by the Fishersville Campus Faculty Assembly. Recommendations adopted by the Fishersville Campus Faculty Assembly are subsequently communicated through appropriate administrative channels in accordance with the University's governance framework and, where required, through the University's formal approval processes.

Recommendations for the creation, substantive revision, suspension, or discontinuation of academic programs (including majors, minors, certificates, and related credentials) shall proceed through shared governance processes and require final approval by the Board of Trustees.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.5 Policy Committee

The Policy Committee serves as a consultative faculty body responsible for reviewing and providing input on administrative policies and institutional procedures affecting the Fishersville Campus and to ensure that the Fishersville Campus Faculty Handbook reflects current practices that impact faculty (see §2 University Governance and Faculty Involvement). The Committee examines existing policies, considers proposed revisions or new policies, and provides faculty perspective on matters related to academic operations, governance processes as described in the Fishersville Campus Faculty Handbook, and administrative procedures, including policies contained within PolicyStat.

Through this work, the Committee assists in promoting clarity, consistency, and alignment of administrative policies with the mission, operational needs, and governance framework of the Murphy Deming College of Health Sciences and the University.

In carrying out its responsibilities, the Committee may review issues referred to it by the faculty, academic leadership, or the administration and may provide advisory feedback and recommendations for consideration by the Fishersville Campus Faculty Assembly and the appropriate academic or administrative officers.

The Committee functions in an advisory capacity. Faculty input provided through the Committee and the Faculty Assembly is intended to inform administrative decision-making regarding institutional policies and

procedures. Final authority for the adoption, modification, or implementation of administrative policies remains with the appropriate Chief Academic Officer, the President, or other authorized Administrative Officers, in accordance with the University's governance framework.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.6 Faculty Status and Promotion Committee (PC)

The Faculty Promotion Committee supports the academic mission of the University and College by providing faculty review and guidance on matters related to promotion, reappointment, Career Contracts, periodic faculty evaluation, and proceedings involving dismissal for cause arising from allegations of misconduct. The committee is responsible for reviewing and recommending criteria, policies, and procedures governing faculty evaluation, advancement, Career Contract eligibility, and faculty disciplinary review processes to ensure clarity, consistency, equity, and alignment with the institutional mission and accreditation expectations. In accordance with established policies, the committee reviews individual cases referred to it and provides recommendations to the appropriate administrative officers, exercising professional judgment with confidentiality, procedural fairness, and due process. When designated under applicable University policy to review allegations that may constitute grounds for dismissal for cause, the committee shall examine the evidentiary record, afford the faculty member the procedural protections set forth in this Handbook, and submit findings and recommendations to the authorized decision-maker concerning whether sufficient cause for disciplinary action, including dismissal, has been established. Acting in an advisory capacity, the committee also identifies trends or systemic issues related to faculty evaluation, promotion, Career Contracts, and disciplinary processes that may warrant policy review and forwards such recommendations to the Fishersville Campus Faculty Assembly and the administration, as appropriate.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.7 Faculty Grievance Committee

The Faculty Grievance Committee serves as the faculty body responsible for reviewing formal grievances submitted by faculty members within the Murphy Deming College of Health Sciences (MDCHS) on the Fishersville Campus. The Committee provides a structured and impartial process through which faculty may seek review of concerns related to the application or interpretation of university policies and procedures.

The Committee reviews grievances alleging, but not limited to:

- the misapplication or inconsistent application of institutional policies or procedures;
- procedural irregularities affecting a faculty member's rights or professional responsibilities;
- inequitable treatment arising from the interpretation or implementation of institutional procedures; or
- infringement of academic freedom (see [§4.7.5.2](#)) as defined in university policy.

In conducting its review, the Committee examines the relevant policies, procedures, and factual circumstances associated with the grievance in order to determine whether institutional policies have been applied appropriately and in accordance with established governance standards.

The Committee's review is intended to ensure fairness, consistency, and adherence to university policy while preserving the authority of institutional leadership to administer academic and operational decisions.

The Committee serves in an advisory and recommendatory capacity. Findings and recommendations of the Committee are transmitted through the established grievance review process to the Chief Academic Officer for the Fishersville Campus for administrative determination, in accordance with the University's Faculty Grievance Policy and institutional governance procedures.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.3.8 Faculty Development Committee

The Faculty Development Committee serves as the faculty body responsible for promoting, supporting, and advancing faculty excellence in teaching, scholarship, and professional practice within Murphy Deming College of Health Sciences (MDCHS). The Committee plays a central role in fostering a culture of continuous improvement, innovation, and professional growth aligned with the mission of the University and the evolving needs of students and the health professions.

The Committee shall:

1. Plan, coordinate, and evaluate faculty development programming, including workshops, seminars, and other educational sessions designed to enhance teaching effectiveness, curricular innovation, assessment practices, and scholarly or professional engagement;
2. Identify and promote best practices in pedagogy and/or andragogy, including evidence-based instructional methods, simulation, interprofessional education, and the integration of emerging technologies where appropriate;
3. Administer the Faculty Development Mini-Grant program, including establishing application guidelines, reviewing proposals, and making recommendations for funding in accordance with available institutional resources;
4. Support faculty engagement in scholarly activity, professional practice, and continuing education consistent with faculty roles and workload pathways;
5. Provide advisory input to MDCHS Administration regarding faculty development priorities, resource needs, and strategic opportunities to strengthen faculty capacity and effectiveness;
6. Facilitate and/or coordinate peer support initiatives such as the Teaching Partners program, mentoring opportunities, and communities of practice designed to support faculty across ranks and appointment types; and

7. Encourage alignment of faculty development activities with institutional priorities, accreditation expectations, and programmatic outcomes.

The Committee functions in an advisory capacity and does not exercise authority over faculty evaluation, promotion, compensation, or contractual matters, which remain governed by this Faculty Handbook and under the authority of the administration.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

2.8.4 Other MDCHS Committees

2.8.4.1 *Interprofessional Education Committee*

The Interprofessional Education Committee will cultivate a supportive and respectful environment where disciplines can collaborate and implement educational and co-curricular opportunities across the MDCHS community, in which students, faculty, and staH learn together to support current standards of practice as collaborative members of an interprofessional team.

Responsibilities include, but are not limited to the following:

1. Share strategies and encourage innovation to facilitate the implementation of interprofessional experiences across the community.
2. Facilitate IPE initiatives that are systematically integrated into required curricula, co-curricular experiences, and meet the IPE accreditation standards for all health professions programs.
3. Implement assessment measures for evaluation of IPE
4. Develop specific actions that address education and core competencies of interprofessional education
5. Promote a culture of mutual respect.
Advance collaborative learning and scholarship and promote team-based, person-centered healthcare within the healthcare and healthcare-related professions.

2.8.4.2 *MDCHS Allies*

Mission: The MDCHS Allies will provide ideas, input, knowledge, and information, creating a culture of respect for all people with purpose and sustainability. This team will collaborate with MDCHS community members, prioritizing and determining future action items for MDCHS around events and initiatives that support the promotion of knowledge and awareness of all populations. MDCHS Allies activities will align with the accreditation standards of each discipline (listed in the table below).

Desired Outcomes for MDCHS Allies include:

- Align curriculum to continue to promote interprofessional collaboration.
- Perform community outreach to provide education for vulnerable communities.
- Provide education from speakers and community representatives that enhance perspectives and awareness of all communities.
- Facilitate across-campus collaboration with other committees.
- Resources for faculty, staH, and students:

- Educational resources, including external resources
- Emotional/psychological resources

2.8.4.3 *MDCHS Honor Council*

The MDCHS Honor Council serves as the joint student–faculty body responsible for the oversight, interpretation, and administration of the Honor Code as it applies to students enrolled in Murphy Deming College of Health Sciences (MDCHS). The Council promotes a culture of academic integrity, professional ethics, and accountability consistent with the standards of the health professions and the mission of the University.

The Honor Council holds primary jurisdiction over matters involving alleged violations of the Honor Code by MDCHS students. In this role, the Council is responsible for reviewing reported cases, conducting hearings as appropriate, and making determinations regarding responsibility and recommended outcomes in accordance with established procedures.

The Council shall:

- Uphold and promote the principles of academic honesty, ethical conduct, and professional responsibility expected of students in health sciences disciplines;
- Review and adjudicate alleged violations of the Honor Code in a fair, timely, and impartial manner, ensuring due process for all students involved;
- Recommend educational or disciplinary outcomes consistent with the nature and severity of the violation and in alignment with institutional policies;
- Provide education and outreach to MDCHS students regarding expectations for academic integrity and professional conduct; and
- Advise MDCHS administration on matters related to the Honor Code, including potential revisions, implementation practices, and trends in student conduct.

The Honor Council is composed of student representatives and faculty members, with students serving as the primary participants in the adjudication process, reflecting the student-centered nature of the honor system. Faculty members provide guidance, ensure consistency with academic and professional standards, and support the integrity of the process.

Decisions and recommendations of the Honor Council are subject to review in accordance with University policies and procedures. Final authority for the imposition of sanctions and institutional action remains with the administration or its designee, consistent with the University’s responsibility for compliance, student welfare, and due process.

The Honor Council operates in accordance with procedures established in the MDCHS Student Handbook and related institutional policies.

All matters reviewed by the Council will be kept strictly confidential.

See PolicyStat for Specifics about committee leadership, membership, membership terms, meetings, reporting responsibilities, and other operational details.

3 Administrative Policies and Procedures

3.1 Governance and Authority of Administrative Policies

Mary Baldwin University, including the Fishersville Campus operates under the authority of its Board of Trustees, which serves as the legal governing body of the Institution and exercises fiduciary oversight of the University. The Board of Trustees establishes governing policies appropriate to its responsibilities and delegates to the President, as the Chief Executive Officer of the University, authority for the administration and management of the Institution.

Acting under this delegated authority, the President is responsible for establishing administrative policies necessary for the effective operation of the University and for ensuring the implementation of institutional priorities, legal obligations, and regulatory requirements.

The President may delegate responsibility for policy development, interpretation, and implementation to members of the President's Cabinet (e.g., VP/Dean of MDCHS) and other designated administrative officers of the Fishersville Campus. Administrative policies contained within this Handbook are adopted pursuant to this delegated authority.

3.2 Purpose

The Administrative Policies and Procedures (APPs) maintained and published in PolicyStat constitute the official central repository for policies governing operational processes, regulatory compliance, and administrative implementation at the Fishersville Campus. These policies articulate the rules, processes, and delegated authorities through which the Murphy Deming College of Health Sciences conducts its academic, financial, operational, and personnel functions, ensuring clarity, consistency, accountability, and compliance in the execution of the University's and College's mission. While the Fishersville Campus Faculty Handbook and related governance documents define faculty status, rights, responsibilities, and shared governance structures, the APPs establish the administrative procedures through which institutional decisions affecting the Fishersville Campus are implemented and reviewed. Together, these documents form a coherent framework that supports institutional integrity, transparency, and effective administration.

Because administrative processes must remain responsive to evolving legal, regulatory, and operational requirements, the APPs may be amended as necessary to ensure continued compliance and effectiveness. Amendments shall follow established institutional review and approval processes appropriate to the nature and scope of the change.

3.3 Reviewing and Revising Administrative Policies and Procedures

Administrative Policies and Procedures maintained in PolicyStat are subject to ongoing and periodic review to ensure that these policies remain current, operationally effective, and aligned with institutional practice and applicable regulatory requirements. Revisions may be initiated by the administration or may arise through consultative review by the Policy Committee of the Fishersville Campus Faculty, particularly when such policies materially affect academic operations or faculty responsibilities.

Administrative policies and procedures may address operational processes that support faculty-related functions, including administrative procedures associated with faculty promotion or contractual appointments. However, the substantive standards, rights, and conditions governing faculty promotion, appointment, and contractual status are established in the Fishersville Campus Faculty Handbook, which serves as the controlling institutional document for faculty employment policies. Administrative policies contained in PolicyStat shall not supersede, modify, or conflict with those provisions.

Administrative policies:

- May be revised or updated by the administration in accordance with the Fishersville Campus established PolicyStat review and approval procedures.
- Are subject to consultative review and faculty input by the Policy Committee, as described in [§2.8.3.5](#) and the Fishersville Faculty Assembly, when such policies materially affect academic operations or faculty responsibilities.
- Will be communicated to faculty when adopted or revised in ways that materially affect faculty practice, academic operations, or administrative procedures.
- Shall not supersede or conflict with provisions contained in this Faculty Handbook, which governs the terms, rights, and responsibilities of faculty employment.

3.3.1 Board Visibility and Oversight

Consistent with the Board of Trustees' fiduciary responsibilities and accreditation expectations regarding the distinction between governance and management, the Board of Trustees shall maintain appropriate visibility into administrative policies without assuming an approval or operational role. Such visibility shall be achieved through structured and regular reporting mechanisms designed to provide transparency, support informed oversight, and ensure alignment with institutional priorities.

Board of Trustees visibility shall be operationalized through the following mechanisms:

- **Board of Trustees Committee Reporting:** Administrative policy activity shall be incorporated into regular reports provided to the Board of Trustees and its standing committees. Such reports shall include summaries of significant policy adoptions, revisions, or retirements relevant to the scope of each committee's oversight responsibilities.
- **Periodic Policy Summaries:** The administration shall provide periodic summaries, no less than annually, of material changes to the Administrative Policies and Procedures Manual, including the rationale for such changes and their alignment with institutional priorities.
- **Exception and Risk-Based Reporting:** The administration shall report, on an as-needed basis, any material risks, compliance concerns, or significant deviations from established policy that may have institutional, financial, legal, or accreditation implications.
- **Annual Policy Framework Review:** The administration shall provide an annual overview of the administrative policy framework, including its structure, governance processes, and any substantive modifications affecting institutional operations or faculty responsibilities.

