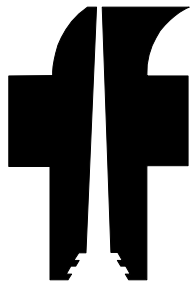


# FACULTY HANDBOOK

UPDATED NOVEMBER 13, 2014

\* NOTE: THE COMMITTEE STRUCTURE CURRENTLY CONTAINED IN THE 2008 FACULTY HANDBOOK WILL REMAIN APPLICABLE UNTIL THE PROPOSED COMMITTEE HANDBOOK IS APPROVED BY THE FACULTY AND CABINET EXCEPT AS ALREADY OTHERWISE PREVIOUSLY APPROVED AND CURRENTLY IN PLACE, EXAMPLES OF WHICH INCLUDE, BUT ARE NOT LIMITED TO, THE FACULTY AFFAIRS COMMITTEE, THE ABOLITION OF THE STUDENT WELFARE COMMITTEE AND ITS REPLACEMENT BY THE DISCIPLINARY REVIEW BOARD



**Faulkner University**  
— A CHRISTIAN UNIVERSITY —

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For the most current information about policies and issues pertaining to Faulkner faculty,  
please visit the University's web site at <http://www.faulkner.edu>.

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# **I. Faulkner University**

## **1.1 History**

Faulkner University is a private liberal arts based institution originally founded by members of the Churches of Christ in 1942 as a two-year Bible college and has evolved into what is now a multi-campus, co-educational Christian university of higher education offering associate, baccalaureate, master, and doctorate degrees. The Board of Trustees, Administration, Faculty, and Staff are committed first and foremost to their roles as Christ-like individuals. The University community is dedicated to the pursuit of excellence in teaching, scholarship and service, preparing students to realize their full potential as servants of God in their respective fields of study.

## **1.2 Mission & Vision**

The mission of Faulkner University is to glorify God through the education of the whole person, emphasizing integrity of character in a caring Christian environment where every individual matters every day.

Anchored in Biblical truth, Faulkner University will be recognized globally as a vibrant Christ-centered community where academic excellence, spiritual growth, and a personal dedication to service combine to equip graduates with the tools to make a profound and lasting difference in their chosen fields, families, churches, and communities.

## **1.3 Core Commitments:**

Steadfast commitment to Biblical truth and Christian principles;

Demonstrated care for every student, every day;

Excellence in teaching and learning;

Intentional, spiritual mentoring of the total life of the student; and

Fostering respect and preservation of fundamental principles that acknowledge the religious, intellectual, social, economic, and individual freedoms we enjoy as blessings from our Creator.

## 1.4 Guiding Principles

### HERE WE STAND Faulkner University

No one has to be told the world is changing rapidly. Institutions all over the world, medical, legal, and religious, are changing. Colleges and universities are changing. Local churches are changing, too.

Many changes are beneficial. Advances in medicine and health care, progress in communication technology, and erection of useful new facilities are changes to be appreciated. As Christ's churches evangelize the world, grow in grace and knowledge of the Lord, love its neighbors and bear its cross daily, methods, programs, and the needs of those to be served may change.

Faulkner University is a Christian University. Being Christian, it is connected to principles that cannot change. With the help of God and by the determination of its administration and faculty, the university will not change in its relation to these principles.

God is the beginning and the end. He is creator and sustainer of the universe. He brought all creation into being by the power of his Word. He said, "Let there be..." and there was. He changes not.

Faulkner University is committed to the centrality of Jesus and his cross. All of us have sinned. We are, therefore, powerless to save ourselves. God sent His Son Jesus into the world to taste death for us all. Every sermon in Acts has Jesus Christ as its theme. Paul the apostle determined to know nothing but Jesus Christ and him crucified. God forbid that Faulkner University should glory except in the cross of our Lord Jesus Christ.

We unabashedly affirm, as the Bible does, that no sinner can be saved except by the grace of God. God's grace is appropriated by faith in the atoning death of Christ. Those who believe the gospel and desire to be saved are baptized in the death of Christ and raised by the power of God to walk in newness of life. Jesus promised salvation to those who believe and are baptized, and Faulkner University is committed to the necessity of baptism for the washing away of sins. Scripture affirms it clearly and consistently, and therefore so do we.

Christ promised to build His church and did as He promised. The church cannot save; only Christ can save, but Christ saves the church. One redeemed by the blood of Jesus is added by the Lord to the church, is translated by God into the kingdom of Christ. This church, by definition, includes all the redeemed. Faulkner University is unwaveringly committed to the uniqueness and non-denominational nature of the Lord's church.

God has chosen to reveal Himself in Christ, His incarnate Word. Christ sent God's Holy Spirit to guide His apostles and others into all truth, and they in turn committed that revelation to writing in God-breathed Scripture. All we can know of what Jesus taught and did, as well as what His disciples taught and wrote in His name, is found

in Scripture. Jesus quoted Scripture as God's will. On His authority, the faculty and administration of Faulkner University, a Christian University, accept the Bible as the Word of God. We hold it to be completely true as the Word of One who cannot lie and completely authoritative as the Word of the One who made us, loves us, and will one day judge us by that very Word.

God reveals principles and imperatives through Scripture to direct the work and worship of the Church. These include:

Each congregation is autonomous, with no human governance outside itself. Leadership in each local church is by spiritually qualified men chosen by the congregation in accordance with biblical qualifications.

In corporate worship, the church is to follow the instructions of the apostles. It must seek to please God and not itself. It should, therefore, be governed by what God has indicated He wants to receive from us rather than merely by what we might want to offer. In practice that means the congregation offers "the fruit of our lips," or acappella singing, not instrumental music. It also means participation in the Supper of the Lord each Lord's day.

God has ordained male spiritual leadership for the church, including placing leadership roles in corporate worship in the hands of men. This does not imply women are inferior to men. They are not. It does, however, accurately reflect the respective roles God has assigned to men and women.

The moral climate in the world today demands a firm commitment to biblical morality. Dishonesty, sexual intercourse outside of marriage, whether heterosexual or homosexual, disregard for the value of human life, whether in the womb or without, drunkenness, "and such like" are declared by Scripture to be sin. We have neither the desire nor the right to claim sin is not sin.

In addition, we also stand against unrighteous anger, racist attitudes and actions, an unforgiving bitter spirit and "such like." A diverse spirit, so eager to carry tales against brothers that it will not check out what has been heard before rushing to repeat it, and those who are so insistent on their own way that they cause havoc and heartbreak in the church rather than yield in their will or opinion, must be opposed.

God is God, Jesus Christ is Savior and Lord, the Bible is God's inerrant and authoritative revelation of Himself and His will, and the church is God's redeemed people seeking in all things to please Him. To this Faulkner University is wholeheartedly committed.

Here we stand.

## **1.5 Organizational Structure**

The Faulkner University [organizational chart](#) is available on the university website.

## **1.6 Administrative Officers**

### **President**

The President is the chief executive officer of the University. This office implements the regulations and policies of the Board of Trustees and delegates specific authority and responsibility within the institution. The President exercises supervision and direction of all departments in a manner that promotes the efficient operation of the University.

### **Vice President for Academic Affairs (VPAA)**

The Vice President for Academic Affairs serves as the University's chief academic officer by overseeing the University's academic programs, research, resources, and support services. This position provides academic leadership for ensuring the highest standards of instruction and research are met through collaborative work with the deans, department chairs, and faculty. This position works with students, faculty, and staff to ensure the University provides a supportive environment for all its students, proposing needed changes to curricula, courses, programs, departments, and methods of instruction.

### **Vice President for University Advancement (VPUA)**

The Vice President for University Advancement is responsible for institutional advancement, including public information, development, fundraising, alumni relations, and annual giving programs. This position develops and implements fund raising projects as directed by the President and/or Board of Trustees, seeks to build a broad base of prospects for the annual fund and capital gifts, supports and informs potential contributors of special needs of the institution, and encourages individuals, corporations, and foundations to establish or contribute to special funds through cash gifts, endowments, trusts, donations of gifts-in-kind, or bequests.

### **Vice President for Enrollment Management (VPEM)**

The Vice President for Enrollment Management provides leadership in the areas of Traditional Undergraduate Admissions for the main campus and Financial Aid. Responsibilities include maintaining a comprehensive management plan for University enrollment that emphasizes improved recruiting strategies, increased enrollment and retention. This position oversees the awarding of all scholarships for the University, coordinating this work with the scholarship committee, the Admissions office and any other parties necessarily involved to ensure the financial needs of students are being met. This position also oversees the planning, organization, and implementation of events pertaining to recruitment and retention, such as College Bound, Inspire, Exposure, Scholars Day, and Fall Visitation.



### **Vice President for Finance (VPF)**

The Vice President for Finance establishes University-wide financial and administrative objectives, policies, programs, and practices that ensure the University remains a continuously sound financial structure. Responsibilities include providing leadership and accepting responsibility for every aspect of the University in the areas of finance; controlling the flow of cash through the organization and maintaining the integrity of funds, securities, and other valuable documents; and managing University facilities and on-site contracted services located at 5345 Atlanta Hwy, Montgomery. This position coordinates strategic planning related to financial projections, capital needs, and other aspects of the university's growth and development and directs the annual and multi-year budget and business planning, including submitting budget proposals and resource allocation recommendations to the President and the Board of Trustees.

### **Vice President for Facilities and Risk Management (VPFRM)**

The Vice President for Facilities and Risk Management primarily minimizes the adverse effects of unpredictable events by identifying and analyzing the types and sizes of potential loss exposures and developing plans for controlling those exposures to preserve human, physical and financial assets. Additional responsibilities include the management of University properties and facilities (excluding 5345 Atlanta Hwy, Montgomery) and assuring the University's compliance with SACSCOC requirements that mandate adequate physical resources to support the mission of the institution and the scope of its programs and services. This position also monitors the University's compliance with environmental regulations.

### **Vice President for Student Services (VPSS)**

The Vice President for Student Services serves as chief advocate for the welfare and interests of the student body. This position is responsible for overseeing and coordinating the Dean of Students office, Resident Housing, Student Activities, Counseling, Health Services, Career Services, Campus Security and Intercollegiate Athletics. This position provides leadership and guidance for student retention and works with the appropriate offices to provide a supportive environment for all students. It administers programs and activities that complement curricular experiences with extracurricular experiences that support their overall personal and educational development.

## **1.7 Deans of Colleges**

Deans of major academic units provide academic leadership within the university but have primary responsibility for academic leadership of their particular college. Each dean has these responsibilities for their academic unit:

- Submission of class schedules to the Vice President for Academic Affairs.
- Approval of syllabi and faculty office schedules
- Approval of textbook selections

- Evaluation of department chairs and others who are directly under their supervision. Advising students and supervising the academic advising performed by their faculty members within the college
- Development and control of the curriculum and all academic programs for their academic unit
- Communication of academic programs of their academic unit to the university and other constituencies
- Conduct regular meetings and submit minutes to the Vice President for Academic Affairs
- Represent the faculty of their academic unit on the Administrative Cabinet.
- Represent the faculty of their academic unit at appropriate professional meetings
- Recruit suitable faculty for their academic unit in accordance with criteria of the accrediting association and of the university
- Conduct or coordinate assessment of educational outcomes and effectiveness of educational programs of their academic unit.
- Collect data on enrollment, graduation, and success of graduates.

## **1.8 Department Chairs and Program Directors**

Department chairs and program directors provide academic leadership for faculty teaching in a specific discipline or educational program of a specific college of Faulkner University.

Department chairs will have their teaching load reduced by one class each semester.