These reporting mechanisms are intended to ensure that the Board of Trustees and its committees maintain informed visibility into institutional policy development and implementation while preserving the appropriate boundary between governance and administration.

The Board of Trustees retains the authority to request additional information, seek clarification, and evaluate whether administrative policies, in the aggregate, are consistent with institutional mission, strategic priorities, and risk management expectations. However, the Board of Trustees does not participate in the development, approval, or implementation of administrative policies, as such activities reside within the authority delegated to the President and the appropriate administrative officers of the University.

3.3.2 Delegated Authority and Accountability

Final authority for the adoption, modification, and implementation of administrative policies rests with the appropriate administrative officers of the Fishersville Campus, including the VP/Dean of MDCHS, the President, or other authorized officials, consistent with the University's governance framework and the Board of Trustees' delegation of authority.

The President remains accountable to the Board of Trustees for the effectiveness, integrity, and compliance of the administrative policy framework. This accountability is exercised through Board of Trustees oversight of institutional performance, risk management, and regulatory compliance, rather than through direct approval of operational policy decisions.

4 Faculty

4.1 Faculty Membership

Clear definition of faculty membership is essential to effective shared governance and to the appropriate exercise of faculty authority. Faculty membership delineates who is eligible to participate in faculty governance, vote on faculty matters, serve in faculty leadership roles, and be subject to the rights and responsibilities set forth in this Faculty Handbook. Establishing faculty membership promotes transparency, consistency, and fairness, and ensures that governance processes reflect the academic responsibilities and commitments of those engaged in the teaching, scholarship, and academic mission of the University.

4.1.1 Members of the Fishersville Campus Faculty Assembly

The academic faculty of the Fishersville Campus Faculty Assembly shall be comprised of instructional ([§4.2.3.1](#)) faculty and faculty administrators ([§4.2.3.2](#)) that are full-time or part-time (Scholar Pathway or Clinical Pathway) who hold academic rank, including Professors of Practice or career contract faculty members who are engaged in phased retirement.

All individuals holding faculty status as defined herein shall possess the full rights and privileges of faculty membership, including the right to vote on matters of faculty governance except as otherwise prohibited by institutional policy.

4.1.2 Associate Members

Associate membership in the Fishersville Campus Faculty Assembly shall include Faculty Emeriti, Adjunct Faculty, Professional StaH, and Librarians holding the Master of Library Science (MLS) degree.

Associate members of the faculty may attend faculty meetings with the privilege to discuss but shall not possess voting rights and shall not participate in formal actions of faculty governance, except as otherwise provided by institutional policy.

4.1.3 Ex ORicio Members

Certain individuals may hold ex oHicio faculty status by virtue of their administrative or academic positions within the University or College of Health Sciences. Ex oHicio members of the Fishersville Campus Faculty Assembly are those whose roles inherently require participation in the academic life, governance, or oversight functions of the Institution and who are designated as faculty members based on their positions, rather than through a traditional instructional appointment.

Ex oHicio status confers membership in the Fishersville Campus Faculty Assembly for purposes of participation in shared governance, committees, councils, or other faculty bodies, as appropriate to the individual's role. Ex oHicio members may be designated as voting or non-voting members, depending on the specific governance body, committee, or matter under consideration, as defined by the Fishersville Campus Faculty Handbook, committee charges, or other applicable administrative policies.

The scope of participation, including voting rights, of ex-oHicio faculty members shall be clearly articulated in the governing documents applicable to each faculty body or committee. Such distinctions are intended to ensure appropriate representation, preserve shared governance, and maintain alignment with the responsibilities and authority associated with the ex oHicio role.

Ex oHicio faculty members are expected to act in accordance with the same standards of professionalism, academic integrity, and institutional responsibility applicable to all faculty members. Their participation in faculty governance shall support the academic mission of the University while respecting the distinct roles and responsibilities of Faculty and Administration.

Ex oHicio members include but are not limited to:

- The President
- The Vice President and Dean of Murphy Deming College of Health Sciences
- The Associate Dean for the School of Nursing
- The Senior Associate Dean for the School of Health Professions
- The Director of Student Services for MDCHS
- The Director of Student Financial Services
- The Registrar

4.2 Definitions of Faculty on the Fishersville Campus

The faculty on the Fishersville Campus serve in the Murphy Deming College of Health Sciences at Mary Baldwin University and consists of all persons (full- or part-time) holding academic rank and faculty

appointments. 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 faculty excel in a variety of areas including, clinical providers, applied researchers and educators.

4.2.1 Full-time Faculty

Full-time faculty on the Fishersville Campus at Mary Baldwin University consists of all persons who are appointed to full-time ranked Faculty positions within any academic program of the institution. A full-time faculty appointment is defined as a minimum commitment of 35 hours per week to fulfill the comprehensive responsibilities of faculty, including, but not limited to, teaching, scholarship, advising, service, and administration.

4.2.2 Part-time Faculty

Part-time faculty on the Fishersville Campus at Mary Baldwin University, are appointed to ranked faculty positions within any academic program of the University on a part-time basis, with the terms of engagement individually specified at the time of appointment. For purposes of institutional policy, "part-time" is defined as an appointment requiring 50 - 75% of the workload of a full-time professional faculty appointment to fulfill assigned teaching and service obligations.

While part-time faculty hold academic rank, such appointments shall not confer entitlement to promotion in rank, no eligibility for career contracts, and no faculty privileges beyond those explicitly articulated in the individual contract of appointment. No presumption of renewal or expectation of future contracts shall be implied or inferred. However, subject to institutional needs and the availability of funds, part-time faculty appointments may be continued or converted to full-time faculty appointments upon recommendation and approval of the Chief Academic Officer and President in accordance with university policies and procedures.

4.2.3 Instructional Faculty vs Faculty Administrator

Murphy Deming College of Health Sciences at Mary Baldwin University recognizes that full-time and part-time faculty appointments may include varying combinations of instructional and administrative responsibilities. For purposes of workload assignment and role clarity, faculty positions are classified as either instructional faculty or faculty administrators, as defined below.

4.2.3.1 *Instructional Faculty*

Instructional faculty are academic faculty members whose primary professional responsibility is teaching and other related academic functions including service and scholarship. Instructional responsibilities include course instruction, preparation and assessment of student work, academic advising, participation in curriculum development. All faculty are expected to engage in service and/or scholarship/creative activities consistent with institutional expectations and appointment type in [§4.3](#) in this Handbook.

Faculty may be appointed under any of the University's authorized contract types: renewable term, fixed term, or career contract, subject to institutional needs and in accordance with applicable policies and procedures. They are evaluated in accordance with the university's faculty performance standards, which may include teaching effectiveness, scholarly or clinical productivity, student advising, and service as required by their appointment type (§4.3).

4.2.3.2 *Faculty Administrator*

Faculty administrators are academic faculty members who hold designated administrative leadership responsibilities in addition to their faculty appointment. These roles contribute to the academic governance, programmatic oversight, and operational effectiveness of the College. Appointments to administrative faculty roles are intended to advance the academic mission of the University and college through leadership, governance, and oversight, while maintaining appropriate connection to teaching, advising, and scholarly activity, as applicable. Administrative faculty retain faculty status and are subject to the academic standards, expectations, and professional norms applicable to faculty appointments; however, assigned administrative responsibilities result in a re-assignment of teaching workload to administrative duties commensurate with the scope and complexity of the administrative role.

Faculty administrator positions include but are not limited to; Department Chairs, Program Directors, and other academic officers serving in comparable leadership capacities (e.g., Clinical Coordinators, etc.). The relative allocation of administrative and instructional responsibilities varies by position and shall be defined in the applicable job description, and appointment contract.

Appointment workload expectations, and performance evaluation of administrative faculty shall be determined in accordance with the nature and scope of the administrative role, as delineated in the position description and governed by university policy. Administrative faculty may be appointed under renewable term contracts, fixed-term contracts, or career contracts, consistent with institutional appointment frameworks.

4.3 Faculty Appointments

The act of appointment constitutes the formal establishment of the employment relationship between the faculty member and Murphy Deming College of Health Sciences at Mary Baldwin University. All appointments to ranked faculty positions shall be made by the Board of Trustees upon recommendation of and under the delegated authority of the President and are subject to annual reappointment unless otherwise specified by the terms of the contract.

4.3.1 Academic Faculty

Academic faculty are full-time or part-time faculty members of the Fishersville general assembly whose primary professional responsibility is high-quality instruction in support of the University's and College's educational mission. Academic faculty also participate in the academic life of the college through activities directly related to mentoring, service and in some cases scholarship and administrative duties.

Within the Murphy Deming Faculty, there are two classifications (or pathways) associated with Academic faculty; Scholar or Clinical. These two pathways reflect faculty expertise, faculty goals/aspirations and program needs but not necessarily the degree earned.

4.3.1.1 *Scholar Faculty Pathway*

The Scholar Faculty Pathway is open to full-time instructional or administrative faculty whose primary professional responsibility is high-quality instruction and service in support of the University's and College's educational mission. These faculty are members of the Fishersville Faculty Assembly and participate in the academic life of the Fishersville Campus and the College through activities directly related to teaching, mentoring, curriculum delivery, service and Scholarship. This classification includes an expectation of scholarship or creative activity as a required component of workload. Teaching workload shall be assigned in accordance with institutional policy as defined in Policy Stat.

Faculty on the Scholar Pathway are expected to maintain professional competence in their disciplines and in evidence-informed pedagogical and/or andragogical practice. As noted previously scholarship or creative activity constitute a required component of faculty workload and as such, is reflected in the standards towards promotion in rank and towards a career contract.

This pathway is not available to part-time academic faculty.

This pathway embodies faculty with the following educational backgrounds:

1. Clinicians employed by MDCHS that may have a basic science (PhD or DPhil), Clinical Doctorate (DSc) or education (EdD) doctorate degree and/or have achieved the equivalent of the entry level or higher clinical practice degree (DPT, MSOT, OTD, MSPA, MSN DNP etc.). 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)
2. Non-clinicians employed by MDCHS with basic science (PhD or DPhil), Clinical Doctorate (DSc) or education (EdD) doctorate degree. These faculty will be distinguished by their teaching, service and their expertise in scholarly pursuits 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)

Ranks associated with the Scholar Faculty Pathway include:

- Instructor
- Assistant Professor
- Associate Professor
- Full Professor

Please refer to [§4.5.3.1](#) for details regarding initial qualifications for each rank for Scholar Pathway Faculty.

4.3.1.2 *Clinical Faculty Pathway*

Clinical Faculty are full-time or part-time instructional or administrative faculty whose primary professional responsibility is high-quality instruction and service in support of the University's and College's educational mission. Faculty on the Clinical Pathway are members of the Fishersville Campus Faculty Assembly and participate in the academic life of the Fishersville Campus and the College through activities directly related to teaching, mentoring, curriculum delivery, and service. This classification does not include an expectation of scholarship or creative activity as a required component of workload. Teaching and service workload will be assigned in accordance with institutional policy as defined in Policy Stat.

Faculty on the Clinical Pathway are expected to maintain professional competence in their disciplines and in evidence-informed pedagogical and/or andragogical practice; however, scholarship, research, or creative activity shall not constitute a required component of workload or promotion for this classification.

This pathway embodies faculty with distinct educational backgrounds:

1. Clinicians, employed by MDCHS, that maintain an active license and have achieved the equivalent of the entry level or higher clinical practice degree, as defined by their respective accrediting agency and licensing body. These faculty will be distinguished by their teaching and service. As part of service clinical teaching is highly encouraged.
2. Non-clinician faculty, employed by MDCHS, that have a basic science (PhD or DPhil), Clinical Doctorate (DSc) or education (EdD) doctorate degree. These faculty will be distinguished by their teaching and service. As part of service clinical teaching is highly encouraged.

Ranks associated with the Clinical Pathway Faculty include:

- Clinical Lecturer
- Clinical Assistant Professor
- Clinical Associate Professor
- Clinical Professor

Please refer to [§4.5.3.2](#) for details regarding initial qualifications for each rank for Clinical Pathway Faculty.

4.3.2 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 Chief Academic Officer 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 or career contract. 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.

4.3.3 Adjunct Faculty

Adjunct faculty at Mary Baldwin University are intended to provide instructional support on a temporary, contractual basis. Such appointments are made to address specific programmatic needs, including but not limited to specialized content expertise, budgetary considerations, or other exceptional circumstances requiring supplemental instructional capacity.

Adjunct faculty are engaged solely for the provision of teaching services and are compensated on a per-workload unit basis. Individuals in this category may be assigned between one (1) and six (6) workload units of didactic and/or clinical instruction per academic term. Appointments are for a fixed duration, as specified in the individual's letter of appointment, and shall carry no expectation of renewal, career contract eligibility, or additional faculty privileges not explicitly stated in the terms of appointment. Adjunct faculty appointments do not confer rank and as such are not eligible for promotion.

The appointment of any adjunct faculty member shall conclude automatically at the end of the term specified in the adjunct contract and shall constitute full and sufficient notice that no further appointment shall be made beyond the stated term.

Adjunct faculty shall be granted access to institutional and instructional resources necessary to fulfill their teaching responsibilities and shall be supported accordingly throughout their term of service.

4.4 Changing Pathways

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 (e.g., from Scholar Pathway to Clinical Pathway or vice versa). During the Annual Faculty Evaluation, the Program Director/Chair and the Faculty member should review the faculty member's pathway and either confirm it is appropriate or discuss recommending a change in track to the appropriate Senior Associate/Associate Dean. Considerations should include faculty career goals, faculty composition, etc.

- A change in pathway or track within the MDCHS faculty ranks must be approved by the VP/Dean with concurrence of the President
- Faculty members may only request one pathway change during their employment at MDCHS, extenuating circumstances about additional requests for pathway changes should be discussed with the Senior Associate/Associate Dean and if warranted must be approved by the VP/Dean.

See PolicyStat for details regarding considerations for changing pathways, dates and approval process.

4.5 Rank

4.5.1 Faculty Rank Overview

Faculty rank on the Fishersville Campus of Mary Baldwin University is assigned in accordance with the nature and scope of a faculty member's appointment, including full-time, part-time, or other appointment classifications, as defined in §4.2 and §4.3 of this Handbook. Assignment of rank reflects the faculty member's qualifications, role, and responsibilities.

Eligibility for promotion in faculty rank is limited to full-time faculty and shall be governed by the criteria, procedures, and timelines set forth in the applicable sections of this Handbook and PolicyStat. Part-time and other non-full-time faculty may hold rank as specified in their appointment but are not eligible for promotion in rank unless otherwise expressly provided by university policy.

All decisions regarding initial rank assignment and promotion in rank shall be made in accordance with institutional policy, established evaluation standards, and applicable principles of shared governance.

4.5.2 Authority of Initial Appointment

Initial appointment of faculty rank on the Fishersville Campus Mary Baldwin University is made at the time of hire via the delegated authority of the Board to the President and the Chief Academic Officer on the Fishersville Campus. The Board of Trustees may waive the following policies and procedures at its discretion in alignment with institutional interests and strategic priorities.

4.5.3 Rank at Initial Appointment

The rank reflects the qualifications, professional experience, academic credentials, and assigned responsibilities of the faculty member. The assignment of rank is intended to ensure alignment between faculty expertise, instructional and institutional needs, and the academic standards of the University and College.

The determination of initial rank shall consider factors such as the highest earned degree; relevant teaching experience; scholarly, creative, or professional accomplishments; disciplinary norms; and the scope of anticipated responsibilities, including instructional, administrative, or leadership duties, as applicable. Initial rank is assigned in accordance with institutional policy and is not automatic or based solely on length of years of service.

Initial appointment of faculty rank may be subject to discussion and negotiation during the hiring process, based on the candidate's qualifications, experience, and the needs of the academic unit and the University/College. Any negotiated determination of initial rank shall be consistent with institutional standards and shall be subject to review and approval through established academic and administrative processes.

Nothing in this section shall be construed to create a contractual entitlement to a particular rank or to guarantee eligibility for future promotion. Subsequent advancement in rank, where applicable, is governed by the promotion policies and procedures of the University.

4.5.3.1 *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.

4.5.3.1.1 Instructor

Faculty hired at the rank of Instructor 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.

4.5.3.1.2 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 a record of service.
- Developed scholarly agenda that is productive and ongoing.

4.5.3.1.3 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 eHorts.
- 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.

4.5.3.1.4 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 eHorts with substantial disseminated scholarly products.
- Demonstration of regional, state, and national excellence in the conduct of teaching, clinical practice, service or research.

4.5.3.2 *Appointment Guidelines for 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 contract at the time of initial appointment.

4.5.3.2.1 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.

4.5.3.2.2 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 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.

4.5.3.2.3 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 respective professional program and/or 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.

4.5.3.2.4 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.

4.5.4 Faculty Promotion in Rank

Promotion in faculty rank in the Murphy Deming College of Health Sciences at Mary Baldwin University recognizes sustained excellence, professional growth, and significant contributions to the academic mission of the University and College. Promotion is intended to reward demonstrated achievement over

time and to encourage continued engagement in teaching, scholarship or creative activity, service, advising, and institutional leadership, as appropriate to the faculty member's appointment and role.

Eligibility for promotion is limited to full-time faculty, as defined in this Handbook. Promotion is not automatic and does not occur by length of service alone. Faculty seeking promotion must demonstrate that they meet or exceed the standards of performance and professional accomplishment associated with the rank sought, consistent with institutional expectations and disciplinary norms.

Promotion decisions are based on a comprehensive review of the faculty member's record of performance in assigned areas of responsibility. Evaluation of promotion applications shall consider evidence of instructional effectiveness; scholarly, creative, or professional contributions; service to the University, College, Department/Program, Professions and the broader community; and other responsibilities relevant to the faculty member's appointment, including administrative or leadership duties where applicable. The relative weighting of these areas shall reflect the faculty member's role, workload assignment, and contract type.

The promotion review process shall be conducted in a manner consistent with principles of shared governance, peer review, equity, and procedural fairness. Recommendations for promotion are subject to review and approval through established institutional processes and administrative authority.

The eligibility, criteria, documentation requirements, timelines, review procedures, standards, and approvals applicable to promotion in rank are governed by policies and procedures that are detailed in PolicyStat. The University reserves the right to revise promotion standards and processes as necessary to ensure alignment with institutional priorities, accreditation requirements, and best practices in higher education.

Recommendations for promotion in rank shall be subject to final approval by the Board of Trustees, consistent with its fiduciary responsibility for institutional oversight, stewardship of resources, and the long-term sustainability of the University.

Nothing in this section shall be construed to create a contractual entitlement to promotion, nor to alter the terms or duration of a faculty member's contract or appointment

4.6 Faculty Contracts

Mary Baldwin University recognizes the following categories of faculty contracts, which define the terms, duration, and conditions of faculty appointment. All faculty, regardless of rank, role, instructional modality, or administrative assignment, shall be employed under one of the contract types described below. Faculty contracts establish the rights, responsibilities, and expectations of both the faculty member and the University and are governed by this Faculty Handbook, Policy Stat, and applicable law.

The Fishersville Campus of Mary Baldwin University does not issue tenured contracts under any circumstances, and that applies to all contracts described below.

4.6.1 Renewable Term Faculty Contract

Renewable Term Contracts are intended to provide the University with flexibility in faculty staffing while offering faculty the opportunity for continued appointment based on demonstrated performance and institutional need. Such contracts balance academic continuity with periodic review and do not confer an expectation of an indefinite appointment.

4.6.1.1 *Definition and Term*

A Renewable Term Contract is a faculty contract issued for an academic appointment that with a defined term of one (1) or two (2) academic years. Such contracts do not carry a presumption of renewal and do not automatically extend beyond the stated contract period. Renewal, when granted, requires an affirmative decision by the University following formal evaluation and institutional review.

Renewable Term Contracts are distinct from Career Contracts (§4.6.2) in that they are issued for discrete terms and require explicit renewal at the conclusion of each contract period. While renewable term contracts may be renewed for successive terms, any renewal is contingent upon satisfactory performance, continued institutional need, and the availability of fiscal resources. Nothing in a Renewable Term Contract shall be construed to create an expectation of continued appointment beyond the term specified in the written contract.

4.6.1.2 *Performance and Evaluation*

Faculty serving under Renewable Term Contracts shall participate in the Annual Faculty Evaluation (AFE) process in accordance with institutional policy. Decisions regarding renewal shall be informed by the faculty member's documented annual performance in teaching, service, and other assigned responsibilities, including scholarship or administrative duties, as applicable to the role and contract terms.

Failure to achieve satisfactory performance, changes in institutional needs, or limitations in available resources may result in non-renewal of a Renewable Term Contract. Non-renewal shall be addressed in accordance with applicable notice provisions as outlined in PolicyStat.

4.6.2 Career Contract Faculty Contract

Career Contracts are intended to support long-term faculty engagement, academic quality, and institutional continuity while preserving appropriate standards of accountability, evaluation, and institutional flexibility. Career Contracts do not confer tenure or permanent employment status and are subject to ongoing review in accordance with university policy.

Career Contracts are available only to eligible full-time faculty who have completed a minimum of four (4) consecutive years of full-time appointment (apply during the 5th consecutive year) at Mary Baldwin University and who meet additional eligibility criteria as specified in the PolicyStat. Career Contracts shall not be issued prior to completion of the required period of appointment and may be granted only upon documented fulfillment of all eligibility requirements, review a submitted dossier by the promotion committee, and approval through established policies and procedures that are detailed in PolicyStat.

Recommendations for a Career Contract shall be subject to final approval by the Board of Trustees, consistent with its fiduciary responsibility for institutional oversight, stewardship of resources, and the long-term sustainability of the University.

4.6.2.1 Definition and Term

A Career Contract is a renewable faculty contract with a standard rolling term of three (3) academic years. Faculty serving under a Career Contract shall be in the first year of a continuing three-year appointment. The contract term is designed to roll forward annually, contingent upon satisfactory performance, continued institutional need, and the availability of fiscal resources.

Career Contracts are intended to provide stability and continuity of appointment while maintaining periodic institutional review. Nothing in a Career Contract shall be construed to create an expectation of permanent employment or to limit the University's authority to modify, non-renew, or discontinue the contract in accordance with applicable policy and notice provisions.

4.6.2.2 Rolling Mechanism

At the conclusion of each academic year, the Career Contract shall be reviewed as part of the Annual Faculty Evaluation (AFE) process. Upon confirmation of satisfactory performance and subject to institutional priorities and financial capacity, the University may extend the contract by one (1) additional year, thereby preserving the three-year term.

The rolling extension of a Career Contract shall not occur, and written notice may be issued, under any of the following circumstances:

- The University determines that performance expectations have not been met.
- The faculty member is found to be in material breach of contractual obligations.
- A change in institutional need, programmatic direction, or available resources renders continuation of the position unsustainable.

4.6.2.3 Performance and Evaluation

Faculty serving under Career Contracts shall participate in the Annual Faculty Evaluation (AFE) process in accordance with university policy. Continued employment and eligibility for annual contract extension are contingent upon sustained high-quality performance in teaching, service, and other assigned responsibilities, including scholarship or administrative duties, as applicable to the role and contract terms.

Decisions regarding continuation, modification, or non-renewal of Career Contracts shall be made in accordance with established institutional procedures and applicable notice requirements.

4.6.3 Fixed-Term Faculty Contract

Fixed-Term Faculty Contracts are intended to address temporary instructional, administrative, or programmatic needs of the University. Such contracts provide flexibility in staffing while ensuring that academic responsibilities are met in a timely and effective manner. Fixed-term contracts carry no presumption of renewal or extension.

4.6.3.1 *Definition and Term*

A Fixed-Term Faculty Contract is a time-limited, non-renewable contract issued for a defined period of appointment, as specified in the written contract. Fixed-term contracts typically conclude automatically at the end of the stated term without further notice. Such contracts are issued for a single academic semester or academic year, though alternative timeframes may be specified based on institutional need.

Fixed-term contracts may be used to meet temporary instructional needs, including but not limited to adjunct or part-time faculty appointments; to replace faculty on approved leave; to support programmatic transitions; or to address short-term resource constraints. Acceptance of a Fixed-Term Faculty Contract does not establish a precedent for future employment, nor does it create an entitlement to reappointment or consideration for a renewable or career contract.

4.6.3.2 *At-Will Status*

Appointments under Fixed-Term Faculty Contracts are at-will, unless otherwise expressly provided by law or stated in the written contract. Either the University or the faculty member may terminate the appointment at any time, with or without cause and with or without advance notice. The University retains full discretion to determine whether a fixed-term appointment will continue through its stated end date.

Nothing in a Fixed-Term Faculty Contract shall be construed to limit the University's authority to terminate the appointment consistent with at-will employment principles, nor to create any expectation of continued appointment beyond the stated contract term.

4.6.3.3 *Performance Expectations*

While formal annual evaluations are not required for fixed-term appointments, academic administrators may conduct performance reviews at their discretion, particularly for appointments exceeding one academic semester or when a faculty member is being considered for a subsequent fixed-term appointment or when required by external accreditors.

4.6.3.4 *Contract Documentation*

All Fixed-Term Faculty Contracts shall be issued in writing and shall specify, at a minimum, the contract term, nature of appointment, assigned role and responsibilities, workload expectations, evaluation provisions (if any), and applicable conditions or limitations.

4.6.4 **Contract at Initial Appointment**

New faculty members appointed to the Fishersville Campus as full-time academic 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 Chief Academic Officer and with the approval of the President.

New faculty members on the Fishersville Campus will be issued a one-year renewable contract (§[4.6.1](#)) for the Provisional period. Following a positive AFE in the 2nd consecutive year and on the recommendation of

the Chair/Program Director and Senior Associate/Associate Dean, the faculty member will be eligible for a two-year renewable contract. All multi-year contracts must be approved by the Chief Academic Officer.

4.6.5 Contract Renewal Procedures

The renewal of faculty appointment contracts shall be administered in accordance with procedures promulgated and maintained in PolicyStat. Such procedures shall include, but are not limited to, dates, timelines, required materials, evaluation criteria, and decision-making authority.

In the event of any inconsistency, the procedures and dates as published in PolicyStat shall govern the administration of the contract renewal process.

4.6.6 Notification of Contract Non-Renewal

Notice of non-renewal of faculty appointments shall be issued in accordance with procedures promulgated and maintained in PolicyStat. Such procedures shall establish required dates, timelines, form of notice, and applicable administrative responsibilities. Notification shall be provided in a manner consistent with applicable policy, contractual terms, and relevant legal requirements.

In the event of any inconsistency, the procedures as published in PolicyStat shall govern the administration of notification of non-renewal.

4.7 Obligations, Responsibilities, and Privileges

4.7.1 Overview of Faculty Responsibilities

Each faculty member is expected to maintain the highest professional standards of character and conduct, to keep abreast of their academic discipline through continuing study, research, and/or participation in the activities of their professional organization, to strive to improve the effectiveness of their teaching, to take a sympathetic interest in the progress and development of each of their students, to keep accurate records of academic standing of each student in their classes, and to hand in promptly all reports of grades and other information required by the deans, the Registrar, the Provost, or the President.