Department chairs and program directors are responsible for administration of the academic unit over which they are appointed for leadership responsibility. These duties may include but are not limited to the following:

- Submit proposed schedules of classes to the appropriate Dean
- Approve syllabi and faculty office schedules of faculty members of the department or program
- Make recommendations for the selection of textbooks
- Evaluate departmental faculty members
- Advise students and supervise the academic advising performed by departmental faculty members
- Develop and control the curriculum and all academic programs for the department.
- Communicate academic programs of the department to the university and other constituencies
- Conduct departmental meetings and submit minutes to the appropriate school dean.
- Represent the department at appropriate professional meetings
- Aid in the recruitment of suitable faculty for the department in accordance with criteria of the accrediting association and of the university
- Conduct or coordinate assessment of educational outcomes and effectiveness of the education programs of the department

## 1.9 Instructional Support Services

Administrative Units are those director-led administrative entities that provide “administrative and educational support services.”

- **The Office of Student Success** provides college-wide programming designed to increase the retention, persistence, and degree attainment, and to aid students in the transition to the college environment.
- **Instructional Support Lab** offers academic support to students primarily through individual tutoring and study skills workshops. Special assistance is available to students who are enrolled in developmental courses such as Fundamentals of Algebra and Fundamentals of Reading and Writing.
- **The Writing Center** provides students with tutoring in English Composition and English grammar. The Center is also primarily a tool for students in Faulkner’s two sections of remedial English: EH 0301 and EH 0302.
- **Project Key** serves as the central contact point and service provider for all students with disabilities at Faulkner University. Project Key also serves as a resource regarding a variety of disability issues such as transition, accessibility, documentation, accommodations, technical assistance on laws and regulations, and parent and professional training.

## 1.10 Academics

Faulkner University consists of five colleges offering associate, baccalaureate, master, and doctorate degrees.

Colleges and schools are as follows:

- **Thomas Goode Jones School of Law**
- **Alabama Christian College of Arts and Sciences**
- **College of Education**
- **Harris College of Business and Executive Education**
- **V.P. Black College of Biblical Studies**

## 1.11 Library

**Gus Nichols Library** is the major academic resource for the campus of Faulkner University, with extensive collections of academic books and journals, special collections, and links to networked information resources in various electronic formats. Complete information about the [Library](#) is available on the library’s web page.

## 1.12 Academic Centers, Institutes and Units

- **International Studies Program**

The Center for International Studies is responsible for international academic programs and services. Accompanied and taught by Faulkner faculty, students may participate in the opportunity to travel to Greece, Italy, Turkey, and Israel.

- **Cloverdale Center For Family Strengths**

The Cloverdale Center for Family Strengths was created to conduct research on variables needed to create a strong family unit, and to disseminate that information to individuals, couples, and large groups through classes, seminars, and written material.

- **Center For Assessment, Research & Evaluation (CARE)**

The *CARE* office reports to the Vice President for Academics and offers a broad array of executive and management decision support services across all units of the University and to selected external bodies. Its primary functions are to collect, analyze, interpret and present data; gather and analyze environmental information; support strategic and tactical planning initiatives; perform and create ad hoc studies; and support the assessment efforts relating to institutional effectiveness.

- **Christian Institute for the Study of Liberal Arts (CISLA)**

The CISLA exists to glorify God by embracing academic excellence and emphasizing a strong commitment to integrity within a caring, Christian environment. Specifically, the Institute serves as a unique branch of the Great Books Honors College and provides a special means for working across disciplines with collaborative projects among students and the various fellows who serve the Institute.

- **Institute of Faith and the Academy**

The Institute of Faith and the Academy encourages the academic investigation and reflection of how the Christian faith shapes and informs learning and teaching in all academic disciplines. To this end, the Institute conducts book and article readings and discussions among Faulkner faculty members; publishes the bi-annual publication of the *Journal of Faith and the Academy*; and hosts an annual Journal of Faith and the Academy Conference as well as other initiatives.

- **Faculty College**

The Faculty College was designed to develop and facilitate continuous multidisciplinary professional development activities for faculty to foster the investigation, sharing, and implementation of emerging instructional theories and best practices. For more information on the faculty college see appendix A2. A grant program is available to encourage faculty development of research, intensive scholarship activity, and activities in the creative and performing arts. For information on eligibility and the application process see section 3.5.

- **Office of Quality Enhancement**

The Office of Quality Enhancement strives to support Faulkner's mission, vision, and core values by affording its students the avenues through which they can pursue and perform Christian service, thereby assuring the development of an indispensable element in the ongoing quest for spiritual formation.

### 1.13 **Planning**

To support the values and beliefs of the institution, institutional planning facilitates and coordinates the development of ideas and programs, provides a process to determine institutional priorities that are mission-centered, focuses the energies and resources of the institution toward the accomplishment of goals, and documents the status of those endeavors.

The following groups are responsible for various aspects of the planning process:

- **The *Executive Council* includes:**
  - President
  - Vice President for Academic Affairs
  - Vice President for Enrollment Management
  - Vice President for Finance
  - Vice President for University Advancement
  - Vice President for Student Services
  - Vice President for Facilities and Risk Management
  
- **The *President's Cabinet* includes:**
  - Vice President for Academic Affairs
  - Vice President for Enrollment Management
  - Vice President for Finance
  - Vice President for University Advancement
  - Vice President for Student Services
  - Vice President for Facilities and Risk Management
  - Assistant Vice President for Human Resources
  - Dean of the College of Arts and Sciences
  - Dean of the College of Business
  - Dean of the College of Biblical Studies
  - Associate Dean of the College of Biblical Studies
  - Dean of the Jones School of Law
  - University Legal Counsel
  - Director of CARE
  - University Registrar
  - Faculty Cabinet Representative
  
- **The *Academic Cabinet* includes:**
  - President
  - Vice President for Academic Affairs
  - Dean of Alabama Christian College of Arts and Sciences
  - Dean of Harris College of Business and Executive Education
  - Associate Dean of Harris College and Business and Executive Education
  - Dean of the College of Education
  - Dean of V.P. Black College Biblical Studies
  - Associate Dean of V.P. Black College of Biblical Studies
  - Director of CARE

- **Cabinet of Deans**

The Cabinet of Deans coordinates the academic program for the entire university system. This includes oversight of academic administration, curriculum control, and implementation of academic policies throughout the main campus programs and all extended education programs of Faulkner University.

The Cabinet of Deans includes:

- Vice President for Academic Affairs of Faulkner University (chair)
- The dean and associate dean of each college of the university
- Invited participants (invited or approved by the chair)

- **Faculty Committees**

Faulkner University Faculty committees are organized to involve the faculty in curricula. See the Committee Handbook for a list of standing committees and their functions. Each college or school may also establish faculty committees to address issues relevant to that entity. Faculty from the extended campuses participate in committees when appropriate.

Committee reports and recommendations are presented in faculty meetings and submitted for consideration to the President's Cabinet and Board of Trustees for final approval as deemed appropriate. The President or Vice President for Academic Affairs may also appoint faculty members to serve on ad hoc committees.

## **1.14 Shared Governance**

The university operates by the principle of shared governance. Shared governance refers to the governance of higher education institutions wherein faculty, administrators, and trustees share in the responsibility.

The faculty and administration of Faulkner University affirm their belief in the process of shared governance both as a principle and an animating spirit of the institution. Shared governance involves faculty and administration participating mutually in the development of academic and curricular policies at the departmental, college, and university levels, strategic planning, budget planning, committee establishment and appointment, selection and retention of academic leaders and faculty personnel action, including the hiring and evaluation of faculty. Faculty also have primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, and those aspects of student life that relate to the educational process.

## II. Faculty

For the purpose of this handbook the term "faculty" will include all full-time faculty, non-teaching faculty, academic deans, professional librarians, academic program directors, the registrar, and the student success advisors. Other positions may be designated as faculty by the President's Cabinet upon the recommendation of the Vice President for Academic Affairs.

### 2.1 General Considerations

- Faculty members have a duty to honor their contractual obligations to the University and know and fulfill their professional obligations.
- Acceptance of a faculty position at Faulkner University is a commitment to the University mission.
- The focal point of the University is its instructional program. Faculty members, through their various activities, are the primary instruments by which the purposes of the University are achieved.

### 2.2 Desired Attributes of Faulkner Faculty

All Faculty should exhibit the following characteristics. In addition to specific criteria set for each discipline, the University will seek to recruit new faculty with these attributes in mind:

- A faithful Christian both in name and practice and an active member of a local church of Christ
- A Christian who possesses a prayerful and congenial disposition
- willing to support and honor the spiritual founding of the university and the university's association with the churches of Christ Experience with or interest in working among diverse academic and professional communities
- Ability to contribute to a positive work environment in the department, college, and university
- Commitment to recruiting, advising, retaining, and mentoring qualified students
- Understanding of and commitment to the strategic goals of the department, college, and university
- Competent and qualified in one's academic discipline

### 2.3 Professional Standards and Expectations

As teacher-scholars and participants in shaping university policies, faculty have responsibilities to positively influence students, colleagues, and the broader community.

These responsibilities include:

- Instructional duties
- Academic advisement duties
- Institutional duties
- Professional service and development

- Spiritual service and development

### **Faculty as Teacher-Scholars**

Faulkner is a teaching institution; therefore, performance in the classroom, studio, laboratory, rehearsal hall, faculty office, and other instructional settings is a primary factor in judging quality. Faulkner also recognizes that scholarship through a continuous contribution to knowledge through research and writing or other activity appropriate to the specific discipline is integral to success as a teacher-scholar.

#### **Qualities of effective teaching:**

- Knowledge and enthusiasm for the subject matter
- Effective communication
- Self-reflection and continual improvement
- Relation of subject matter and its implications to revealed and natural truth (i.e., integration of faith, learning and living)
- Interest in the students both academically and personally

#### **Faculty responsibilities to their students:**

- Set proper example in intellectual activity, moral integrity, and Christian conduct
- Meet classes regularly, punctually, and for the full allotted time
- Keep a minimum of five scheduled access hours per week
- Organize, prepare, and teach class effectively
- Evaluate assignments conscientiously and return to students in a timely manner
- Help students develop critical thinking skills
- Encourage students to pursue excellence to the glory of God
- Assist the students in developing a love for and commitment to truth
- Help students develop a strong faith in God and genuine Christian character
- Provide periodic feedback regarding student progress and assessment

#### **Faculty responsibilities to themselves:**

- Commit to a life of learning
- Maintain cultural and global interests
- Engage in research and other scholarly activities
- Develop a contagious enthusiasm for teaching
- Develop strong personal convictions based on Biblical truth while maintaining a spirit of tolerance
- Commit to study, meditation, reflection, and prayer
- Make family a priority
- Grow in the Christian graces
- Maintain an honorable business and financial reputation



## **Faculty as Participants in the Shaping of University Policies**

Faculty influence university policies in the following ways:

- Defend academic freedom
- Develop policies that assure academic and personal rights
- Recommend to the administration, either directly or through designated committees, any changes for improving the objectives, ideals, or functioning of the institution

### **2.4 Academic Freedom**

Academic freedom is the right of members of the faculty to freely study, discuss, investigate, instruct, conduct research, publish or administer as appropriate to their respective roles and responsibilities.

The faculty members of a Christian institution of higher learning accept unique responsibilities. One must apply a Christian perspective in achieving proper balance between academic freedom and academic responsibility. Freedom in an orderly society is always limited and never absolute. Freedom for a faculty member at Faulkner University is limited by his or her relationships in society, by the authority of Scripture, and by the purposes for which the university exists. The University is committed to New Testament Christianity and adheres to the policy that each full-time faculty member shall be a faithful Christian both in name and practice and an active member of a local Church of Christ.

- Faculty are entitled to freedom in research and in the publication of results, subject to the adequate performance of their other academic duties.
- Faculty are urged to give the students in their classes multiple points of view regarding any problem or principle that may arise. Less than this would defeat the purpose of a Christian education.
- The University will respect the freedom of the faculty in the exposition of the subject matter taught either in the classroom or elsewhere, but each faculty member should use discretion and good judgment.
- Each faculty member will consider himself/herself morally bound not to introduce into his teaching controversial matters that have no relation to his/her subject or are at variance with the commitment of the University to its Christian identity.

### **2.5 Faculty Evaluation**

Faculty evaluation is comprehensive and consists of two major components: student evaluation and evaluation by the unit head, dean, or director. The evaluation is to be used to pinpoint areas for faculty development and for making decisions concerning promotion, tenure, and other administrative matters. The faculty evaluation process requires the active involvement of the faculty member and is designed to evaluate all aspects of the faculty member's work. Faculty on annually renewable contracts will be evaluated each year, unless tenured. Tenured faculty will be evaluated every three years.

### **Evaluation by the Unit Head/Dean/Director:**

Completed Professional Development Forms are due to academic secretaries no later than the first Friday following final exam week of each spring semester. Academic secretaries will then forward forms to the respective dean who will send them to the Center for Assessment, Research, Evaluation, and Effectiveness (CAREE). Professional Development Forms will be incorporated into the faculty evaluation process, completed the subsequent fall semester before November 1st, by College Deans.

For more details, refer to the Outlook folder found at <Outlook:/Public Folders/All Public Folders/CARE/Faculty Professional Development>.

### **Evaluation of Teaching**

The effective instruction of students is the primary purpose of the university and is expected of every faculty member.

The generally recognized qualities of effective teaching are:

- Knowledge of the subject matter
- Ability to communicate
- Self-reflection and improvement
- Interest in the student

### **Evaluation of Scholarship**

Emphasis is given to faith-informed scholarly works and activities that advance the knowledge, understanding, and integration of the Christian worldview as it relates to the academic or professional discipline.

Faculty will seek to excel in the following areas as appropriate to the discipline:

- Contribute to knowledge through research and writing (evidence might include lists and description of research projects, lists of publications, lists of professional presentations, etc.)
- Produce works of art and/or design, music, theater, or literature (evidence might include lists of titles of works of art and sample slides or other graphic representations; lists of titles of music composed, performed, conducted, etc.; lists of titles of original works of literature)
- Engage in other professional activities (evidence might include lists of professional activities appropriate to the discipline, such as participating in professional associations; chairing sessions for conferences; judging student works; judging professional works; serving as a consultant, clinician, adjudicator, panelist, etc.; serving as a guest lecturer, author, composer, conductor, artist, etc.; consulting, speaking, performing)

### **Evaluation of Service**

A faculty member's service is directly related to the university's mission statement. Service should grow out of his or her academic and professional commitments, as well as out of a generous understanding of Christian discipleship. Service may extend to the profession, the university or its constituent parts, the church, and/or the community.

Service includes but is not limited to the following:

- Leadership or participation in community youth or civic organizations
- Work on behalf of the political or citizenship process
- Activities supporting local churches
- University committee and campus involvement
- Assessment and accreditation engagement
- Professional conference and competition participation
- Professional mentoring

### **Student Evaluation of Faculty**

Student evaluation of teachers is an integral part of the faculty evaluation plan at Faulkner University. The primary objective is to encourage improved instruction. Results are also used in faculty evaluation as mandated by University policy. Every course ID will be evaluated by the students every semester. Faculty members provide responses to course evaluations in their annual reporting to the unit head, dean or director.

## **2.6 Faculty Status**

All teaching appointments shall be classified as one of the following depending on the purpose, longevity, experience, and other relevant criteria affecting faculty

appointment. The term “faculty” when used in this handbook shall generally refer to faculty members of all ranks, except where the context or capitalization of the term “faculty” makes it clear that the term applies to a subset, such as tenured and tenure-track faculty members.

There are two categories of Faculty Status: Full-Time and Part-Time

- **Full-time Faculty**

Full-time status applies to faculty employed for a full academic year (minimum nine-month contract) for at least six (6) semester credit hours teaching per semester, or the equivalent in teaching, research, public service, or administration. Full-time faculty will be either non-tenure-track, tenure-track, or tenured.

**Non-Tenure-Track Faculty**

These individuals are generally employed to teach and/or administer on a full-time basis, but do not qualify for tenure and acquire no rights of continuation, except the right of notice of non-renewal as specified in this handbook. Non-Tenure-Track Faculty qualify for rank above the level of Instructor if they meet the criteria and are approved for higher rank, but they do not participate in the Faculty rank system. Individuals may be offered a Non-Tenure-Track Faculty appointment for any of the following reasons:

- They do not possess one or more of the expected qualifications of Tenure-Track Faculty.
- They have applied for and been denied tenure.
- They have failed to apply for tenure at the designated time for application.
- They are hired for dual assignments on the Faculty and elsewhere in the institution.
- They are hired for a visiting position, such as a visiting missionary.
- They are hired for other reasons as determined by the dean and VPAA.

**Tenure-Track Faculty**

These individuals are employed to teach and pursue scholarly activities full-time or substantially full-time with release time for other academic duties, but they have not yet been granted or denied or failed to apply for tenure; they participate in the Faculty rank system and acquire the rights set forth for Tenure-Track Faculty in the related sections of this handbook.

**Tenured Faculty**

These individuals are employed to teach and pursue scholarly activities full time or substantially full time with release time for other academic duties and have been granted tenure; they participate in the Faculty rank system and have all the rights of tenure set forth in the related sections of this handbook.

**Part-time Faculty**

Part-time faculty are contracted to teach or provide instructional support in specific courses. Part-time faculty are not subject to the other responsibilities of

full-time faculty such as advising or committee work, nor are they eligible for tenure or university benefits.

### **Temporary Faculty**

Temporary faculty are contracted to serve in a faculty appointment for a specified period of time. The length of service of a temporary faculty member will vary. Temporary faculty may not be subject to the other responsibilities of full-time faculty such as advising or committee work, nor are they eligible for tenure or university benefits.

## **2.7 Faculty Rank**

Full-time Faculty appointments are classified into ranks. These classifications have significance with regard to benefits and rights that may or may not pertain to each category or classification. The granting of Tenure, discussed elsewhere, is a separate guarantee that is not implied by any of the titles discussed in this section. The original letter of appointment and each subsequent salary notification or reappointment letter shall indicate clearly the status, rank, tenure status, salary, and any other special conditions of the appointment.

### **Description of Academic Ranks**

Only Full-time Faculty are eligible for academic rank. The standard academic ranks at Faulkner are Assistant Instructor, Instructor, Lecturer, Assistant Professor, Associate Professor, and Professor. Appointments with the standard professorial titles of Assistant Professor, Associate Professor, and Professor may be Non-Tenure-Track, Tenure-Track, or Tenured. The minimal degree and teaching experience requirements for appointment to the respective ranks are as follows:

- **Assistant Instructor**  
An individual may be hired and assigned the rank of assistant instructor who does not have a master's degree to serve in roles (e.g., teaching remedial courses or assisting in labs) where a master's degree is not considered necessary.
  
- **Instructor**  
An individual appointed to this rank must have a master's degree in the teaching field or a master's degree in a related field with at least 18 graduate semester hours in the teaching field. No prior teaching experience is required.
  
- **Lecturer<sup>1</sup>**  
An individual appointed to this rank must:
  - Have a master's degree in the teaching field or a master's degree in a related field with 18 graduate semester hours in the teaching field

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<sup>1</sup> These individuals are Faculty who teach a full course load, but are not typically subject to the other responsibilities of full-time Faculty, such as advising, departmental work, or faculty committee assignments. They are encouraged to attend Faculty meetings, chapel, and graduation exercises, but are not required to do so.

- Have at least three years of teaching experience at the university level
- **Assistant Professor**  
An individual appointed to this rank must:
  - Have a master's degree in the teaching field or a master's degree in a related field with 18 graduate semester hours in the teaching field
  - Have at least three years of teaching experience at the university level
- **Associate Professor**  
An individual appointed to this rank must:
  - Have a terminal degree in the teaching field
  - Have at least five years of full-time teaching experience or professional service at a regionally accredited institution of higher learning including three years at the rank of Assistant Professor
- **Professor**  
An individual appointed to this rank must:
  - Have a terminal degree in the teaching field
  - Have at least seven years of full-time teaching experience or professional service at a regionally accredited institution of higher learning, including four years at the rank of Associate Professor

If deemed in the best interest of the University, the VPAA, with the approval of the President, may waive the minimal degree requirements.

**Initial Rank for New Faculty.**

The University Diversity Plan (a link to which is located in Section 3.1) must be followed when hiring faculty. The VPAA will, in consultation with the respective dean and department chair, assign rank based on the criteria for rank set forth in Section 2.7. The proposed Faculty rank shall be reported to the President with opportunity to change the proposed rank before a commitment is made. The Faculty rank shall be clearly stated in the Faculty appointment and contract. When a Faculty member is hired, the VPAA will:

- Notify that Faculty member in writing of his or her rank
- Notify that Faculty member in writing of any special considerations or requirements that may affect his or her applications for rank increase or tenure (for example, hiring a Faculty member at a higher rank or salary than is deemed normal for his or her degree, experience, and achievements or hiring a Faculty member with restrictions, such as completion of a terminal degree before he or she can advance in rank or be awarded tenure.)
- Include those notifications in the Faculty member's contract and permanent file
- Make copies of those notifications available to the Promotion and Tenure Advisory Committee when the Faculty member applies for rank increase or tenure

## **2.8 Advancement in Rank (Promotion)**

The system of rank and promotion is intended to provide incentive, recognition, and

reward for the university faculty. Promotion does not automatically follow from length of service or academic credentials. Successful application for promotion will be based on a portfolio of evidence sufficient to demonstrate that the faculty member meets or exceeds the criteria for the rank being sought. The application process and required portfolio contents are described in the following.

All candidates for promotion should provide evidence of the following:

- Membership and active involvement in a local congregation of the Church of Christ.
- An established record of commitment to the goals and ideals of Faulkner University.
- A commitment to professional growth and development in their academic discipline.

**The specific requirements for advancement in academic rank are:**

- **Assistant Instructor to Instructor**
  - The candidate must meet the minimal degree requirements for the rank described in Section 2.7.
  - The candidate must demonstrate a quality of performance in teaching, scholarship, and service commensurate with the rank. In general, the individual must show promise of being an effective teacher and of continued professional growth.
  - The candidate must submit an application and supporting portfolio in accordance with the Calendar for Advancement in Rank described in Appendix A3.
- **Instructor to Assistant Professor**
  - The candidate must meet the minimal degree and teaching experience requirements for the rank described in Section 2.7.
  - The candidate must demonstrate a quality of performance in teaching, scholarship, and service commensurate with the rank. In general, the individual must show potential as an effective teacher and promise of continued professional growth in scholarly activity and service.
  - The candidate must submit an application and supporting portfolio in accordance with the Calendar for Advancement in Rank described in Appendix A3.

- **Assistant Professor to Associate Professor**
  - The candidate must meet the minimal degree and teaching experience requirements for the rank described in Section 2.7.
  - The candidate must demonstrate a quality of performance in teaching, scholarship, and service commensurate with the rank. In general, the individual must demonstrate effectiveness in teaching, scholarship, and service.
  - The candidate must submit an application and supporting portfolio in accordance with the Calendar for Advancement in Rank described in Appendix A3.
  