Each faculty member is expected to meet their classes as regularly scheduled. In case any faculty member is kept from their duties by illness or other disability, the faculty member must inform the department chair or program director and the appropriate associate dean in advance, if possible, so that arrangements may be made for assignments or a substitute instructor. If a faculty member finds it necessary to incur an extended absence from their regular duties, the faculty member must seek approval from their associate dean and appropriate Chief Academic Officer. In addition, each faculty member is expected to maintain adequate office hours so that they may be available to the students for conferences (see section [§4.7.4.6.1](#)). Each faculty member is expected to participate in the faculty-student advisory program (see [§4.7.4.2](#)).

Each faculty member is expected to attend all meetings of the University faculty and the faculty of the school and college in which the member teaches, to attend commencements and convocations, to serve loyally and diligently on faculty committees, to assist the department chair / program director and colleagues in carrying out the academic program of the school, and to cooperate fully with the Board of

Trustees, the President, the Chief Academic Officer, and the Associate Deans in promoting all the interests of the University.

Each faculty member is expected to continue to teach until the end of the academic semester or year for which their services were engaged. Any faculty member who wishes release from their obligation to teach during an academic year is expected to make a written request to their Associate Dean and Chief Academic Officer, by April 15th of the preceding academic year. Each faculty member is expected to comply with the Faculty Handbook, the policies and procedures of the faculty, and the policies of the University.

4.7.2 Faculty Obligations

4.7.2.1 *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 Senior Associate/Associate Deans 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 (e.g., Clinical specialty practice, fellowship etc.).

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, Master of Science in Physician Assistant or equivalent
- DNP/ DNAP/ DNS, Doctor of Nursing Practice or equivalent
- MD/DO, 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.

4.7.2.2 *Ethical Obligations and Professional Conduct*

Consistent with the mission/vision/values of the University and the common ethical values of higher education in the United States, the University expects of its faculty high ethical standards. Faculty serve as role models and are therefore expected to exhibit professional behavior inside and outside of their classrooms with all students and colleagues, and with the general public in the larger community.

The University calls special attention in to the following:

- Faculty members should be familiar with and support the mission and educational philosophy of the University in their teaching and advising.
- A faculty member should be fair and objective in their statements about the University and about the work of colleagues and students.
- Faculty members are expected to support and follow University policies and regulations. Any eHort to modify, change, or delete University policy must be made through the proper channels.
- Faculty members are expected to treat each other and all University employees with respect in a collegial manner. They respect and defend the free inquiry of each other, acknowledge academic debt, and strive to be objective in their professional judgment of colleagues. Faculty members accept their share of faculty responsibilities for the governance of their institution.
- It is the obligation of faculty members to stay current in their academic discipline, and to that end, individual faculty members are encouraged to study and/or research the areas of their teaching and special scholarly interest.
- OHicial University business should be discussed only with authorized persons, and concerns over oHicial University business should be discussed in an honest, confidential, and collegial manner with those who can productively address the concern.
- Confidential information or privileged communications, no matter from whom received, should be treated as such, unless the nature of the information and the common good require that it be discussed with an appropriate University oHicial.

4.7.2.2.1 Confidentiality and Protection of Institutional Information

- Faculty shall safeguard confidential, sensitive, and proprietary information obtained through their roles at the University.
- Confidential information includes, but is not limited to, student educational records, personnel matters, institutional data, accreditation materials, strategic plans, and non-public financial or operational information.
- Faculty shall comply with all applicable laws and regulations governing confidentiality, including but not limited to Family Educational Rights and Privacy Act and other relevant privacy requirements.
- Confidential information may not be disclosed, shared, or used for personal benefit or external purposes without proper authorization.
- This obligation continues beyond the term of employment with the University.

4.7.2.2.2 Unauthorized Representation of the University

- Faculty may not represent, speak on behalf of, or otherwise bind the University to any position, agreement, or commitment unless expressly authorized to do so, by the President or OHice of Integrated Communication.
- Public statements, including those made in media, publications, professional settings, or online platforms, must clearly distinguish between personal views and oHicial institutional positions.

- Faculty shall not use University names, trademarks, letterhead, or affiliation in a manner that implies institutional endorsement without prior authorization.
- Engagement with external organizations, partnerships, or agreements must follow established institutional approval processes.

4.7.2.2.3 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):

- 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.
- 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.
- 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.
- 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. 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.

- In addition, the ethical behavior of Mary Baldwin University faculty reflects the nature of the University:
 - As members of a university historically dedicated to the education of women, faculty are expected to foster a collegial and respectful environment in their interactions with colleagues and to treat all individuals, regardless of identity or background, as intellectual equals.
 - 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.

4.7.2.2.4 Academic Fraud and Dishonesty

Honesty is a basic assumption within the academic community and must characterize all members of the faculty in all of their activities. The University believes that a faculty member should model appropriate academic behavior for students, particularly as regards appropriate use of scientific data and of the words and ideas of others. Academic honesty is at the heart of the educational enterprise; thus faculty members should be aware that academic fraud might lead to very severe penalties. Faculty must be careful in preparing their lectures and classroom materials, as well as in their research, to avoid any hints of plagiarism and copyright infringement.

- a. Plagiarism is the presentation of the words or ideas of another as if they are one's own. Avoiding plagiarism demands that a scholar must acknowledge every intellectual debt, including ideas and methods as well as their expression.
- b. In the sciences, faculty members should understand the American Association of University Professors (AAUP) definition of scientific fraud as well as the more general definitions of plagiarism. According to the AAUP, scientific fraud may involve falsifying data either by fabrication or by reporting of data in a selective way (including by omission) so as to create false results. Scientists must model appropriate research standards for their students, including their handling (and recording) of primary data and the data's sources as well as in following whatever protocols, regulations, and policies may apply to their work. Scientific fraud also includes plagiarism.

- c. If a faculty member is accused of academic dishonesty- whether by a student, a colleague, or someone outside the institution - these steps will be followed in investigating the charges:
 1. An inquiry will be conducted by an Ad Hoc Academic Fraud and Dishonesty Committee assembled by the Chief Academic Officer to determine whether further investigation is warranted.
 2. If the evidence warrants it, the Ad Hoc Academic Fraud and Dishonesty Committee will conduct the investigation.
 3. The Ad Hoc Academic Fraud and Dishonesty Committee will make a formal report of its findings to the appropriate Chief Academic Officer.
 4. If the Ad Hoc Academic Fraud and Dishonesty Committee reports that the accused faculty member is guilty of academic misconduct, the appropriate Chief Academic Officer will determine and impose appropriate penalties.
 5. If an unfounded charge of academic misconduct is brought against a faculty member by a member of the University, the accuser should be subject to discipline imposed by the appropriate Chief Academic Officer or the President.
 6. Appeal of this process will be made to the President of the University.

4.7.2.2.5 Recognition of Student Rights

Whereas it is the responsibility of faculty to hold students accountable for the quality and integrity of their academic performance, members of the faculty are equally obligated to respect the rights and freedoms of students in their academic work. The University expects all members of the faculty:

1. to respect the student right to free expression of ideas that are made in a context of mutual respect;
2. to establish classroom procedures that protect students against prejudiced or capricious academic evaluation; and
3. to guard against the improper disclosure of confidential information.

The University expects that all members of the faculty will respect the right of students to plan their work by providing ample advance notice of all major evaluative exercises. The University also expects that faculty will provide the student with timely and accurate feedback on their academic performance.

4.7.3 Other Faculty Policies

4.7.3.1 *Policy on Discrimination*

Mary Baldwin University prohibits discrimination against applicants, students, faculty, or staff on the basis of race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, gender expression, disability, status as a veteran or any classification protected by local, state, or federal law. The University also prohibits any form of harassment based on race, religion, national or ethnic origin, age, sex, sexual orientation, gender identity, gender expression, disability, status as a veteran or any classification protected by local, state, or federal law. The University prohibits such harassment by all students, faculty

and staff, and affiliates of the University. These prohibitions against discrimination and harassment extend to admissions and employment. As a recipient of federal funds, the University complies with federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 (Title IX). Title IX provides that: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

For questions about discrimination in education, including sex discrimination, please contact the University’s Title IX Coordinator or the University’s Director of Human Resources. Further information about Title IX and sexual discrimination in education is available from the Assistant Secretary for Civil Rights, U.S. Department of Education, Office of Civil Rights, 400 Maryland Avenue, SW, Washington, DC, 20202-1100; 800-421-3481; OCR@ed.gov; or at the website: <http://www.ed.gov/ocr>.

4.7.3.2 *Title IX & Sexual Misconduct Policy for Faculty*

Policies, Procedures, and Additional information can be accessed via the University’s Title IX Website: <https://marybaldwin.edu/title-ix/>

4.7.3.2.1 Consensual Relationships

It is a violation of university policy for any faculty member to initiate, pursue, or maintain a romantic or sexual relationship with any student over whom the faculty member exercises, or reasonably may be perceived to exercise, instructional, advisory, supervisory, evaluative, or other professional authority. This prohibition applies regardless of whether such a relationship is represented as consensual by either party.

Romantic or sexual relationships between faculty and students compromise the integrity of the academic environment, distort the student-faculty relationship, and undermine the mutual trust essential to the educational mission of the University. The inherent power differential between faculty and students renders the concept of true consent problematic and exposes both the individuals involved and the Institution to allegations of favoritism, bias, or coercion.

Faculty members who become aware of conduct apparently violating this policy are expected to report such conduct to the Senior Associate/Associate Dean and/or VP/Dean of MDCHS. If the alleged conduct involves that Senior Associate/Associate Dean and/or VP/Dean, the report shall instead be directed to the Director of Human Resources. Upon receipt of such a report, the appropriate administrative officer will initiate an investigation into the alleged violation and determine what, if any, institutional response is warranted.

Violations of this policy may result in disciplinary action, up to and including termination, in accordance with applicable University procedures. In any instance where the University acts pursuant to Termination for Cause (§8.6) or Disciplinary Actions (§8.2), the Faculty member shall be afforded the due process protections outlined in those sections.

4.7.3.2.2 Mandatory Reporters

Faculty members are also subject to mandatory reporting obligations under applicable law and University policy, including those related to discrimination, harassment, sexual misconduct, and

the protection of minors. Such obligations are governed by the University's Title IX and related compliance policies.

4.7.3.3 *Faculty Engagement in Outside Employment*

Mary Baldwin University acknowledges that certain outside professional activities may enhance the professional growth of faculty members and contribute positively to the reputation and mission of the University. However, during the term of appointment, employment at Mary Baldwin University constitutes a full-time professional commitment. As such, outside contractual employment may be pursued only under specific conditions and with prior approval.

Any full-time faculty member who intends to engage in external employment, whether compensated or uncompensated, must first obtain a recommendation of approval by the Chair/Program Director, Senior Associate/Associate Dean and written approval from the appropriate Chief Academic Officer. This approval must be secured prior to accepting any such employment. The proposed extent of time and scope of the outside employment shall be discussed and agreed upon in writing by the Senior Associate /Associate Dean and VP/Dean and the faculty member in advance of the engagement.

Outside employment will not be approved if it:

- Interferes with the faculty member's ability to fulfill contractual obligations, including teaching, scholarship, service, advising, and availability to students and colleagues.
- Creates a real or perceived conflict of interest or conflict of commitment.
- Results in direct competition with university programs or operations.

The University reserves the right to rescind approval for outside employment at any time if it determines that the activity is inconsistent with institutional expectations or compromises the faculty member's ability to meet professional obligations. This determination may be made at the discretion of the Senior Associate/Associate Dean or VP/Dean. If a disagreement arises between a faculty member and the Senior Associate/Associate Dean or VP/Dean regarding such a determination, the faculty member may seek recourse by filing a formal grievance in accordance with the procedures outlined in the Faculty Grievance Policy.

Faculty members engaging in approved outside employment are subject to the following additional provisions:

- Approval for outside employment does not relieve the faculty member of any obligations under their appointment, including the expectation to work additional hours when necessary to meet institutional needs.
- The University assumes no liability for work performed by the faculty member during outside employment.
- All outside employment is undertaken in the faculty member's personal capacity and is not representative of the University.
- University-owned resources, including but not limited to office supplies, computing equipment, facilities, and network services, may not be used in connection with outside employment.

- Faculty members may not represent themselves as acting on behalf of or as agents of the University when performing outside work.
- Views expressed or actions taken in the course of outside employment do not reflect the views or positions of the University.
- Faculty are encouraged to disclose these restrictions in writing to all external employers or clients.

All outside employment remains subject to applicable University policies, including but not limited to those concerning conflicts of interest, ethical conduct, intellectual property, and use of institutional resources. Violations of this policy may result in disciplinary action in accordance with Disciplinary Actions (§8.2) and, if warranted, Termination for Cause (§8.6).

4.7.3.4 *Conflicts of Interest*

Faculty members are obligated to perform their university duties in a manner that upholds the highest standards of integrity and professional judgment, and in doing so, must avoid situations that present actual or apparent conflicts of interest. A conflict of interest arises when a faculty member's commitment to the University may be compromised—whether in fact or perception—by the prospect of personal benefit, or benefit to a family member, associate, or external entity, whether financial or otherwise.

Faculty are expected to conduct all academic, professional, and administrative responsibilities in a manner that avoids any interference with the impartial, objective, and effective execution of those duties. Judgment must be exercised solely in the best interests of the University, free from undue influence or competing obligations.

It is the responsibility of each faculty member to disclose any potential or perceived conflict of interest to the Senior Associate/Associate Dean and the Chief Academic Officer in advance of engaging in the activity that may give rise to such a conflict. Prior written approval must be obtained before proceeding. Where appropriate, a faculty member may first consult with a department chair or program director to assess the issue. The University reserves the right to prohibit or restrict any activity deemed to conflict with the faculty member's obligations or to impair the University's integrity, operations, or public trust.