- **Associate Professor to Professor**
  - The candidate must meet the minimal degree and teaching experience requirements for the rank described in Section 2.7.
  - The candidate must demonstrate a quality of performance in teaching, scholarship, and service commensurate with the rank. In general, the individual must demonstrate excellence in teaching, scholarship, and service.
  - The candidate must submit an application and supporting portfolio in accordance with the Calendar for Advancement in Rank described in Appendix A3.

## **2.9 Process for Advancement in Rank**

The criteria for promotion apply to tenure-track faculty members and rest on these assumptions:

- The faculty member is an active member of a congregation of the Churches of Christ.
- Because a faculty member's life as a Christian also includes time spent serving God and family, the university will respect the faculty member's need to balance professional, spiritual, family, and private life.

The process for advancement in rank involves the following events, the calendar for which is provided in Appendix A3.

- The VPAA notifies the faculty member of eligibility for promotion.
- The faculty member notifies the VPAA of his or her intent to apply for promotion, along with a list of three peer evaluators.
- The Faculty Member submits to the VPAA an application for promotion, which consists of a portfolio of documents that support the candidate's request, along with peer evaluations.
- The Department Chair reviews the application and attaches his or her evaluation.
- The College Dean reviews the application and attaches his or her evaluation.
- The Faculty Promotion and Tenure Committee reviews the application and writes its recommendation.
- The VPAA reviews the application and writes a recommendation.
- The President reviews the application for final approval.



### **Criteria for Evaluation of Applications for Promotion**

The Faculty Portfolio is an integral part of the Application for Tenure and Promotion. It is the medium whereby the candidate for advancement provides evidence supporting his or her request for promotion. The Application form, provided in Appendix A4, identifies the required contents of the portfolio and the relevant submission and decision deadlines. The individual should be aware that the annual review is a critical element in identifying areas of achievement and deficit in preparing for promotion.

Faculty who expect to complete degrees during the application, evaluation, and approval process should submit their request for rank increase if the degree completion will affect their status. However, if a rank increase is approved, that rank increase will be effective only if and when the degree is actually completed. If a faculty member fails to complete a degree before the beginning of the academic year in which the approval would have been effective, the rank increase will be effective only at the beginning of the academic year following the completion of the degree. If the application is denied because the degree has not been completed, the individual must reapply for a rank increase when the degree is completed.

### **Granting of Promotion**

If the VPAA and the President concur with the positive recommendation of the Promotion and Tenure Advisory Committee, the promotions shall be deemed approved. The approval shall be documented with the signatures of the President and the VPAA and copies provided promptly to the applicant and the Promotion and Tenure Advisory Committee. If promotion is denied, the VPAA will notify the applicant of the decision and the reasons for denial.

### **Effective Date of Promotion**

Rank increases are effective at the beginning of the academic year following all approvals. If approval is delayed beyond the beginning of an academic year through no fault of the applicant, the President may, but is not required to, make the approval effective at an earlier date. If a rank increase occurs after a Faculty contract is issued, a revised Faculty contract will be prepared and appropriate rank increase salary adjustments will be made promptly following the final approvals.

### **Appeal of the Promotion Decision**

The process for appealing denial of a promotion application depends on whether the denial results from a negative recommendation by the Faculty Promotion and Tenure Committee or the VPAA or President.

### **Appeal of Negative Recommendation by the Faculty Promotion and Tenure Committee**

Faculty who wish to appeal a promotion recommendation by the Faculty Promotion and Tenure Committee must submit a formal letter of appeal to the Committee within

seven (7)<sup>2</sup> days of receipt of the denial.<sup>3</sup> Within seven (7) days of receipt of the appeal letter, the Committee (or a quorum thereof) must meet with the Faculty member to discuss the reasons for the denial. The appeal will relate only to the reasons for denial stated in the documentation provided by the committee with their original decision. The Faculty member will have the opportunity to bring forth additional evidence that he or she feels might overcome the reasons the committee gave for its denial, but the Committee, by a majority vote, may limit the additional evidence either in terms of substance or scope of testimony or number of witnesses heard. The discussion will not include how individual members of the committee voted or any other matter that would violate the confidentiality under which the Committee is expected to operate; this restriction applies at all levels of the appeal. Within seven (7) days of the meeting, the Faculty Promotion and Tenure Committee shall notify the applicant in writing of its disposition of the appeal and shall provide a copy to the VPAA of the notice along with copies of all material previously furnished to the Faculty member.

Within seven (7) days of receipt of an unfavorable decision from the Committee, the Faculty member may appeal to the VPAA. The appeal must be in writing and shall only relate to the issues discussed with the Promotion and Tenure Committee. The VPAA may review the appeal by conducting his/her own study of the case including interviewing members of the Promotion and Tenure Committee and the applicant, but the VPAA is not obligated to talk with or meet with any or all of these persons.

Within seven (7) days of the receipt of the appeal, the VPAA shall forward to the President a written summary of the situation (along with all materials received or compiled by the VPAA) that includes a recommendation that promotion be granted despite the recommendation of the committee or a concurrence with the recommendation of the Committee to deny promotion. Copies of this written recommendation shall also be provided to the applicant and the Committee.

Within seven (7) days of receipt of an unfavorable decision by the VPAA, the Faculty member may appeal in writing to the President. The President may review the appeal by conducting his/her own study of the case including interviewing members of the Promotion and Tenure Committee and the applicant, but the President is not obligated, to talk with or meet with any or all of these persons. The President may either grant or deny the promotion as he/she sees fit and shall provide a written decision setting forth the grounds for the decision; copies of this written decision shall be provided to the applicant, the VPAA and the Committee. The President's decision is final and there can be no appeal or request for reconsideration.

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<sup>2</sup> An applicant's failure to appeal in writing in the time specified for any appeal will result in loss of the right to appeal.

<sup>3</sup> The Committee shall not forward any negative recommendation to the VPAA unless the appeal time has passed and the applicant has not appealed or it has heard the appeal of the applicant and decided to stand by its negative recommendation.

## **Appeal of Denial by the VPAA or the President after a Positive Recommendation from the Committee**

If the VPAA denies a positive recommendation for rank increase from the Faculty Promotion and Tenure Committee, he/she will notify the Committee and the applicant in writing both of the decision and the grounds therefor. Within seven (7) days of receipt of the notice by the applicant, the VPAA shall meet jointly with the Committee (or a quorum thereof) and with the applicant to discuss that disagreement. The Faculty member will have the opportunity to bring forth additional evidence that he or she feels might overcome the reasons given by the VPAA for the denial but the VPAA may limit the additional evidence either in terms of substance or scope of testimony or number of witnesses heard

Within seven (7) days of the meeting the VPAA shall forward to the President, a written summary of the situation (along with all materials received or compiled by the VPAA) that includes a recommendation as to whether promotion should be granted or denied.

Within seven (7) days<sup>4</sup> of receipt of the denial by the VPAA, an applicant who wishes to appeal the decision must provide the President a written appeal and provide a copy of same to the Committee and the VPAA. The appeal will relate only to the reasons for denial stated in the documentation provided by the committee (if any) or by the VPAA; the appeal shall also include additional evidence that addresses any ground raised by the VPAA as grounds for not following the positive recommendation of the Committee.

The President may review the appeal by conducting his/her own study of the case including interviewing members of the Promotion and Tenure Committee and the applicant, but the President is not obligated to talk with or meet with any or all of these persons. The President may either grant or deny the promotion as he/she sees fit and shall provide a written decision setting forth the grounds for the decision; copies of this written decision shall be provided to the applicant, the VPAA and the Committee. The President's decision is final and there can be no appeal or request for reconsideration.

### **Documentation**

All applications, decisions, appeals, and dispositions of appeals for rank increases shall be in writing with sufficient specificity that the affected Faculty member and a third person reviewing the record will understand the basis for the action. All such written documents shall be provided to the applicant, made available to the Faculty Promotion and Tenure Committee, and retained in the Faculty member's permanent file at the University. All supporting materials shall become part of the Faculty member's permanent file.

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<sup>4</sup> An applicant's failure to appeal in writing in the time specified for any appeal will result in loss of the right to appeal.

### **Reapplication**

If an application for promotion is denied, an applicant may reapply the following year or thereafter upon providing evidence that the reasons for the prior denial have been resolved.

## **2.10 Appointment to Academic Administrative Positions**

Recommendations for new academic administrative positions with a school, college, or academic department of the university shall be made to the appropriate dean, who in turn shall recommend the appointment to the VPAA. Recommendation to the position of dean of a school or college shall be made by the VPAA to the President. Terms and conditions of all academic administrative appointments shall be specified in a letter of appointment. The University Diversity Plan (a link to which is located in Section 3.1 of this document) must be followed when making appointments to all academic administrative positions.

### **Selection Requirements for Dean of a College**

- Persons selected for the position of Dean of a college of Faulkner University must meet all criteria for academic standards set by the Commission on Colleges of the Southern Association of Colleges and Schools.
- Persons selected for the position of Dean of a college of Faulkner University must meet all criteria for leadership and Christian reputation established by Faulkner University.
- Following the search process, the Vice President for Academic Affairs recommends qualified candidates for the position of Dean of a college to the President. The President reviews the recommendations and upon concurrence issues a letter of appointment that specifies terms and conditions of the appointment.
- Deans of colleges of the university are considered members of the university faculty and are governed by all applicable provisions of the Faculty Handbook.

### **Selection Requirements for Chair of a Department or Academic Program**

- Persons selected for the position of Chair of a department or academic program must meet all criteria for academic standards set by the Commission on Colleges of the Southern Association of Colleges and Schools.
- Persons selected for the position of Chair of a department or academic program must meet all criteria for leadership and Christian reputation established by Faulkner University.
- Following the search process, the Dean of a college recommends qualified candidates for the position of chair of a department or academic program to the Vice President for Academic Affairs, who recommends the appointment to the President. The President reviews the recommendation and upon concurrence

issues a letter of appointment that specifies terms and conditions of the appointment.

- Chairs of departments or academic programs are considered members of the university faculty and are governed by all applicable provisions of the Faculty Handbook.

## **2.11 Tenure**

Academic tenure is defined as automatic annual renewal of employment for faculty members. Historically, the university tenure system is rooted in the desire to preserve academic freedom, but it also provides the advantage of a measure of economic security. The possibility of achieving tenure is recognized as a hiring incentive for new faculty as they consider career alternatives and is an inherent part of the traditional university culture.

Tenure is intended to provide a framework for the process when a faculty member's teaching, scholarship, or service is challenged, especially where the challenges may be arbitrary. It is a statement of confidence in a Faculty member that carries with it an assurance that he or she is given support and protection by the administration and Board of Trustees unless there is good reason to withdraw their confidence.

Tenure at Faulkner encompasses these criteria, but also implies a "goodness of fit," as demonstrated by an individual's commitment to the mission of the university, through active membership in a congregation of the Church of Christ, and by his or her accomplishments in teaching, scholarship, and service. The best interests of tenure-track faculty members are served when they receive relevant information as to what is expected of them in teaching, scholarship, and service to earn tenure. The annual review is a critical element in identifying areas of achievement and deficit in preparing for the tenure application process. As is true for promotion, attaining tenure depends on a faculty member receiving positive annual reviews and demonstrating an exemplary level of productivity and achievement.

### **Eligibility for Tenure**

Tenure will normally be granted only to faculty holding the terminal degree from an accredited institution, but the Vice President for Academic Affairs, with the approval of the President, may waive the terminal degree requirement when it is deemed to be in the best interest of the university. Persons who hold degrees that are permanently recognized as terminal by the Southern Association of Colleges and Schools will be eligible for tenure and promotion to Associate Professor and Professor rank.

Full-time teaching or library service faculty in tenure-track positions are eligible for tenure after five years of employment. Those who have been granted tenure previously at an accredited college or university may be considered for tenure after three years of service at Faulkner University.

### **Process for Applying for Tenure**

The process for seeking tenure is quite similar to that followed when seeking promotion and involves the following events. The calendar for this process is provided in Appendix A3 . The tenure application process is as follows:

- The VPAA notifies the faculty member of eligibility for tenure in the spring prior to application.
- The faculty member notifies the VPAA, dean, and department chair of his or her intent to apply for tenure, and submits the names of three peer evaluators for approval by the dean of the respective college.
- The faculty member submits to the VPAA, dean, and department chair a complete application.
- The peer evaluators, the department chair, and the dean will each submit the appropriate evaluation form to the VPAA.
- The Faculty Promotion and Tenure Committee reviews the application and writes its recommendation.
- The VPAA reviews the recommendation of the Faculty Promotion and Tenure Committee and the evaluation forms, and the application and writes to the President a recommendation either approving or denying the award of tenure
- The President reviews the application and writes a recommendation. (If the President does not approve the application for tenure, then nothing will be presented to the Board of Trustees.)
- The President presents recommendations for tenure to the Board of Trustees for final approval.

### **Criteria for Evaluation of Applications for Tenure**

The Faculty Portfolio is an integral part of the Application for Tenure. In general, it is the document wherein the candidate for tenure provides evidence supporting his or her request. The application form, provided in Appendix A4, identifies the required contents of the portfolio and the relevant submission and decision deadlines. The individual should be aware that the annual review is a critical element in identifying areas of achievement and deficiency in preparing for tenure review.

### **Granting of Tenure**

If the VPAA and the President concur with the positive recommendation of the Faculty Promotion and Tenure Committee, their recommendations will be made to the Board of Trustees at the April meeting. Tenure is granted upon final approval of those recommendations by the Board of Trustees. The approval shall be documented with the signatures of the President and the VPAA and copies provided promptly to the applicant and the Faculty Promotion and Tenure Committee. If tenure is denied the VPAA will notify the applicant of the decision and the reasons for denial.

### **Effective Date of Tenure**

Tenure grants are effective at the beginning of the academic year following all approvals. If approval is delayed beyond the beginning of an academic year through no fault of the applicant, the President may, but is not required to, make the approval

effective at an earlier date. If tenure is granted after a contract is issued, a revised contract will be prepared and the appropriate designation will be made promptly following the final approvals.

### **Appeal of the Tenure Decision**

The process for appealing denial of a tenure application depends on whether the denial results from a negative recommendation by the Faculty Promotion and Tenure Committee or by the VPAA or President.

- **Appeal of Negative Recommendation by the Faculty Promotion and Tenure Committee**

Faculty who wish to appeal a tenure recommendation by the Faculty Promotion and Tenure Committee must submit a formal letter of appeal to the Committee within seven (7)<sup>5</sup> days of receipt of the denial.<sup>6</sup> Within seven (7) days of receipt of the appeal letter, the Committee (or a quorum thereof) must meet with the Faculty member to discuss the reasons for the denial. The appeal will relate only to the reasons for denial stated in the documentation provided by the committee with their original decision. The Faculty member will have the opportunity to bring forth additional evidence that he or she feels might overcome the reasons the committee gave for its denial, but the Committee, by a majority vote, may limit the additional evidence either in terms of substance or scope of testimony or number of witnesses heard. The discussion will not include how individual members of the committee voted or any other matter that would violate the confidentiality under which the Committee is expected to operate; this restriction applies at all levels of the appeal. Within seven (7) days of the meeting, the Faculty Promotion and Tenure Committee shall notify the applicant in writing of its disposition of the appeal and shall provide a copy to the VPAA of the notice along with copies of all material previously furnished to the Faculty member.

Within seven (7) days of receipt of an unfavorable decision from the Committee, the Faculty member may appeal to the VPAA. The appeal must be in writing and shall only relate to the issues discussed with the Promotion and Tenure Committee. The VPAA may review the appeal by conducting his/her own study of the case including interviewing members of the Promotion and Tenure Committee and the applicant, but the VPAA is not obligated to talk with or meet with any or all of these persons.

Within seven (7) days of the receipt of the appeal, the VPAA shall forward to the President a written summary of the situation (along with all materials received or compiled by the VPAA) that includes a recommendation that

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<sup>5</sup> An applicant's failure to appeal in writing in the time specified for any appeal will result in loss of the right to appeal.

<sup>6</sup> The Committee shall not forward any negative recommendation to the VPAA unless the appeal time has passed and the applicant has not appealed or it has heard the appeal of the applicant and decided to stand by its negative recommendation.

tenure be granted despite the recommendation of the committee or a concurrence with the recommendation of the Committee to deny the awarding of tenure. Copies of this written recommendation shall also be provided to the applicant and the Committee.

Within seven (7) days of receipt of an unfavorable decision by the VPAA, the Faculty member may appeal in writing to the President. The President may review the appeal by conducting his/her own study of the case including interviewing members of the Promotion and Tenure Committee and the applicant, but the President is not obligated to talk with or meet with any or all of these persons. The President, as he/she sees fit, may either recommend or decline to recommend that tenure be granted and shall provide a written document setting forth the grounds for the decision; copies of this written decision shall be provided to the applicant, the VPAA and the Committee. The President's decision is final and there can be no appeal or request for reconsideration.

- **Appeal of Denial by the VPAA or the President after a Positive Recommendation from the Committee**

If the VPAA denies a positive recommendation for tenure from the Faculty Promotion and Tenure Committee, he/she will notify the Committee and the applicant in writing both of the decision and the grounds therefor. Within seven (7) days of receipt of the notice by the applicant, the VPAA shall meet jointly with the Committee (or a quorum thereof) and with the applicant to discuss that disagreement. The Faculty member will have the opportunity to bring forth additional evidence that he or she feels might overcome the reasons given by the VPAA for the denial but the VPAA may limit the additional evidence either in terms of substance or scope of testimony or number of witnesses heard

Within seven (7) days of the meeting, the VPAA shall forward to the President, the committee and the applicant a written summary of the situation (along with all materials received or compiled by the VPAA) that includes a recommendation as to whether tenure should be granted or denied.

Within seven (7) days<sup>7</sup> of receipt of the denial by the VPAA, an applicant who wishes to appeal the decision must provide the President a written appeal and provide a copy of same to the Committee and the VPAA. The appeal will relate only to the reasons for denial stated in the documentation provided by the committee (if any) or by the VPAA; the appeal shall also include additional evidence that addresses any ground raised by the VPAA as grounds for not following the positive recommendation of the Committee.

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<sup>7</sup> An applicant's failure to appeal in writing in the time specified for any appeal will result in loss of the right to appeal.



The President may review the appeal by conducting his/her own study of the case including interviewing members of the Promotion and Tenure Committee and the applicant, but the President is not obligated to talk with or meet with any or all of these persons. The President may either recommend tenure or decline to recommend tenure as he/she sees fit and shall provide a written decision setting forth the grounds for the decision; copies of this written decision shall be provided to the applicant, the VPAA and the Committee. The President's decision is final and there can be no appeal or request for reconsideration.

### **Reapplication**

If an application for tenure is denied, a faculty member may reapply the following year or thereafter upon providing evidence that the reasons for the prior denial have been resolved. In such cases, the matter will be considered by the Promotion and Tenure Committee as described herein and shall follow the same process described herein.

### **Documentation**

All applications, decisions, appeals, and dispositions of appeals for tenure shall be in writing with sufficient specificity that the affected faculty member and a third person reviewing the record will understand the basis for the action. All such written documents shall be provided to the applicant, shall be made available to the Faculty Promotion and Tenure Committee, and shall be retained in the Faculty member's permanent file at the University. All supporting materials shall become part of the Faculty member's permanent file.

## **2.12 Termination of Tenured Faculty Appointments**

Faculty appointments may be terminated by the following means:

- **Voluntary resignation** of the faculty member through letter of resignation delivered to the President no later than April 1 of the academic year and to be effective at the end of that year
- **Retirement**
- **Mutual agreement of the faculty member and the President**
- **Involuntary termination**

There are two categories of circumstances, institutional and personal, that may lead to involuntary termination of employment of tenured faculty.

### Institutional circumstances

Tenured Faculty may be dismissed in the following institutional circumstances:

- In the event of financial crisis, tenured faculty will be dismissed only after considering the feasibility of terminating non-tenured faculty in the tenured faculty member's discipline, but it should be understood that termination of such non-tenured faculty is not a pre-requisite for the termination of a tenured

faculty member. The tenured faculty member may be retained if dismissal will result in a distortion of the academic program.

- Enrollment decline or reduction or elimination of programs may necessitate the dismissal of tenured faculty. Judgments regarding which programs should be reduced or eliminated and the resulting impact on faculty employment shall be at the discretion of the administration, but shall be made on the basis of bona fide educational, mission and/or financial plans or needs.

The following provisions provide additional guidance on the process for dismissal of tenured faculty members:

- If tenured Faculty are to be dismissed for institutional circumstances, the decision shall take into consideration the university's academic needs, the faculty member's overall contribution to the University mission, and the tenured Faculty member's length of service.
- When it is anticipated that a Faculty member will be dismissed for any of the institutional reasons specified above, the potentially affected Faculty member shall be given as much notice as is practicable of the impending termination.

#### Personal Circumstances

Tenured Faculty may be dismissed in the following personal circumstances:

- Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment—or prior thereto if the conviction or admission of guilt was willfully concealed
- Unlawful manufacture, distribution, sale, use or possession of any controlled substance or other illegal or dangerous drugs as defined by Alabama laws or federal laws
- Working under the influence of alcohol
- Disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity
- Gross negligence and incompetence in performance of professional duties
- Behavior, on or off campus, that could be reasonably characterized as contrary to the Christian mission of the University
- Clear and convincing evidence the Faculty member cannot continue to fulfill the terms and conditions of appointment for medical or mental health reasons
- Violations of the University's Standards of Conduct
- Any faculty member, acting individually or in concert with others, who clearly obstructs or disrupts or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity or any other activity authorized to be discharged or held on any campus of Faulkner is considered to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures and sanctions, possibly resulting termination of employment

## **2.13 Process for Involuntary Termination of Tenured Faculty**

Should circumstances occur that may lead to involuntary termination, the President will invite the faculty member to meet to discuss the situation. Each party may choose another University employee to accompany them. The President reserves the right to immediately suspend a faculty member from his or her duties, pending further investigation.

If the President believes it necessary to further consider termination of tenured faculty for institutional or personal reasons, the President will convene an advisory committee comprised of the VPAA, the Dean of the respective college, the Department Chair, and the Faculty Representative to the Cabinet to consider the circumstances.

- The Faculty member will have the opportunity to be heard in his or her own defense by the President and the advisory committee. The Faculty member may be accompanied by another University employee, but such hearing shall not be conducted as a legal proceeding.
- The President will make the final decision regarding termination.
- If the decision is made to terminate, the President will inform the Faculty member in writing of the decision within seven days .
- The Faculty member may appeal his or her dismissal to the Board of Trustees, who will consider the appeal according to current Board policy.
- Once the appeal process described above has been completed, the decision reached shall be considered final.
- If a decision is reached to impose discipline short of termination, there is no further appeal.

In a case of involuntary termination due to institutional circumstances, the faculty member will receive at least three months' notice before the effective date of termination.

## **2.14 Termination of Non-tenured Faculty Appointments**

If a limited-term appointment is accepted by a Faculty member and is so described (i.e., temporary, terminal, one-year, two-year, etc.) in the letter of appointment, no further formal notice of termination is required and the employment will end at the end of the specified term.