Conduct that violates this policy may result in disciplinary action, up to and including dismissal, in accordance with the procedures outlined in the Disciplinary Actions (§8.2) and Termination for Cause (§8.6) of this Handbook.

Examples of conduct that may constitute a conflict of interest include, but are not limited to:

- Use of university facilities, equipment, supplies, services, or personnel for personal gain or commercial activity, without full disclosure and appropriate reimbursement, rental agreement, or other compensatory arrangement as required by university policy.
- Acceptance of consulting fees, honoraria, or part-time employment that conflicts with the faculty member's professional responsibilities to the University, unless explicitly approved in accordance with the policy on Faculty Engagement in Outside Employment.
- Contracting with the University to provide goods or services, directly or indirectly, by a faculty member or their spouse or close relative, without the prior written approval of the appropriate Chief

Academic Officer. If such a contract is approved, the relevant department must document the necessity for the arrangement and secure a minimum of two competitive bids, where feasible.

- Conducting business on behalf of the University with a close relative, unless the full nature of the relationship has been disclosed and approved in advance by the appropriate Chief Academic Officer and CFO, and a determination has been made that no undue influence or improper benefit exists.
- Use or disclosure of privileged, confidential, or proprietary University information for personal gain, or for purposes unrelated to the legitimate business of the University.
- Acceptance, directly or indirectly, of payments, loans, services, travel, entertainment, or gifts of more than nominal value from any individual or business seeking to establish or maintain a business relationship with the University. Substantial gifts may be treated as donations to the University and must be processed through the Office of University Advancement.
- Use of the University's name, seal, logos, or official affiliation for personal financial benefit, or acting in a private capacity in a manner that implies official University endorsement or representation without proper authorization.
- Faculty member, acting without institutional authorization, communicates on behalf of the University or represents University positions while disclosing, sharing, or relying upon confidential, internal, or non-public documents or information. Such actions may compromise institutional decision-making, fiduciary responsibilities, or the University's ability to manage its affairs through established governance and administrative processes.

Faculty members are responsible for upholding the integrity of the University and must exercise sound ethical judgment in all professional matters. When in doubt, they are encouraged to seek clarification from the appropriate administrative officer before engaging in any potentially conflicting activity.

4.7.3.4.1 Annual Conflict of Interest Disclosure

All faculty members are required to disclose potential, actual, or perceived conflicts of interest on an annual basis by completing the University's Conflict of Interest Disclosure Form. This disclosure obligation applies to all faculty appointments, including full-time, part-time, visiting, and Emeritus Faculty with active instructional, scholarly, or service responsibilities. In addition to the annual disclosure, faculty are required to submit an updated disclosure promptly should a material change in circumstances arise during the year.

The purpose of disclosure is not to prohibit appropriate external activities, but to ensure transparency and to enable the University to assess, manage, or mitigate potential conflicts in a manner consistent with its mission, accreditation standards, and fiduciary obligations. Disclosure alone does not imply wrongdoing.

Procedures governing the submission, review, evaluation, management, and retention of conflict-of-interest disclosures - including the identification of responsible offices, timelines, review standards, and potential management plans - are set forth in the Administrative Policies and Procedures maintained in PolicyStat. Failure to comply with the disclosure requirements

may result in administrative action, consistent with applicable university policies and faculty appointment terms.

4.7.4 Faculty Responsibilities

All faculty members on the Fishersville Campus, irrespective of discipline, rank, or programmatic assignment, shall be expected to engage in the areas of teaching, service, and scholarship, except where otherwise expressly provided in the terms of an individual appointment, contract, or applicable institutional policy. Although the nature, scope, and relative weighting of these responsibilities may vary based on academic field, instructional modality, and programmatic or institutional needs, participation in each responsibility domain is a condition of faculty appointment at the University.

In addition to the responsibilities listed in subsequent sections, faculty members of the MDCHS have the primary responsibility for admission to programs and program assessment, planning, and specialty accreditation.

4.7.4.1 *Instruction*

The University is a teaching institution, and faculty are expected to exert full effort to provide quality instruction to students.

1. All faculty members are expected to engage in instructional activities appropriate to their discipline, program, rank, and modality of appointment, except where otherwise expressly provided in the terms of an individual appointment, contract, or applicable institutional policy. The nature, scope, and mode of instructional responsibilities may vary in response to curricular design, student needs, and institutional priorities.
2. Faculty may also be responsible for curriculum development, course coordination, assessment of student learning outcomes, and continuous improvement of instructional quality within their assigned programs.
3. All instructional activities shall be carried out in accordance with approved curricula, institutional policies, accreditation standards, and applicable regulatory requirements.
4. Faculty are responsible for maintaining appropriate academic rigor; utilizing the learning management system (LMS, Canvas) for course implementation, preparing and delivering course materials; evaluating student performance fairly and consistently; adhering to published schedules and deadlines; and maintaining accurate academic records, including syllabi, grades, and required assessment documentation.
5. Faculty are expected to exercise professional judgment, disciplinary expertise, and pedagogical and/or andragogical effectiveness in the performance of their teaching responsibilities and to contribute to the academic integrity and educational mission of the University.
6. Faculty members have the right to expect from students the normal courtesies due their professional status. The classroom is to be governed so as to provide academic freedom for the students, but physical or verbal disturbances that disrupt the class are not to be tolerated. A student may be dismissed from a class for behaving in a disruptive fashion, but the professor must report the incident, in writing, to the Department Chair or Program Director, appropriate Associate Dean and to the appropriate Chief Academic Officer.

7. Faculty are expected to be present for each scheduled class meeting and to be on time. In the event it is necessary to miss a class, appropriate action must be taken to ensure that students are notified in advance, that sufficient contact hours actually occur, and that learning objectives are still met.
8. Final exams must be administered according to the schedule published by the appropriate Chief Academic Officer. If a final is not given, the class is to meet for the duration of the time scheduled for the exam or be engaged in meaningful academic interaction.
9. Faculty shall endeavor not to schedule special class meetings that will conflict with the established schedule of classes, convocations, or faculty meetings. Unless indicated on the schedule of classes used for registration, students should not be required to attend class meetings at any time other than that scheduled.
10. Faculty shall keep adequate records of attendance and performance, especially as they relate to federal and state statutes.

4.7.4.1.1 Cancellation of Class

If a class is canceled because of a weather event (except when all classes are canceled), personal emergency, medical issues that cannot be avoided, attendance at conference or other meetings (except when asked by administration), the faculty member will notify (before the absence is possible) the Department Chair or Program Director and Associate Dean (and the appropriate Chief Academic Officer if absent more than one day). Permission must be sought from the appropriate Associate Dean and appropriate Chief Academic Officer if a faculty member seeks to be absent more than six class days total in an academic year. In no circumstance may a faculty member cancel class to take a vacation while classes are in session. Whenever class is canceled for any reason, alternative instruction or instructional activity will be arranged by the faculty member.

4.7.4.2 *Advising and Student Support*

Faculty members are responsible for providing academic advising and related academic support services. Assisting students in developing academic plans and working schedules so their goals can be reached is a responsibility of all faculty. Although students must bear ultimate responsibility for meeting graduation requirements, the faculty advisor plays an essential supporting role. It is imperative that the advisor knows the academic requirements and provides the student with accurate guidance. Helping students select a major which will support life goals is a part of good advising.

Advising obligations apply to all faculty, except where otherwise expressly modified by the terms of an individual appointment, contract, or applicable institutional policy. The scope and form of advising activities may vary by discipline, program, instructional modality, and student population. The registrar in consultation with the Department Chair/Program Director and appropriate Associate Dean makes advising assignments attempting to balance the load of advisees per faculty member in each program/department/school. Every effort will be made to select a faculty member with the most knowledge of the student's prospective major.

Advising activities may include, but are not limited to, advising students who have not declared a major; undergraduate and graduate students within the faculty member's academic discipline or program; and students engaged in professional, clinical, or experiential learning pathways.

Advising also encompasses assisting students in the selection of academic programs; development and monitoring of degree plans; interpretation and clarification of academic policies, procedures, and regulations; guidance on academic progress and standing; and support in aligning academic choices with personal, professional, and career goals. Faculty are also expected to serve, as appropriate, as a point of referral to institutional offices and resources that support student learning, success, and well-being.

All advising activities shall be conducted in accordance with institutional policies, accreditation standards, and programmatic requirements, and faculty are expected to fulfill advising responsibilities in a timely, accurate, and professional manner. Advising responsibilities are included in service (§4.7.4.3) and the quality of advising is considered in personnel decisions.

4.7.4.3 Service

Service is an essential component of faculty responsibility and supports the academic mission, governance, and public role of the University. All faculty are expected to engage in service activities within one or more recognized service categories, except where otherwise expressly modified by the terms of an individual appointment, contract, or applicable institutional policy. The scope, emphasis, and nature of service activities may vary based on discipline, rank, workload assignment, and institutional need.

Please refer to the PolicyStat for Details regarding service workload expectations and the types of service recognized in MDCHS on the Fishersville Campus at Mary Baldwin University for purposes of faculty evaluation and workload alignment.

4.7.4.4 Scholarship and Creative Activity

Scholarship and creative activity are core components of faculty responsibility and contribute to the advancement of knowledge, professional practice, and the educational mission of the University. Faculty are expected to engage in scholarly or creative activities appropriate to their discipline, appointment, and assigned workload, except where otherwise expressly modified by the terms of an individual appointment, contract, or applicable institutional policy. The form, scope, and emphasis of scholarship may vary by discipline, programmatic context, and institutional need.

Please refer to the PolicyStat for Details regarding types of scholarship recognized in MDCHS on the Fishersville Campus at Mary Baldwin University for purposes of faculty evaluation and workload alignment.

4.7.4.5 Supervisory Responsibilities

Faculty may be assigned to supervise undergraduate student workers, graduate assistants, or other personnel in support of academic and administrative functions and must ensure compliance with all applicable University employment policies and guidelines.

4.7.4.6 Definitions and Application of Faculty Presence

For purposes of this Handbook, faculty presence refers to the sustained and substantive engagement of faculty in the instructional, advising, scholarly, service, governance, and student-support functions of the

University. Faculty presence may be demonstrated through in-person, virtual, or hybrid participation, as appropriate to appointment type, instructional modality, and assigned responsibilities.

Student hours constitute a defined component of faculty presence and may be conducted in person, virtually, or through a combination of modalities, consistent with institutional policy and course delivery format. Online instruction and related virtual engagement may satisfy presence expectations when aligned with assigned teaching responsibilities and approved workload arrangements. Flexible work arrangements, where permitted, shall be structured to ensure continued accessibility, accountability, and engagement and must be approved in accordance with institutional procedures.

Faculty presence expectations shall be interpreted and applied in a manner that promotes equity across appointment types, supports diverse instructional modalities, and maintains consistent standards of professional responsibility, student access, and institutional engagement.

4.7.4.6.1 Student Hours

Faculty members are required to maintain designated periods of availability, referred to as student hours, to support student learning, advising, mentoring, and academic success. Student hours are a core component of faculty responsibility and are intended to provide students with reasonable and equitable access to faculty outside of scheduled class time. Expectations regarding the number, format, and scheduling of student hours shall be established at the department or program level in accordance with institutional policy and instructional modality.

Student hours shall be scheduled and communicated clearly to students at the beginning of each academic term and updated as necessary. Faculty may fulfill student hour obligations through in-person, virtual, or hybrid formats, consistent with course modality, program expectations, and student needs. Student hours may be offered as scheduled drop-in periods, by appointment, or through a combination of both, provided access remains predictable and reasonably available.

During student hours, faculty are expected to be available to engage with students on matters related to course content, academic progress, advising, experiential learning, and other academic or professional concerns within the scope of the faculty role. Faculty should use student hours as an opportunity to foster inclusive, supportive, and respectful learning environments; to provide timely guidance and feedback; and to connect students, as appropriate, with additional institutional resources that support academic success, well-being, and persistence.

Faculty are expected to conduct student hours in a professional manner consistent with institutional policies, accessibility standards, and ethical obligations. Failure to maintain or appropriately communicate required student hours may be addressed through established academic administrative or evaluation processes.

4.7.4.6.2 Faculty Presence on Campus (Residential Faculty)

Faculty members holding residential appointments are required to maintain a consistent and substantive physical presence on campus as an essential component of their full-time professional responsibilities. Such presence supports the academic mission of the University by fostering a vibrant intellectual community, advancing shared governance, supporting the co-curricular life of students, and ensuring timely and meaningful engagement with students, colleagues, and staH.

Residential faculty are expected to maintain Academic on-campus presence during the fall and spring academic terms sufficient to fulfill their instructional, advising, scholarly, service, and institutional obligations. Time spent on campus shall reflect a combination of instructional activities, student hours, advising, meetings, scholarly engagement, and academic or institutional service. While the precise scheduling and distribution of on-campus time may vary based on teaching assignments, committee responsibilities, and other assigned duties, the overarching expectation is sustained, Academic engagement in the daily academic life of the University.

In addition to routine on-campus presence, residential faculty may be required to be physically present on campus for select academic or administrative events, as determined by the appropriate Chief Academic Officer or designee. Such events may include, but are not limited to, faculty retreats, strategic planning sessions, in-person assessment activities, accreditation site visits, commencement ceremonies, and other activities requiring direct engagement with students, colleagues, or institutional stakeholders. Reasonable advance notice shall be provided for such required events, except where exigent institutional needs necessitate shorter notice.