- In the case of non-tenured Faculty, whether on a tenure-track appointment or a non-tenure-track appointment, the VPAA must give written notice of non-renewal no later than March 1 if the appointment expires at the end of that academic year or no later than October 1 if the appointment expires at the end of the fall term.
- Notwithstanding the above, a non-tenured Faculty member may be removed from the classroom at any time and terminated immediately for such causes (both personal and institutional) as are specified in the portion of the tenure dismissal provisions in section 2.12.

- No appeal process is applicable to non-renewal of the contract of a faculty member not holding tenure (the university is not obligated to show cause for such non-renewal).

## **2.15 Faculty Appeal Process**

a. In cases resulting in discipline short of termination of tenured or full-time non-tenured faculty, the procedure will be as follows:

- The respective Department Chair and Dean will meet with the faculty member to discuss the circumstances that could result in discipline.
- Within seven (7) days after meeting with the faculty member, the Dean, in consultation with the Department Chair, shall decide if discipline should be imposed. The Dean shall then take one of the two following courses of action:
- If the Dean decides that no discipline is to be imposed, the faculty member will be informed in writing of the decision and the matter will end.
- If discipline is to be imposed, the Dean will inform the faculty member in writing of the discipline to be imposed and the causes for such action; the VPAA shall be copied on this communication. No discipline can become effective until either the time lapses for the faculty member to appeal the decision or the affirmance of the decision by the VPAA.
- If the faculty member involved wishes a hearing before the Grievance Committee, the faculty member will submit a written request to the VPAA within fourteen days of receiving from the Dean the proposed administration of discipline.
- The VPAA will then provide a written acknowledgment to the hearing request and authorize the Grievance Committee to establish a meeting date. The hearing must take place no earlier than fifteen days and no later than thirty days from the date the VPAA receives the faculty member's request.
- The Grievance Committee chair must arrange a meeting and inform all participants in writing of the place, date, and time of the hearing.
- The Grievance Committee must submit a written report and recommendation to the VPAA within seven days of the hearing's end.
- The VPAA will inform the faculty member and the Dean in writing of his or her concurrence with or overruling of the disputed action no later than seven days after receiving the Grievance Committee's recommendation-
- The decision by the VPAA is final. It cannot be appealed nor can there be a request for a reconsideration.

b. In cases resulting in termination for cause of a non-tenured faculty member prior to the expiration of a contract, the procedure will be as follows:

- Should circumstances occur that may lead to involuntary termination, the President will invite the faculty member to meet to discuss the situation. Each party may choose another University employee to accompany them. The President reserves the right to immediately suspend a faculty member from his or her duties, pending further investigation.
- If the President believes it necessary to further consider termination of the faculty for institutional circumstances or personal circumstances (see the

definition of these terms at 2.12), the President will convene an advisory committee comprised of the VPAA, the Dean of the respective college, the Department Chair, and the Faculty Representative to the Cabinet to consider the circumstances. The Faculty member will have the opportunity to be heard in his or her own defense by the President and the advisory committee. The Faculty member may be accompanied by another University employee but the hearing will not be conducted as a legal proceeding. After the President and Committee have heard from the Faculty member, the Faculty member and his/her advisor will be asked to leave the meeting and the Committee will begin deliberations or postpone deliberations to another day and time.

- The President will make the final decision regarding termination or may elect to choose another course of action than termination. Within seven days of the meeting, the President will inform the Faculty member in writing of the decision, and, if the decision is for termination or other sanction, the reasons for same and the effective date of the sanction or termination.
- The decision of the President cannot be appealed nor can there be a request for a reconsideration.

## III. Benefits and Policies

### 3.1 Administrative Policies and Procedures

The following is a list of policies related to the employment and benefits of Faulkner university faculty. This is not an exhaustive list; all administrative and academic policies can be found in the in the University Policy Manual available in Public Folders > Human Resources > Policies. If there is any disagreement between the information in this section of the Faculty Handbook and the information in the referenced policy or plan document for any university benefit, the policy or plan document will govern.

- **Employment**
  - Hiring
  - Background Check
  - Disability Discrimination
  - Nepotism
  - Employment of Trustees and Their Relatives
  - Outside Employment
  
- **Compensation**
  - Fair Labor Standards Act
  - Safe Harbor
  - Payroll Advances
  - Ministerial Housing
  - Communication Allowance
  - Emergency Closing Pay
  
- **Employee Relations**
  - Corrective Action
  - Termination
  - Standards of Conduct
  - Harassment
  - Dress and Personal Appearance
  - Drug-Free University
  - Non-Fraternization
  - Smoke-Free University
  - Whistleblower Protection
  - Absenteeism and Tardiness
  - Chapel Attendance
  - Voice Mail Usage
  - Cell Phone Usage for University Business
  
- **Other Regulations**
  - Political Activities
  - Conflict of Interest

- Solicitation
- Social Functions
- Children in the Workplace
- Personnel Files
- Copyright
- Intellectual Property and Patent

## 3.2 Insurance

Full-time faculty members may be eligible for all University benefits, subject to the qualifying conditions of each benefit. Complete and up-to-date information regarding each of these benefits can be obtained from the Human Resources Department. Insurance premiums paid by participants are made through payroll deductions.

### **Medical/Dental Insurance**

Medical and dental coverage is available through Blue Cross and Blue Shield of Alabama. Employees are eligible for participation after completing 60 days of continuous active service. The premium costs to the employee are set annually by the University and family coverage is available for an additional charge. Refer to the appropriate benefit booklet (medical or dental) for details of each plan. Plan booklets may be requested from the Human Resources office.

### **Life Insurance**

Life and accidental death insurance are furnished at no cost to the employee. Coverage is effective on the first day of the month following the 60-day waiting period.

### **Supplemental Insurance**

Other optional insurance products are available to the employee through various providers for an additional charge. These products include Short-Term Disability, Long-Term Disability, Vision Care, Critical Illness, Cancer, and Supplemental Life Insurance.

### **Workers' Compensation Insurance**

University faculty members are covered by Workers' Compensation Laws that provide coverage for all medical expenses and loss of wages resulting from a job-related injury. Refer to Policy Number 270 (Public Folders > Human Resources > Policies > Leave Benefits) for details.

### **Unemployment Compensation Program**

The University participates in providing unemployment compensation for all qualified employees.

### **Flexible Benefits Plan**

Employees may elect to set aside a portion of their pay, on a pre-tax basis, to pay for certain out-of-pocket medical and dependent care expenses. The plan also allows for pre-tax deduction of health, dental, and certain other voluntary insurance premiums. Eligibility begins on the first day of the month following the 60-day waiting period.

## **3.3 Leave**

Faculty members traditionally extend professional courtesies to their colleagues in the event of an absence, for instance, attendance at a professional conference or health-related issue. In the event of an absence, the faculty member must notify his or her department chair or the appropriate supervisor as soon as possible to insure the appropriate accommodations are made.

### **Annual Leave**

Twelve month administrative-level faculty accrue annual leave based on their classification and length of service. Monthly accrual ranges from 8-20 hours each month. Requests for time off must be made using the University's Request for Paid Leave form. Refer to Policy Number 251 (Public Folders > Human Resources > Leave Benefits) for details

### **Sick Leave**

Regular full-time faculty are eligible to accrue sick leave. For details concerning faculty sick leave please refer to Policy Number 252 (Public Folders > Human Resources > Leave Benefits). . Requests for time off must be made using the University's Request for Paid Leave form.

### **Sick Leave Bank**

Eligible members may elect to participate in the sick bank, which provides additional paid leave for employees who have exhausted their accrued sick and annual leave as a result of a catastrophic illness or injury. Refer to Policy Number 253 (Public Folders > Human Resources > Leave Benefits) for details.

### **Bereavement Leave**

The University grants paid time off for the purposes of preparing for, attending and/or traveling to a funeral for the employee's relative, close friend, or associate. Requests for time off must be made using the University's Request for Paid Leave form. Refer to Policy Number 255 (Public Folders > Human Resources > Leave Benefits) for details.

### **Leave of Absence**

Regular full-time and part-time employees who have completed at least six months of continuous employment are eligible for leaves of absence, which are generally considered time away from work for a period of 30 calendar days or more. The intent is to provide employees with an opportunity to take care of life events that interfere with the employee's ability to meet their employment responsibilities. All leaves of



absence may be granted only if the employee has a bona fide intention to return to the University following the leave.

The types of leave covered under this policy are Professional, Sabbatical, Postnatal Infant Care, and Supplemental Family and Medical Leave, but this is not an exhaustive list. A divisional Vice President/Dean for JSL may elect to consider other requests for leave submitted by an employee. Refer to Policy Number 260 (Public Folders > Human Resources > Leave Benefits) for details.

### **Professional Leave Without Pay**

Leave without pay may be granted for appropriate professional improvement activities for a maximum of one year and generally may not be extended for more than one additional year. Faculty members on leave without pay have no formal obligation to return to Faulkner University, but are expected to give adequate notice (generally at least six months) if they decide not to return. Upon formal written request by the faculty member, the University may continue the employee's group life and medical insurance programs, making the institution's regular contributions. If the faculty member does not return to Faulkner University for at least one academic year after such leave, the employee is obligated to reimburse the University for its contributions to the employee's insurance program.

### **Professional Leave With Pay**

Within the limitations of resources available, the University may grant leave with pay for approved professional improvement activities in keeping with the following conditions:

- One semester at full salary or two semesters at half salary may be granted to full-time faculty members after two years of employment at Faulkner University. Such leave may be cumulative, but in no case shall it extend beyond three semesters, whether on full or half salary.
- The request must be accompanied by a proposed program or prospectus that gives reasonable promise of contributing to the improvement of the applicant's professional services to Faulkner University. The request must be submitted through the appropriate dean to the Vice President for Academic Affairs at least six months preceding the date on which the requested leave is to begin. The Vice President for Academic Affairs shall submit it to the President with an affirmative or negative recommendation.
- Faculty members on leave with partial compensation may receive fellowship support or part-time instruction or research appointments that do not interfere with their programs provided that in no instance is the compensation for the period of the leave to be greater than the University salary would have been during that period.
- Exceptions to the above may be authorized in unusual circumstances and when justified to fill a university need.

#### **Jury Duty/Court Appearances**

Employees are encouraged to fulfill their civic obligations regarding serving as jurors or serving as witnesses when their duties to the University permit. The University provides full-time faculty members an opportunity to seek limited paid time off (or unpaid time off) to serve as jury members or witnesses without change in status or loss of pay. Requests for time off must be made using the University's Request for Paid Leave form. Refer to Policy Number 254 (Public Folders > Human Resources > Leave Benefits) for details.

#### **Holidays**

Full-time faculty members receive up to 16½ paid holidays annually. Refer to Policy Number 250 (Public Folders > Human Resources > Leave Benefits) for details.

#### **Family and Medical Leave**

The University provides unpaid family and medical leave to eligible employees, in accordance with the federal Family and Medical Leave Act and state law. Refer to Policy Number 261 (Public Folders > Human Resources > Leave Benefits) for details.

### **3.4 Other Benefits and Services**

#### **Tuition Assistance**

Faulkner University provides tuition assistance to full-time faculty members (and retired faculty members) based on their length of service. Tuition assistance is also provided to the spouse and dependent children of eligible faculty members. In addition, independent children 25 years of age and younger are eligible for a partial tuition waiver under certain conditions. Requests for tuition assistance should be made using the Employee Tuition Assistance Application. Refer to Policy Number 210 (Public Folders > Human Resources > Benefits) for details.