4.7.4.6.3 Faculty Presence (Remote or Hybrid Appointments)

Faculty members holding remote or hybrid appointments are expected to maintain a level of professional presence and availability sufficient to fulfill their instructional, advising, scholarly, service, and institutional responsibilities. Such presence may be achieved through a combination of on-campus and approved virtual engagement, consistent with the terms of the faculty member's appointment, instructional modality, programmatic needs, and institutional policy.

Expectations for on-campus presence for remote or hybrid faculty shall be established at the department or program level and approved by appropriate academic leadership including the appropriate Chief Academic Officer. These expectations may vary based on teaching assignments, advising responsibilities, committee service, accreditation requirements, and other assigned duties. Regardless of modality, remote and hybrid faculty are expected to participate meaningfully in the academic life of the University and to ensure reliable access for students, colleagues, and staH.

Notwithstanding the primary modality of appointment, remote and hybrid faculty may be required to be physically present on campus for select academic or administrative events, as

determined by the appropriate Chief Academic Officer or designee. Such events may include, but are not limited to, faculty retreats, strategic planning sessions, in-person assessment activities, accreditation site visits, commencement ceremonies, and other activities requiring direct, in-person engagement with students, colleagues, or institutional stakeholders. Reasonable advance notice shall be provided to facilitate planning and compliance, except where institutional circumstances require otherwise.

4.7.4.7 *Annual Evaluation*

All faculty members (full- and part-time) are required to participate in the College's Annual Faculty Evaluation (AFE) process as a condition of continued appointment and in fulfillment of their professional responsibilities. The annual evaluation process is intended to provide substantive and formative feedback that ensures accountability, supports professional development, and aligns individual performance with College/School goals, academic standards, and accreditation requirements. In addition, this process helps the Fishersville Campus academic administration consider how to appropriately manage departmental resources to meet the needs of the College, Schools, and Academic Programs.

4.7.4.7.1 Full-Time and Part-Time Annual Faculty Evaluations

All full-time and part-time academic faculty shall participate in the Annual Faculty Evaluation (AFE) process and submit all required materials in accordance with procedures and deadlines established in PolicyStat. Submissions must be accurate, complete, and reflective of the faculty member's assigned responsibilities during the evaluation period.

The AFE consists of three components: (1) a self-report of activities and responsibilities; (2) a self-reflection and self-evaluation addressing prior goals, contributions, achievements, strengths, and areas for growth in teaching, scholarship, and service, as applicable; and (3) a formal written evaluation conducted by the Department Chair or Program Director. The process includes a meeting between the faculty member and evaluator to review the evaluation and provide an opportunity for response.

Evaluation criteria shall be applied consistently and, in a manner, appropriate to the faculty member's appointment type, workload allocation, and assigned role.

Evaluation outcomes may inform decisions related to reappointment, contract renewal, promotion, merit-based compensation, professional development planning, and other personnel actions in accordance with institutional policy.

Failure to comply with evaluation requirements, including the timely and satisfactory submission of materials, may result in administrative action, including but not limited to ineligibility for advancement, merit consideration, or contract renewal, and may be addressed through applicable performance or disciplinary processes.

Refer to PolicyStat for more details regarding the annual evaluation process and timelines for full- and part-time Academic faculty.

4.7.4.7.2 Adjunct Faculty Evaluations

Adjunct faculty are required to participate in an Annual Adjunct Faculty Evaluation (AAFE) process and submit required materials in accordance with procedures and timelines established in PolicyStat.

The evaluation consists of three components: (1) a self-report of activities and responsibilities associated with the adjunct role; (2) a self-reflection and self-evaluation focused on teaching performance, including areas of strength and opportunities for improvement; and (3) a formal evaluation conducted by the Department Chair or Program Director.

Evaluation criteria shall be applied consistently and, in a manner, appropriate to the adjunct faculty member's assigned instructional responsibilities. Evaluation outcomes may inform decisions related to future teaching assignments and additional adjunct contracts, in accordance with institutional policy.

Refer to PolicyStat for more details regarding the annual evaluation process and timelines for adjunct faculty.

4.7.4.7.3 Peer Evaluations

A peer evaluation shall be completed for each instructional faculty member who teaches more than 50% of a course using the MDCHS on the Fishersville Campus Peer Teaching Evaluation process. Peer evaluations are not required for every course taught in a given academic year; rather, each faculty member is expected to participate in peer evaluation at a frequency and scope sufficient to support meaningful review of teaching effectiveness, as outlined in PolicyStat.

Any academic 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 the peer reviewer, meeting with the reviewer within two weeks of the observation and maintaining documentation of the evaluation. Peer teaching evaluations shall be submitted as part of the Annual Faculty Evaluation (AFE) or Annual Adjunct Faculty Evaluation (AAFE), as applicable.

Refer to PolicyStat for timing and number of peer evaluations required as part of the evaluation process and when a teaching evaluation by the program director is triggered.

4.7.5 Faculty Privileges

4.7.5.1 *Voting Privileges*

See membership of the Fishersville Campus Faculty Assembly ([§4.1.1](#)) under membership of the Faculty.

4.7.5.2 *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 always 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.”

4.7.5.2.1 Addendum to the Statement of Academic Freedom for Programs with External/Special Accreditation

Faculty assigned to teach within programs that are subject to specialized accreditation (e.g., Physical Therapy, CRNA etc.) shall recognize that, in certain instances, accreditation standards, professional codes of ethics, and prevailing state licensure or certification requirements may mandate specific curricular content, learning objectives, and competency expectations.

By accepting an instructional appointment within a program that holds, or is actively seeking, specialized accreditation, faculty thereby acknowledge and accept the obligation to deliver content in accordance with the requirements and academic framework prescribed by the program. This obligation includes adherence to approved syllabi, instructional methodologies, and curricular components deemed essential by the accrediting body or licensing authority.

Ultimate responsibility for ensuring that all instructional activities are consistent with current accreditation standards and regulatory expectations rests with the Program Director/Chair, Senior Associate/Associate Dean and the appropriate Chief Academic Officer. These individuals are charged with the continuous evaluation of instructional scope, content, and delivery to maintain educational quality and compliance with applicable accreditation and licensure requirements.

5 Support for Faculty Roles and Responsibilities

5.1 Professional and Faculty Development

Murphy Deming College of Health Sciences (MDCHS) at Mary Baldwin University affirms the professional responsibility of faculty to remain current in their respective disciplines and to contribute to the

advancement of knowledge through engagement in professional development activities, including attendance at academic conferences, professional meetings, and continuing education events.

Faculty members are encouraged to participate in such activities as a means of enhancing instructional effectiveness, expanding scholarly or clinical expertise, contributing to the academic reputation of the institution, and fulfilling the service mission of the University or College. Participation in professional meetings, workshops, symposia, and similar activities is considered a professional privilege and not an entitlement.

This privilege is extended subject to the availability of institutional resources and budgetary allocations designated for faculty development. All such participation must be consistent with the strategic priorities of the academic unit and must receive prior written approval from the appropriate Associate Dean and the appropriate Chief Academic Officer, in accordance with university policy. Reimbursement for travel, registration, or other expenses shall be governed by prevailing institutional travel and expense policies and is contingent upon pre-authorization. (See PolicyStat)

5.2 Academic Leave (Sabbaticals)

Mary Baldwin University provides Sabbatical Leave as the primary form of academic leave to support faculty professional renewal, sustained scholarship or creative activity, and development that advances the academic mission of the University. Sabbatical Leave is a benefit and may be awarded to eligible faculty holding legacy tenure (continuing contracts), career contracts, or renewable term contracts, consistent with the University's evolving faculty appointment model. Sabbatical Leave is a professional privilege, not an entitlement, and is granted on a competitive basis in consideration of institutional priorities, available resources, and academic merit.

Sabbatical Leave is intended to facilitate intellectual renewal, scholarly productivity, professional growth, or other activities that yield demonstrable benefit to the University. Faculty granted Sabbatical Leave are expected to devote the leave period primarily to the approved proposal and shall refrain from accepting significant teaching or administrative responsibilities at another institution during the leave, except with prior written approval from the appropriate Chief Academic Officer. Faculty receiving Sabbatical Leave are expected to return to full-time service at the University for a minimum of one academic year following completion of the leave.

Faculty members returning from approved Sabbatical Leave shall be reinstated to the same academic position, rank, and contract or legacy tenure status held prior to the commencement of the leave. Within three (3) months of return, the faculty member shall submit a written report to the appropriate Chief Academic Officer summarizing the activities undertaken and outcomes achieved during the leave. Failure to return to the University following an approved Sabbatical Leave may result in an obligation to reimburse the University for compensation received during the leave period, unless otherwise waived by the University.

5.2.1 Review and Evaluation of Sabbatical Applications

Applications for Sabbatical Leave are reviewed through established academic administrative processes and evaluated based on academic merit, feasibility, alignment with institutional priorities, and anticipated benefit to the faculty member's academic unit and the University. Final approval rests with the Board of Trustees, consistent with institutional policy.

See PolicyStat for evaluation criteria, eligibility, and review process.

5.2.2 Suspension of Sabbatical Leave

The Board of Trustees reserves the right, in its fiduciary capacity, to suspend the Sabbatical Leave program, in whole or in part, in response to financial, strategic, or operational circumstances. In the event of suspension, eligible faculty may submit a Statement of Intent to Apply to preserve eligibility. Upon reinstatement of the program, preference may be given to faculty whose eligibility was affected by the suspension, subject to standard review and approval processes.

5.3 Leave of Absence (Excluding Sabbaticals)

A faculty member (including faculty of practice) may apply for a leave of absence without pay for a period of up to one (1) year for either personal or professional reasons. Individuals who wish to apply for a leave of absence must discuss the application with the Associate Dean of their school, who will then make a recommendation to the appropriate Chief Academic Officer. All leaves must be approved by the Chief Academic Officer.

Faculty members on a leave of absence ordinarily do not receive a salary. Therefore, the University will not continue making contributions to the retirement program during an unpaid leave of absence since these benefits are tied to salary payments. Health Benefits for personal and professional leaves of absence are discussed below. A faculty member requesting a leave of absence is advised to contact the Office of Human Resources to discuss benefits available during the leave. Unpaid Personal Leave

Unpaid personal leave of absence may be granted for circumstances such as care-giving for family members, personal or family medical needs. Faculty on an unpaid personal leave of absence may arrange to have their benefits continued at their own expense. The University will comply with the legal requirements for benefits continuation for leaves covered by the Family and Medical Leave Act. Faculty on parental leave and short-term disability will receive salary and benefits as set forth in Employee Handbook. Time on an unpaid personal leave of absence is not considered time spent in service to the University and will not count toward a faculty member's years of service.

5.3.1 Leave of Absence: Professional Leave

Leave may be granted for professional reasons such as pursuing scholarly or artistic work under a grant or fellowship. For a leave to be considered professional, its primary purpose must be to enhance the scholarly and teaching skills of the faculty member. If the purpose of the leave of absence is unclear, a decision will be made by the appropriate Chief Academic Officer. In exceptional circumstances, such leaves may be extended beyond one year.

The University will continue to pay its portion of benefits (medical, long-term disability and life insurance) for faculty members on unpaid professional leave with no outside funding. The faculty member must make arrangements with the Office of Human Resources to continue to pay their share of the monthly premiums. The University will not, however, provide benefits for faculty members on unpaid leave who have outside income from a grant or employer who pays benefits. In these cases, the grant or employer will be expected to assume the cost of the faculty member's employee benefits. In circumstances in which the benefits provided by the outside funding agency are not commensurate with those of the University (e.g., family coverage is not offered), the University will continue to pay its portion of benefits for the faculty on leave for up to one year, so long as the faculty member returns to their normal duties after that year. The faculty member must make arrangements with the Office of Human Resources to continue to pay their share of the monthly premiums.

Members of the faculty who receive University-paid benefits while on unpaid professional leave must repay the University the amount of leave compensation (University-paid benefits) if they do not return to the University for two semesters immediately following their professional leave.

In unusual circumstances, leaves for professional reasons, depending on their nature, may be counted as service to the University and thus towards the years required for sabbatical. The appropriate Chief Academic Officer will consult with the appropriate Associate Dean and will decide whether the leave time will count.

5.4 Institutional Support

Mary Baldwin University affirms its commitment to providing faculty with reasonable and appropriate institutional support necessary to fulfill their instructional, scholarly, service, advising, and professional responsibilities in furtherance of the University's academic mission. Such support is intended to promote academic quality, faculty effectiveness, and compliance with applicable accreditation standards and regulatory requirements.

The availability, scope, and allocation of institutional resources - including but not limited to instructional support, professional development opportunities, technological infrastructure, library and information resources, administrative services, and physical facilities - are contingent upon institutional priorities, available financial resources, and operational capacity. The University reserves the right to review, modify, or reallocate resources periodically in response to budgetary considerations, strategic planning decisions, technological developments, and evolving institutional needs.

The University shall endeavor to provide equitable access to institutional resources for faculty across instructional modalities, appointment types, and locations. Reasonable accommodations shall be made, as appropriate and in accordance with applicable law and University policy, to support faculty in fulfilling the expectations of their appointments. The provision of institutional support does not create a contractual entitlement to specific resources or levels of support beyond those expressly stated in university policy.

6 Faculty Workload

6.1 Purpose and Principles

Mary Baldwin University affirms the essential contributions of its faculty to student learning, academic innovation, institutional mission fulfillment, and community engagement. The University recognizes that faculty responsibilities extend beyond classroom instruction and include advising, scholarship or creative activity, service, and administrative or leadership duties that collectively advance the intellectual, civic, and professional life of the institution and its constituencies.

Faculty workload expectations are intended to be reasonable, equitable, and transparent, consistent with disciplinary norms, contractual obligations, shared governance principles, and applicable accreditation standards.

6.2 Workload Framework

The Fishersville Campus 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.

Mary Baldwin University 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, the Schools and the communities we serve. It is essential that each of the Fishersville Campus 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 on the Fishersville Campus.

Workload for a member of the academic 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 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 the workload of academic faculty on the Fishersville Campus. 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 across Mary Baldwin University.

This workload policy addresses the unique nature of the health science and health professions educational programs. Most of our professional programs are year-round and 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. Therefore, the college views workload across the length of the faculty teaching contract and not per term.

Courses offered by faculty on the Fishersville Campus 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 but not limited to course level (UG vs GR), faculty role, team-taught courses (eHort), and enrollment using defined formulas.

The criteria and application of workload modifiers are established and maintained in PolicyStat.

6.3 Scope of Faculty Workload

Faculty workload encompasses instructional responsibilities as well as advising, scholarship or creative activity, service, and administrative duties, as applicable to the faculty member's appointment type, role, and contract. The relative distribution of workload across these areas shall be determined through institutional policy, departmental practices, and individual assignment, consistent with approved workload frameworks and contractual expectations as established and maintained in PolicyStat.

6.4 General Workload Assumptions

Faculty workload shall be measured in Workload Units (WU) with teaching load expectations that vary based on:

- Contract length (9.5-, or 12-month appointment); and
- Administrative duties as assigned for faculty administrators, where applicable.

The workload expectations set forth in the accompanying workload tables for the two pathways (Scholar Pathway §6.5.1.1 and Clinical Pathway §6.5.1.2) establish the standard instructional workload associated with each appointment type, while recognizing that faculty responsibilities extend beyond teaching to include institutional service, professional engagement, and scholarly or creative activity appropriate to the faculty member's role and pathway.

While service and scholarship constitute important components of the overall faculty workload, specific workload unit allocations associated with these activities are not fixed and may vary among faculty members. Assignments related to service and scholarship are determined through consultation with the appropriate academic leadership and are aligned with faculty interests and expertise, institutional

priorities, and the expectations associated with the faculty member’s designated pathway (e.g., instructional or scholarly) and goals toward promotion.

When faculty members hold administrative assignments, a portion of the instructional workload may be reassigned or reduced to accommodate administrative responsibilities. Such reassignment of workload is typically provided through teaching release through workload unit adjustments, as defined in the workload calculation policies maintained in PolicyStat.

6.5 Teaching Workload Expectations

To recognize the diverse roles academic faculty on the Fishersville Campus, play in advancing the mission of the Murphy Deming College of Health Sciences, the University has established distinct faculty workload pathways. These pathways reflect different distributions of responsibility among teaching, scholarship, and service while maintaining a shared commitment to high-quality instruction, student success, and professional engagement. Faculty are appointed to either the Scholar Pathway or the Clinical Pathway, with each pathway carrying defined allocations of teaching expectations.

Teaching assignments are expressed in WU and are formally assigned and managed by the administration to ensure appropriate course coverage, alignment with enrollment demand, and efficient use of instructional resources.

The descriptions below outline the general expectations associated with each pathway; detailed workload calculations are maintained in the University’s Workload Calculation policy in PolicyStat.

6.5.1 Academic Faculty – Instructional

6.5.1.1 *Scholar Pathway*

Faculty appointed to the Scholar Pathway maintain a balanced portfolio of responsibilities that includes teaching, scholarship, and service. Faculty in this pathway are expected to devote approximately 70% percent of their effort to teaching, 15% percent to scholarly and professional activities, and 15% percent to service to the college, the University, the profession, or the broader community.

Teaching Workload Expectations Table – Scholarship Pathway

Appointment – Teaching Period	Expected Annual Teaching Workload Units (WUs)
9.5-Month Faculty	24
12-Month Faculty	27

These teaching workloads represent the loads and unique course preparations associated with cohort-based programs. For additional detail regarding workload calculations and course modifiers, refer to the Workload Policy maintained in PolicyStat.

6.5.1.2 *Clinical Pathway*

Faculty appointed to the Clinical Pathway focus primarily on teaching and service. Faculty in this pathway are expected to devote approximately 85% of their eHort to teaching and 15% percent to service to the college, the University, the profession, or the community.

Teaching Workload Expectations Table – Clinical Pathway

Appointment - Teaching Period	Annual Teaching Workload Units (WUs)
9.5-Month Faculty	30
12-Month Faculty	33

For additional detail regarding workload calculations and course modifiers, refer to the Workload Policy maintained in PolicyStat.

6.5.2 Academic Faculty – Faculty Administrators

6.5.2.1 *Re-assigned Teaching Time Framework*

Reassigned time for faculty administrative responsibilities shall be structured according to a four-tier model that aligns expected scope of work with reductions in teaching workload and, where applicable, supplemental stipends.

- Tier 1: Approximately 12.5% reassigned time (equivalent to a modest reduction in teaching or workload responsibilities). No stipend is provided at this level.
- Tier 2: Approximately 25% reassigned time, may be accompanied by a stipend for 9.5-month faculty.
- Tier 3: Approximately 37.5% reassigned time, may be accompanied by a stipend for 9.5-month faculty.
- Tier 4: Approximately 50% reassigned time, may be accompanied by a stipend for 9.5-month faculty.
- Tier 5: Approximately 62.5% reassigned time, may be accompanied by a stipend for 9.5-month faculty.

For 12-month faculty in MDCHS on the Fishersville Campus, the associated compensation (stipend) for each tier for faculty administrators is embedded within the salary for the defined role.

Reassigned time percentages are approximate and may be operationalized through adjustments in course load, administrative assignments, or other workload components, as determined by the appropriate academic administrator.

Please refer to PolicyStat for details regarding which faculty administrator roles fall within each tier and the amounts of the associated stipend

6.5.2.2 *Administrative Authority and Modification of Reassigned Time Framework*

The reassigned time percentages set forth in [§6.5.2.1](#) are intended to provide general guidance for structuring faculty administrative appointments. The University recognizes that variations in institutional need, scope of responsibility, program size, and available resources may warrant adjustments to these standard allocations.

Accordingly, the University, acting through the appropriate Chief Academic Officer, retains the authority to modify reassigned time percentages, stipend amounts, or both, on a case-by-case basis. Such modifications shall be based on a documented assessment of the scope, complexity, and expected impact of the administrative assignment and must be reflected in the written scope of work for the appointment.

The University further reserves the right to revise the standard reassigned time framework and associated stipend ranges prospectively to ensure alignment with institutional priorities, financial capacity, and operational needs. Any such revisions shall not be construed to create a guarantee or expectation of continuation at any specific level of reassigned time or compensation beyond the terms of the current appointment.

Nothing in this section shall be interpreted to create a contractual entitlement to reassigned time, stipend levels, or continued administrative appointment.

6.5.3 **Clinical Practice Note**

Faculty on the Fishersville Campus (MDCHS) may be allocated up to eight hours per work week (Monday through Friday) for clinical practice. Faculty who do not maintain an active clinical practice may use this time for scholarship or professional development.

Clinical practice activities do not satisfy assigned teaching workload units or institutional service obligations. However, such activities may be included in the promotion dossier as evidence of contemporary expertise, professional engagement, and other types of service as appropriate to the faculty member's role.

Scholarship is reflected within total workload expectations; however, as outlined in General Workload Assumptions ([§6.4](#)), the MDCHS administration does not assign specific workload units to scholarship activities.

6.6 **Faculty Compensation Teaching Overload**

In addition to a faculty workload salary, faculty may be compensated for assuming an instructional (teaching) overload in the academic year. An instructional overload occurs when a faculty member's assigned instructional workload exceeds the standard load by more than one (1.0) Workload Unit during the designated academic period.

The Chief Academic Officer of the Fishersville Campus or their designee reserves the right to determine the minimum enrollment needed, consistent with sound fiscal practices, to justify offering the class. Courses created by the University because of small enrollments (< 10 students) are counted in the faculty member's workload and are also counted in overload using the workload calculations. The workload units for courses

assigned as teaching overload are calculated using the same workload formula as previously described for teaching load.

Additional instructional responsibilities may only be offered to faculty members who already carry a full workload. Workload compensation is the same for all full-time faculty, regardless of faculty rank. Faculty members who accept overload teaching assignments are compensated at a flat rate per WU as published in PolicyStat. MBU reserves the right to modify overload compensation based on the financial resources of the University.

Overload teaching assignments shall be limited in accordance with the faculty member's contract length to preserve instructional quality and ensure that faculty remain able to fulfill their assigned teaching, service, and/or scholarly responsibilities. Maximum allowable overload levels are published in the Workload Calculation Policy maintained in PolicyStat; exceptions may be granted on a case-by-case basis with the approval of the Chief Academic Officer or designee.

The administration reserves the right to identify which of the faculty member's courses would apply to overload assignment. Faculty members who have a larger-than-normal workload assignment in the fall may also request or be assigned a reduction in their spring teaching load, in lieu of overload compensation. Assigned time as part of external grants is counted with the standard workload of faculty, although instructional duties may be applied to overload if there is not a readjustment of workload to address how research time will be accommodated within the standard workload.

6.7 Summer Teaching Workload

Faculty with 9.5-month appointments whose time is not fully obligated to the university may be offered course assignments to teach during the summer session as adjunct faculty and will receive a separate adjunct contract. During a summer semester, 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 overload (see previous section). The workload units for courses assigned as summer teaching workload are calculated using the same workload formula as previously described for teaching load and published in PolicyStat

In the interest of quality instruction, a faculty member's teaching assignment in the summer should not exceed 9 WUs. The Senior Associate Dean/Associate Dean and the appropriate Chief Academic Officer must approve all exceptions to this stipulation 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 overload 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 or ensure that a faculty meets their annual teaching obligation.

6.8 Institutional Authority and Review

The University and college retains the authority to define, assign, and adjust faculty workload in accordance with institutional priorities, accreditation standards, enrollment patterns, academic program requirements, and available resources. Workload expectations may be modified as necessary to reflect evolving academic, operational, or strategic needs, provided such adjustments are made in a manner consistent with principles of fairness, transparency, and contractual obligation.

Nothing in this section shall be construed to create a contractual entitlement to a specific workload formula, course assignment, enrollment threshold, or distribution of responsibilities. Detailed policies, procedures, formulas, and implementation guidance governing workload calculation, modifiers, and review processes are set forth in PolicyStat.

6.9 Review, Revision and Board Oversight of Workload Policy

The faculty workload framework is subject to periodic review and revision to ensure that it remains aligned with institutional priorities, academic programming needs, and evolving higher education practices. As an administrative policy, workload expectations and associated procedures shall be reviewed and updated in accordance with [§3.3](#) of this Handbook.

Consistent with the University's governance structure, the Board of Trustees maintains appropriate visibility and oversight of administrative policies, including those related to faculty workload, in accordance with [§3.3.1](#). Such oversight does not extend to operational approval of workload determinations but ensures alignment with institutional mission, strategy, and risk management.

7 Faculty Grievance

Mary Baldwin University affirms that academic faculty members on the Fishersville Campus are entitled to fair, timely, and consistently applied processes to raise and resolve workplace concerns affecting their faculty rights, responsibilities, or conditions of appointment. The faculty grievance process is intended to support institutional integrity, shared governance, and academic quality by providing a structured mechanism for review and resolution consistent with principles of procedural fairness and due process.

The policies and procedures related to Faculty Grievance can be found in PolicyStat.

7.1 Scope and Coverage

A faculty grievance is a formal complaint by an eligible faculty member alleging that a University action or omission has adversely affected the faculty member and involves (i) a violation or misapplication of University policy; (ii) a material procedural irregularity; (iii) an arbitrary, capricious, or discriminatory application of standards; or (iv) other action subject to review under University policy. Matters that are governed by separate processes - such as discrimination, harassment, or other legally regulated complaints - shall be addressed through the applicable University process and may be excluded from the faculty grievance process except as expressly permitted by policy.

7.2 Informal Resolution and Negotiated Outcomes

The University encourages faculty members and academic leaders to seek prompt, good-faith informal resolution of concerns when appropriate. A grievance may be resolved at any stage through a mutually agreed, documented resolution. Such negotiated outcomes are permissible and encouraged where they are consistent with university policy, do not contravene law, and do not impair the rights of other individuals. Participation in informal resolution does not, by itself, waive a faculty member's ability to pursue a formal grievance where informal eHorts are unsuccessful, except as otherwise provided by policy.

7.3 Procedural Fairness, Representation, and Retaliation

Grievance proceedings shall be administered in a manner that is equitable, impartial, and consistent with university policy. Faculty members shall have a reasonable and timely opportunity to present relevant information, to identify the basis of their grievance, and to receive written notice of determinations and outcomes in accordance with procedures established in the Administrative Policies and Procedures maintained with PolicyStat.

A formal grievance shall be submitted in writing and must clearly identify the action or decision at issue, the relevant policy or procedure alleged to have been violated or misapplied, and the remedy sought. Grievances are expected to be filed within a reasonable period of time following the incident giving rise to the concern, as defined in PolicyStat. The University may establish reasonable requirements regarding documentation and submission to ensure that grievances are reviewed in an orderly and consistent manner.

Upon receipt, grievances are subject to an initial administrative or committee review to determine whether they fall within the scope of the grievance process, meet applicable procedural requirements, and present a legitimate claim for review. Grievances that meet these criteria will be referred for formal consideration in accordance with established procedures.

Formal review of a grievance shall be conducted by a duly constituted faculty body or panel (Faculty Grievance Committee (§2.8.3.7) designed to ensure independence, impartiality, and appropriate faculty participation. The composition of such bodies shall avoid conflicts of interest and shall be structured to ensure that no individual with direct involvement in the matter under review participates in the adjudication of the grievance. Additional procedural safeguards, including provisions related to recusal, panel composition, and cross-campus matters, are set forth in PolicyStat.