### **Tax-Deferred Annuity Retirement Plan**

Full-time faculty members are eligible to participate in the University's plan and may make salary reduction contributions (using the Salary Reduction Agreement) with no waiting period. Employees must complete one year of service and attain age 21 before the University contributes to the plan. For specific details, refer to the Summary Plan Description Booklet which may be obtained from the Human Resources Department.

### **Miscellaneous Services**

- Athletic Events - Faculty members are admitted free to all regularly-scheduled athletic events, excluding football games, upon presentation of their Faulkner Employee Identification Card.
- Bookstore - Faculty members receive a 10% discount on merchandise, except textbooks, purchased in the University's bookstore. The bookstore is located in the J. L. Perry Building.
- Café Siena - This European-style coffee shop, located in the Student Commons, serves coffee, cappuccino, smoothies, baked goods, and other snacks from mid-morning until late evening.
- Cafeteria - Breakfast, lunch, and dinner meals are available to faculty members and their family at discounted rates. The cafeteria is located in the Student Commons.
- Check Cashing - Faculty members may cash personal checks, up to \$100.00 per day, in the Business Office.
- Christmas Club - Faculty members may participate in this "in-house" savings account through payroll deduction in order to save for holiday expenses.
- Community discounts - Various local businesses provide discounts to University faculty members. Details are available from the Human Resources Department.
- Copy Center - Located in the Student Commons, the copy center (operated by Ricoh) offers a variety of services, including copying, binding, printing, finishing, and graphic design.
- Dinner Theater - Faculty members are eligible for discounts when attending theater productions.
- Direct Deposit - The convenience of payroll direct deposit is available to all faculty members.
- Employee Assistance Program - The [EAP Consultants](#) –program offers a wide range of free, confidential services that provide employees and families with assistance in balancing the demands of work and home.
- Employee Identification Card - Full-time faculty members will receive a photo identification card issued in the Dean of Students Office.
- Freeman-Harrison Student Multiplex - Use of the facility is free for faculty members and paid memberships are available for family members.
- The Grille - Located in the Freeman-Harrison Student Multiplex, The Grille offers a wide range of fast-food items from mid-morning until late evening.
- Library - Faculty members are eligible for all library privileges.

- Post Office - The services of Faulkner's post office, located in the Student Commons, are available to all faculty members.

### **3.5 Professional Development**

#### **Assistance for Graduate Study: Terminal degrees**

Faculty members without terminal degrees in their disciplines are encouraged to continue their education by pursuing degrees in accredited graduate programs. Details relating to the level of financial assistance and the faculty member's teaching load will be determined by the dean and the Vice President for Academic Affairs. To qualify for assistance, faculty members should provide a written request to the appropriate dean. Upon favorable recommendation by the dean, the dean will submit the application to the Vice President for Academic Affairs, who will then present the application to the President with recommendation for approval or denial. The applicant will be notified of the award and any conditions by the Vice President for Academic Affairs. The University will not fund multiple terminal degrees unless a critical need for the degree exists.

#### **Professional Meetings**

Faculty members are encouraged to develop their research and experience by presenting at national and/or regional professional meetings whenever possible. Funding is primarily reserved for those making presentations. However, faculty members can submit professional development requests to the Faculty College for consideration. When the faculty member is not presenting, strong consideration is given to those requests that are specifically tied to specific student learning outcomes within the faculty member's courses.

#### **Faculty Professional Development Grant Program Guidelines**

The University provides grant funding for faculty research projects. The objective of the Faulkner University faculty grant program is to encourage faculty development of research, intensive scholarship activity, and activities in the creative and performing arts. (The term "professional development" does not include mere attendance at professional conferences or any other continuing education endeavor.) Faculty members actively engaged in continuing research projects may also propose a reduced teaching load to their respective department chair and dean for consideration.

#### **Institutional Research Board**

In order to ensure ethical behavior in the conduct of scholarship and research, the University has established the Institutional Review Board (IRB). The IRB is meant to ensure that research practices minimize risk to subjects, both human and non-human, and that potential benefits from research activities are maximized. The IRB application articulates procedures that assure the human subject participation is based on equitable selection of subjects, and that participation in human subject research is non-coercive and based on the principle of informed consent. These procedures also provide protections for animal subjects, when used in research by members of the

University community. Documentation association with the IRB is found in Outlook Public Folders – Academics – Faculty College.

### **3.6 Summer Employment: Teaching and Research**

Opportunities for summer employment are sometimes available as summer enrollment and budget allocations allow. When available, summer teaching is remunerated at the current rate percentage of the faculty member's annual salary per course. Since summer is considered the first semester of the fiscal year in the University System, the University exercises fiscal caution when making summer allocations, because summer school expenditures are charged against the new fiscal year's budget. For this reason, classes must have sufficient enrollment to be offered.

Faculty interested in pursuing research topics during the summer may make application to the Institutional Research Board for grant awards.

### **3.7 Awards for Excellence**

Faulkner's Awards for Excellence honor outstanding faculty members during the All School Conference at the beginning of each fall term. The awards given in the fall reflect the work performed in the prior academic year. The timeframe for nomination is as follows:

- Nominations should be submitted to the Faculty Honors Committee by March 31. (The Faculty Award Nomination form is located in Public Folders under Forms/Miscellaneous Forms.)
- The Faculty Honors Committee will review the submissions and select recipients by April 30.
- Winners will be announced at the All School Conference at the beginning of the subsequent fall term.

#### **Excellence in Teaching**

Any faculty member may submit a recommendation for this award. Nominees must be full-time faculty members with at least five years of service to the University. A faculty member may receive the award more than once, but an interval of five years must pass before that person is eligible to receive the award again.

Suggested criteria for award nominees:

- Instill intellectual curiosity, a desire to learn, and the importance of life-long learning
- Stimulate learning through teaching, advising and/or counseling, modeling of scholarship, involving students in the learning process, expressing genuine concern for the student as a whole, setting high standards, and demonstrate enthusiasm and passion for their field
- Encourage and demonstrate ethical behavior, an integrated view of life, personal responsibility and integrity, leadership, clear and critical thinking, and civic engagement.
- Influence the way other colleagues teach, and advise and/or counsel
- Serious about academic excellence and meaningful life experiences for the students
- Available to students, making them feel welcome and respected
- Skillful in encouraging problem-solving techniques by helping students to think through issues and make decisions
- Attain outstanding student evaluations
- Demonstrate outstanding scholarship, research, creative activity, and other professional contributions

#### **Excellence in Scholarly/Creative Work**

Candidates for this award should have completed and/or published their work during the academic year. Faculty will submit their nomination of those who have produced a scholarly or creative work to the Faculty Honors Committee using the timeframe given above. The Faculty College will select the work that best reflects a significant contribution to the field of study for which it was created.

#### **Excellence in Service**

This award is given yearly to the full-time faculty member who demonstrates outstanding involvement in the community and in church-related activities. Nominations will be made to the Faculty Honors Committee. Nominations can be made by faculty or staff members.

#### **Excellence in Teaching (Adjunct)**

This award will be given annually to the outstanding adjunct faculty member. Criteria will include that similar to the Excellence in Teaching award.

#### **Master Teacher**

This award is intended to honor faculty who have demonstrated a substantial commitment to the academy at large and Faulkner University specifically. A faculty member will only receive this award once, as it is designed to honor a lifetime of dedication. The Faculty Honors Committee may identify multiple recipients or no recipients in any given year.

#### **Length of Service Award**

This award is given by Human Resources and a description can be found in the University Policy Manual.

### **3.8 Travel**

Faulkner University will pay for reasonable and necessary travel expenses incurred by faculty members while engaged in official University business or related travel. Refer to Policy Number 440 for details.

## **IV. Academic Duties**

### **4.1 Academic Advisement**

A student's satisfactory completion of a degree program is his or her own responsibility. Any system of advisement must reflect students' freedom of choice and their right to make their own decisions. It is the institution's responsibility to provide guidance, information, and assistance to the student whenever possible and provide advisors with accurate information. The advisors should demonstrate concern for students and remain accessible to students on a reasonable basis. See appendix A-7 for Best Practices for Advising at Faulkner University.

Advisement for students who are in their freshman and sophomore years is generally provided by academic advisors in the Office of Student Success trained to do general advising. Juniors and seniors are normally advised by faculty members in their major areas.

### **4.2 Protecting Student Information**

Faculty have access to student information used for grading, advisement, counseling, and monitoring progress toward graduation. Much of this information is confidential in nature and must be protected from nonconsensual disclosure to comply with the *Family Educational Rights and Privacy Act of 1974*. Faculty should be familiar with and follow the major components of the *Family Educational Rights and Privacy Act (FERPA)*.

### **4.3 Students with Disabilities**

Faulkner commits to providing an equal educational opportunity for all qualified students with disabilities. Project Key offers services. Students must submit documentation meeting state standards to qualify for services and accommodations. Upon completion of the eligibility process, students furnish faculty with an accommodation letter outlining the accommodations that must be provided. Faculty who feel accommodations violate academic integrity should contact the department chair or director of Project Key.

- No accommodations should be provided until a student presents a valid accommodation letter.
- Test proctoring services are provided for faculty who cannot provide them.
- In rare cases, classes may be moved to accessible buildings.

#### **4.4 Class List/Class Roles and Grade Books**

Faculty should obtain their class list or class roles from the University's educational content management system. New faculty should contact the Office of Data Management (7227) for required training before accessing Regent.

The following suggestions may be helpful in determining a course of action for students who are on the class list but not attending the class.

- Faculty should check class attendance with the Regent class list at least weekly through the tenth (10<sup>th</sup>) class meeting.
- Faculty should notify the Registrar of any students who are on the class list but not attending class.
- Faculty should refer to the Registrar's Office any student who is attending but whose name is not on the class list, or who is identified as "registration incomplete" on the class list.

If the student withdraws by the last day to drop without academic penalty, the student will be assigned a "W," in which case the faculty member will not assign a grade at the end of the term.

Faculty will keep records of their final grades for one semester (the previous semester) and how such final grades were calculated.

#### **4.5 Attendance**

Regular class attendance by all students is a requirement of the University. A grade of "FA" will be recorded for any class in which the student's absences exceed 25% of the total class meetings for that course. All absences (excused or unexcused) for whatever reason count toward the 25% rule. Instructors may allow students to make up work missed because of illness of the student or because of a death in his/her family or other matters at the discretion of the instructor. Students who are absent because they are away from campus to represent the University may make up work upon verification of the event by the University Sponsor and/or Vice President for Academic Affairs. Any exceptions to the attendance policy must be approved by the VPAA or the Dean of the college in which the course is offered.

The handling of any other absences and makeup work is at the discretion of individual instructors. At the beginning of the term, each instructor must include a written statement in all syllabi detailing his/her attendance policy and specifying how absences affect grades in the class.

Instructors are required to keep an accurate record of class attendance to report absences on the final grade sheet. Instructors are encouraged to notify the Director of Student Success when a student's absences place him/her at academic risk.

Each instructor determines the penalty for absences from his/her class.

For Financial Aid reasons, attendance of all students will be officially verified following the first week of classes. Faculty should submit student attendance



verification to financial aid. Students who have been recorded as “not attending” may not receive their financial aid and will be dropped from the class roster.

#### **Online Course Attendance**

Online courses present a unique challenge in confirming and evaluating attendance. In order to comply with federal mandates for universities’ handling of student aid certain kinds of student activity may or may not count as participation sufficient to qualify as “attendance” in online courses. Faculty should refer to the [Faulkner Online Attendance Policy](#) for guidelines.