Retaliation against any individual who raises a concern, files a grievance, or participates in the grievance process in good faith is strictly prohibited. Allegations of retaliation shall be subject to review and may result in appropriate administrative action.

Nothing in this section shall be construed to supersede or modify the detailed procedures governing grievance submission, review, and adjudication as set forth in the Administrative Policies and Procedures Manual.

7.4 Confidentiality of Records

To protect the integrity of the process and the privacy interests of the parties, grievance matters shall be handled with appropriate discretion and confidentiality to the extent permitted by law and institutional policy. Records of grievance proceedings shall be maintained in accordance with university record retention requirements, within the Office of Human Resources.

7.5 Procedures

Detailed eligibility rules, filing requirements, timelines, stages of review, standards of evidence, decision-making authority, and appeal provisions are established in PolicyStat. The University/College reserves the right to revise grievance procedures as necessary to maintain compliance with law, accreditation expectations, and institutional policy, provided changes are applied consistently and in a manner consistent with procedural fairness.

7.6 Relationship to Other University Processes

The faculty grievance process at MDCHS on the Fishersville Campus is intended to address concerns arising from the application or interpretation of academic policies, conditions of appointment, or other faculty-related matters as defined in this Handbook. Certain matters are governed by separate University policies and procedures and, therefore, fall outside the scope of the faculty grievance process.

Complaints or allegations involving discrimination, harassment, retaliation, sexual misconduct, or other conduct regulated by federal or state law shall be addressed through the University's applicable compliance or equal opportunity procedures. Allegations of research misconduct, financial impropriety, or violations of professional or ethical standards shall be addressed through the processes specifically established for those matters. Issues related to student complaints, academic integrity, or student conduct are governed by student policies and are not subject to the faculty grievance process.

Where a matter may reasonably fall under more than one University process, the University shall determine the appropriate process for review, consider the nature of the allegations, applicable legal requirements, and institutional policy. The University may, in its discretion, redirect a complaint to the appropriate process or coordinate review across processes as necessary to ensure fairness, consistency, and compliance.

Nothing in this section shall be construed to limit a faculty member's rights under applicable law or to preclude access to external remedies where such rights exist. The existence or use of other complaint or review mechanisms does not, in itself, constitute a waiver of the faculty grievance process unless expressly stated in university policy.

8 Disciplinary Action

8.1 Authority and Scope

Mary Baldwin University retains sole and exclusive authority, as delegated by the Board of Trustees and exercised through the President and designated administrative officers, to impose disciplinary action, including suspension, non-renewal, and termination of faculty appointments on the Fishersville campus. The Fishersville Campus, including MDCHS, does not operate under a system of tenure, all faculty appointments are governed solely by the terms of the applicable employment contract. Nothing in this Handbook shall be construed to create a property interest in continued employment or to limit the University's discretion beyond the express terms of such contract.

8.2 Grounds for Disciplinary Action

Disciplinary action may be imposed for conduct or performance that fails to meet institutional expectations or contractual obligations, including but not limited to: violation or misapplication of University policies or procedures; failure to perform assigned duties; professional misconduct or incompetence; falsification of records or credentials; unlawful conduct; or actions that materially impair the operations, integrity, or safety of the University community.

8.3 Range and Application of Discipline

The University retains full discretion to determine the nature and severity of disciplinary action based on the totality of circumstances. Disciplinary measures may include but are not limited to: informal counseling; written notice of concern; written reprimand; reassignment or modification of duties; removal of administrative responsibilities; implementation of a Performance Improvement Plan (PIP); suspension; non-renewal; or termination for cause.

A Performance Improvement Plan (PIP) may be implemented, at the sole discretion of the University, in cases involving performance deficiencies. A PIP is a structured, time-limited plan outlining specific expectations, performance benchmarks, and consequences for failure to achieve satisfactory improvement. The use of a PIP is not required prior to the imposition of any disciplinary action and does not limit the University's authority to take immediate or additional disciplinary measures, including termination, where warranted.

The University is not obligated to apply disciplinary measures in a progressive sequence and may impose immediate action, including suspension or termination, where warranted by the circumstances.

8.4 Administrative Process and Notice

Disciplinary action shall be administered by appropriate academic leadership, including Department Chairs or Program Directors, Senior Associate / Associate Deans, and the appropriate Chief Academic Officer, consistent with delegated authority. For formal disciplinary action, the faculty member shall receive written notice of the concerns or allegations and be afforded a reasonable opportunity to respond within a timeframe (See PolicyStat) established by the University.

The University may conduct such administrative review or investigation as it deems appropriate to inform its determination. Disciplinary matters are administrative in nature and shall not require review or adjudication by faculty committees. The administration may, at its discretion, seek input from appropriate individuals; however, such consultation shall be advisory only and shall not confer decision-making authority or limit administrative discretion.

8.5 Suspension and Interim Measures

A faculty member may be placed on administrative leave or suspended when, in the judgment of the University, such action is necessary to address alleged misconduct or to protect the safety, welfare, or orderly operations of the University. Such action may be taken by the appropriate Chief Academic Officer, with notification to the President.

When practicable, the faculty member will be afforded an opportunity to respond prior to the imposition of such measures; however, immediate action may be taken without prior notice where circumstances warrant. The terms and conditions of any interim measure, including compensation and duration, shall be determined by the University.

8.6 Termination for Cause

Termination for cause (§8.6) shall be determined by the President or designee following such administrative review for cause as defined in section §9.4.1. The determination of whether cause exists, and the appropriate disciplinary outcome, are matters of administrative judgment. Such determinations shall be final, subject only to discretionary review by the President or the Board of Trustees.

8.7 Documentation

Formal disciplinary actions shall be documented and maintained in the faculty member's official personnel file. Informal supervisory actions, including counseling or verbal guidance, are not required to be included in the personnel file but may be documented separately at the discretion of the University.

8.8 Relationship to Grievance Process

A faculty member may seek review through the Faculty Grievance process only on the grounds of alleged procedural irregularity, misapplication of institutional policy, or material deviation from established procedures in the administration of disciplinary action (§8.3). The grievance process shall not serve as a substitute for the University's administrative disciplinary process and does not authorize review of the substantive merits of disciplinary decisions or the exercise of administrative judgment. Findings resulting from the grievance process are advisory in nature and do not bind the administration's final determination.

8.9 Reservation of Institutional Discretion

The University reserves the right to take such disciplinary or interim action as it deems necessary to protect institutional interests, ensure compliance with applicable law and policy, and maintain the effective operation of the University. Nothing in this section shall be interpreted to create contractual, procedural, or

due process rights beyond those expressly provided in a faculty member's written appointment or required by law.

9 Separation of Employment and Faculty Appointments

9.1 Institutional Authority and Nature of Appointment

Mary Baldwin University retains sole and exclusive authority, as delegated by the Board of Trustees and exercised through the President and designated administrative officers, to make decisions regarding faculty appointments, including renewal, non-renewal, reassignment, and termination.

Faculty appointments on the Fishersville campus are made pursuant to written contracts, which may include fixed-term, renewable, career contract, or continuing contract appointments as defined by the University. All such appointments are governed by their express terms and conditions and do not carry an expectation of renewal or continued employment beyond the stated term or conditions of the applicable agreement.

Career contracts provide for extended or continuing appointment subject to defined terms, periodic review, and institutional need, but do not constitute tenure and do not create a property interest in indefinite or permanent employment. Legacy Tenure and Continuing Contracts are not recognized by the Fishersville Campus, and MDCHS.

Nothing in this Handbook shall be construed to limit the University's discretion except as expressly set forth in a faculty member's written appointment.

9.2 Non-Renewal of Appointment (End of Term)

Non-renewal of a faculty appointment at the conclusion of its stated term constitutes the natural expiration of the contract and does not constitute dismissal or disciplinary action. The University's obligation is limited to salary and benefits earned through the end of the appointment, subject to any applicable notice provisions set forth in the faculty member's contract or University policy.

Non-renewal may occur for a variety of institutional or programmatic reasons, including but not limited to enrollment trends, financial considerations, program modification or discontinuance, or institutional priorities. Except as expressly provided in a written agreement, non-renewal does not give rise to an entitlement to severance or additional compensation.

9.3 Termination without Cause

9.3.1 Fixed-term, Renewable, and Career Contract

Fixed-term, Renewable and Career Contract faculty may be terminated not for cause, prior to the end of the contract term, at any time after six (6) weeks notice. Career Contract faculty who are terminated not for cause will be entitled to severance equal to the lesser of six (6) months of salary or the remaining months of

salary remaining of their contract. Severance will be paid in the amount equal to their monthly salary, exclusive of benefits, paid monthly for after the expiry of the notice period.

9.4 Termination for Cause

9.4.1 Fixed-term, Renewable, and Career Contract

Fixed-term, Renewable and Career Contract faculty may be terminated for cause, prior to the end of the contract term. Cause includes, but is not limited to:

- Willful dishonesty, including but not limited to theft, academic dishonesty, research misconduct, plagiarism, forgery, or other professional misconduct or ethical violations;
- Demonstrated incompetence in the execution of professional duties;
- Material neglect of duty;
- Insubordination, including refusal to comply with legitimate and reasonable directions of authorized administrators;
- Failure to return at the conclusion of an approved leave of absence, including sabbatical leave;
- Conduct which directly and substantially impairs the individual's fulfillment of institutional responsibilities, including but not limited to abuse of power, sexual harassment, or racial, gender-based, or other unlawful discriminatory practices;
- Patterns of ongoing or intentional obstruction or disruption of teaching, research, or University operations;
- Failure to safeguard institutional information, including unauthorized disclosure, misuse, removal, destruction, alteration, or negligent handling of confidential, proprietary, protected, or institutionally sensitive information;
- Conduct materially damaging to institutional operations or reputation;
- Threatening behavior, violence, possession of prohibited weapons, or other conduct that endangers the health, safety, or welfare of any member of the University community;
- The commission of an act constituting a crime under federal or state law, or other conduct involving moral turpitude;
- Medical evidence that the faculty member is unable to perform the essential functions of the appointment, with or without reasonable accommodation for a qualified disability.

Faculty who are terminated for cause are not entitled to a notice period or severance.

Procedures related to dismissal for cause including, due process, are outlined in *Policy Stat.*

9.5 Severance and Separation Agreements

For purposes of this Handbook, severance refers to compensation or benefits provided to a faculty member upon separation from employment that exceed any salary, notice, or benefits earned or owed under the terms of the faculty member's appointment. Severance is not an automatic or implied benefit of employment and shall be provided only where expressly set forth in this handbook, a written employment agreement or in a negotiated separation agreement approved by the University.

Except as expressly provided in such an agreement or in this handbook, the University shall have no obligation to provide severance in connection with non-renewal, program discontinuance, resignation, retirement, or termination of employment. Any severance or additional consideration shall be discretionary and may be conditioned upon terms deemed appropriate by the University, including the execution of a release of claims or other obligations.

9.6 Teach-Out and Instructional Continuity

In the event of program discontinuance or material program modification, the University is responsible for ensuring appropriate instructional continuity for enrolled students in accordance with accreditation standards and institutional policy.

To support this obligation, the University may assign faculty to teach-out responsibilities, modified instructional duties, or related academic functions for a defined period of time. Such assignments may be made to current faculty, reassigned faculty, or other qualified instructional personnel, as determined by the University.

Assignment to teach-out responsibilities shall be based on institutional need and is not guaranteed to any individual faculty member. Participation in teach-out activities does not create an entitlement to continued employment beyond the period necessary to fulfill instructional obligations to students.

Nothing in this section shall be construed to limit the University's authority to determine the method, duration, or staging of teach-out activities.

9.7 Resignation by Faculty

A faculty member may voluntarily resign from their appointment by providing written notice in accordance with the terms of their contract or applicable university policy. The University reserves the right to determine the effective date of resignation, consider institutional needs. Failure to provide appropriate notice may result in administrative action consistent with university policy.

9.8 Retirement and Phased Retirement

Faculty members may elect to retire in accordance with applicable University policies and benefit programs. The University may, at its discretion, offer or approve phased retirement arrangements, which allow for a reduced workload or modified responsibilities over a defined period leading to full retirement. Phased retirement arrangements must be documented in a written agreement and are subject to institutional approval, operational needs, and applicable law. Nothing in this section shall be construed to create an entitlement to phased retirement.

9.9 Emeritus Status

Faculty members who have served the University with distinction for fifteen (15) years or more and who remain on active status and good standing until retirement may be considered for emeritus status. Emeritus status is honorary in nature and shall not be granted automatically.

Recommendations for emeritus status are made upon the recommendation of the Faculty Status and Promotion Committee to the President, who then approves (or does not approve) the recommendation. Then the President sends the recommendation to the Board of Trustees for a final decision (approval or not to approve).

9.10 Relationship to Disciplinary and Grievance Processes

Actions taken pursuant to this section, including non-renewal, program discontinuance, resignation, or retirement, are administrative in nature and do not constitute disciplinary action unless expressly stated.

A faculty member may seek review through the Faculty Grievance process only on the limited grounds of alleged procedural irregularity, misapplication of institutional policy, or material deviation from established procedures. The grievance process shall not serve as a mechanism to challenge the substantive decision to non-renew, terminate, or modify a faculty appointment, nor to re-evaluate the University's academic, financial, or operational judgment.

9.11 Reservation of Institutional Discretion

The University reserves the right to take such actions as it deems necessary to manage faculty appointments and institutional operations in a manner consistent with its mission, legal obligations, and accreditation requirements. Nothing in this section shall be interpreted to create contractual rights or expectations beyond those expressly set forth in a faculty member's contract.