#### **4.6 Statement of Course Requirements**

Faculty must provide a syllabus to all students on the first day of class. The syllabus must identify course objectives and learning outcomes so that students have a clear idea of the aims and requirements of the course and the method of evaluation employed. Syllabi must match the key components of the master syllabus posted in outlook, but faculty are traditionally granted the right to exercise a great deal of freedom in both methods of teaching and course requirements.

#### **4.7 Final Examinations**

Final examinations must be administered as scheduled by the VPAA. Any changes to the published schedule to accommodate a faculty member as a result of special circumstances must be approved by the Dean of the appropriate college.

#### **4.8 Policy for Changing a Student’s Final Examination**

A change in a student’s final examination schedule will be approved only for emergency reasons, such as serious illness (a note from Health Services or family physician is required) or the death of an immediate family member (a letter or phone call from a parent, guardian, or physician is required). Letters and phone calls should be directed to the appropriate faculty member.

Final examination schedules will not normally be changed for any of the following reasons: weddings; part-time or full-time job or job interview; internship or field study; vacation; graduation of relative or friend; convenience of travel schedule; or only one final examination remaining at the end of the week.

Exceptions can be made, but should be based on a very compelling case. The student may submit a request to reschedule a final examination to the instructor, who, with approval of the department chair, has authority to reschedule the final examination to a new time not conflicting with other regularly scheduled examinations or classes. A student may reschedule if he or she has three exams scheduled in one day.

#### **4.9 Grading System**

All grading shall be on a 4.0 grade point average system. The following grades are approved for use in the determination of the grade point average (GPA):

<u>Symbol</u>	<u>Explanation</u>	<u>Grade Points</u>
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average:

<u>Symbol</u>	<u>Explanation</u>	<u>Grade Points</u>
I	Incomplete	0.0
S	Satisfactory	0.0
U	Unsatisfactory	0.0
AU	Audit	0.0
W	Withdrew	0.0
NC	Failing, non-credit course	0.0

#### **4.10 Incompletes**

An incomplete grade (“I”) indicates the student is completing satisfactory work, but is unable to meet the full requirements of the course due to non-academic reasons.

The student must contact the instructor to complete the remaining requirements. The student should not re-register for the course. If the “I” is not satisfactorily resolved by the end of the next semester, it will be changed to an “F” by the Office of the Registrar.

#### **4.11 Independent/Individual Studies**

Students make requests for Independent or Individual Studies to the faculty member by whom the course will be taught. If he or she approves the request, that faculty member will forward the matter for approval to the respective chair of the department and dean of the college.

Independent/Individual Studies (IS) are normally available only to seniors who need the course for graduation from Faulkner University. Independent Studies are not available for transient students. Only under extreme circumstances/emergencies will IS be granted to anyone with less than senior standing.

Requirements for an IS to be acceptable are: the course will not be offered the semester prior to the date of graduation; or a course is not offered during its regularly scheduled cycle due to other events; or the scheduled course conflicts with another required course.

The student must be enrolled for not more than 18 hours including the IS. If a student needs 21 or more hours, the student’s schedule should be broken into a two-semester schedule. The instructor for the IS must be an approved/qualified faculty member of Faulkner University. An official syllabus must be used to teach the class that should

mirror the requirements of a full semester based class. If a student is failing the class by mid-term, a grade must be turned in to the Registrar's office. No student will be allowed to take more than 6 hours of Independent/Individual Study in his/her total degree program. The only exceptions would be for extreme emergency cases and approval must be gained from the VPAA office. Every IS must have the signature of the Dean of the college, the Department Chair, and the supervising faculty member. Before the IS can be started, a copy of the IS agreement and syllabus must be filed in the VPAA office.

#### **4.12 Grade Reporting**

Faculty are required to report mid-term grades for all sixteen-week traditional courses. Though it is not required to report mid-term grades for non-sixteen-week courses, grades and information should be made available to students upon request during the course.

At the end of the semester, students receive a full report showing courses taken and grades earned through the Faulkner Student Network student information system. All final grades must be entered on Regent as scheduled by the Registrar's Office.

#### **4.13 Academic Honesty**

##### **Faulkner Honor Code**

The Faulkner Honor Code emphasizes the importance of Christian character in all aspects of academic life. Faulkner University requires all students live up to the following honor pledge:

*"As members of the Faulkner community, we commit ourselves to act honestly, responsibly, and above all, with honor and integrity in all areas of academic and campus life."*

Faculty should familiarize themselves with the policies outlined in the [Student Handbook](#) regarding academic honesty. During the first week of classes, each instructor will discuss with students the university policies in regard to dishonesty and the limits the instructor sets for students to work together on assignments.

The penalties for academic dishonesty vary according to the instructor, but will generally include an "F" or zero points on the exam or assignment and potentially an "F" for the course.

When students violate the academic integrity standards of the University, it is imperative that incidents of academic dishonesty become part of the student's disciplinary record. Incidences of academic dishonesty should be entered in the "contacts" tab on the student's individual record in regent. An official summary concerning the event and any actions taken related to the student's academic record shall be provided to the Dean of Students. The Dean of Students may impose further sanctions, but does not have the right to modify academic sanctions imposed in these cases.

### **Academic Misconduct**

Faulkner University considers cheating, plagiarism, fabrication, or complicity in these to be acts of academic misconduct. The University expects faculty to articulate high standards of academic integrity, to create an atmosphere that encourages academic honesty, and to conscientiously and aggressively pursue suspected violations.

**Cheating:** the act of using or attempting to use materials, information, study aids or unauthorized assistance for an academic activity.

**Plagiarism:** the act of intentionally or knowingly representing the words or ideas of another as one's own work in any academic assignment.

**Fabrication:** the act of falsification or creation of any information in an academic activity.

**Complicity:** the facilitation or assistance, intentionally or knowingly, in the act of cheating or fabrication by another.

A student cannot drop a course in order to avoid being charged with academic dishonesty.

## **4.14 Student Appeals of Grades and/or Academic Sanctions**

Students sanctioned by an instructor for failure to comply with academic responsibilities and/or classroom behavior standards may submit an appeal under the Academic Appeal process.

Evaluation of a student's performance is the instructor's prerogative. Nothing stated below is intended to place a limitation on this prerogative, and the instructor will be involved in the review at each stage in the appeal process. All appeals should be viewed as confidential matters between the student, the instructor, and the appropriate administrators.

If a student does not understand the reason for a grade or sanction, it is the student's responsibility to consult the instructor. If after such consultation the student does not agree with the instructor's decision, the student may initiate an appeal. The burden of proof will rest with the student. The four stages of appeal (summarized below) must be followed sequentially. The complete academic appeal policy is located in the current [Student Handbook](#).

In the event an appeal concerns a final course grade, stages two through four must be completed during the term immediately following the term in which the grade was assigned unless an extension is authorized by the VPAA. At the completion of each stage of the appeal, the student will be notified in writing of the decision.

In all matters appealed at whatever level, the standard of review is as follows. All issues of fact as initially determined by the instructor shall be presumed to be correct

and the instructor's findings of fact will not be disturbed unless there is clear and convincing evidence to the contrary. All issues involving the exercise of the instructor's judgment (including but not limited to grades awarded, course content, sanctions for academic dishonesty or unacceptable classroom behavior) shall be presumed to be correct and the instructor's decision on any such issue will not be reversed unless the instructor has committed a gross abuse of discretion.

### **Stage One: Appeal to the Instructor**

The student must appeal in writing to the instructor within 14 days of the event in question. This appeal must include the student's account of all pertinent facts, a statement listing all reasons as to why the instructor's decision was inappropriate, and a statement of the student's desired outcome. Failure to appeal in a timely manner will result in forfeiture of the right to appeal. An instructor shall provide to the student a written response to the student's appeal within 14 days. Failure of an instructor to provide such a response constitutes a denial of the appeal and permits the student to initiate the next step in the appeal process.

If the instructor who issued the grade or sanction in question is the Department Chair, Associate Dean, or Dean, the student should appeal directly to the person of next highest rank.

### **Stage Two: Appeal to the Department Chair**

If the student is dissatisfied with the instructor's decision in the first stage of the appeal, the student has seven days from the date of the instructor's response (or failure of instructor to respond) to appeal to the Chair of the department in which the class was offered. Any issue not raised in the original written appeal is deemed waived and forfeited. Failure by the student to make this appeal within this time will result in forfeiture of the right to appeal.

In considering the appeal, the Chair may discuss the issues with the student and with the instructor whose decision is appealed and with any other witnesses deemed appropriate by the Department Chair.

Within seven days of the student's appeal, the Department Chair shall provide a written response to the student and the instructor. Failure of the Department Chair to provide such a response constitutes a denial of the appeal and permits the student to initiate the next step in the appeal process.

### **Stage Three: Appeal to the Appropriate Academic Dean.**

If the student or the instructor is dissatisfied with the Department Chair's decision, either party has seven days from the date of the Department Chair's response to appeal the matter to the Dean of the college or school in which the class was offered. Failure by either party to make this appeal within this time frame results in forfeiture of the right to appeal. The Dean shall provide a written response to all parties within seven days.

In considering the appeal, the Dean may discuss the issues with the student and with the instructor whose decision is appealed and with any other witnesses deemed appropriate by the Dean.

In colleges in which there is an Associate Dean, the Dean may delegate to the Associate Dean the responsibility for hearing an appeal.

#### **Stage Four: Appeal to the VPAA**

If the student, instructor, or Department Chair is dissatisfied with the Academic Dean's decision, either party has seven days from the date of the Academic Dean's response to appeal the matter to the VPAA. Failure by any party to make this appeal within this time frame results in forfeiture of the right to appeal. The VPAA shall provide a written response to all parties within seven days. The VPAA's decision in such matters is final.

In considering the appeal, the VPAA may discuss the issues with the student and with the instructor whose decision is appealed and with any other witnesses deemed appropriate by the VPAA.

### **4.15 Unacceptable Behavior**

Faculty have considerable discretion in establishing and maintaining a classroom environment conducive to learning and achieving course objectives. A student who exhibits unacceptable classroom behavior may be subject to academic sanctions. Unacceptable classroom behavior includes but is not limited to any behavior that falls within the behaviors prohibited by the "Conduct Subject to Sanction" section of the current student handbook. In the event of particularly egregious misbehavior, the instructor may immediately dismiss the student from the course for the remainder of the academic term. An instructor may suspend the student from the class for the remainder of that class period and for up to three additional class meetings. If a suspended student continues to attend class during the period of suspension, the instructor may contact security for removal of the student from the classroom. In the case of dismissal, the student shall be deemed to have withdrawn from the course and awarded a grade as dictated by current university policy.

Any student, acting individually or in concert with others, who clearly obstructs or disrupts or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity or any other activity authorized to be discharged or held on any campus of Faulkner is considered to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in suspension or dismissal.

An official summary concerning the event and any actions taken related to the student's academic record shall be provided to the Dean of Students. The Dean of Students may impose further sanctions, but does not have the right to modify academic sanctions imposed in these cases.

#### **4.16 Faculty Meetings**

University faculty meetings are routinely held on the first Friday of the month. Agenda items are due in the office of the Vice President for Academic Affairs by noon at least one full day before a meeting. Special meetings are called when needed.

A minimum of one faculty meeting per semester is scheduled for a presidential update and/or participation of other administrators.

All full-time undergraduate faculty members are expected to attend all faculty meetings unless otherwise indicated in the contract.

A faculty member is responsible for becoming informed of the substance of any meeting missed.

Part-time faculty are ineligible to vote.

#### **4.17 Mail**

All faculty members must secure a mailbox in the Faulkner University mailroom. Boxes should be checked frequently for inter-office mail as well as for outside mail.

#### **4.18 Office hours**

Faculty members are expected to schedule a minimum of five access hours per week in the faculty office or at a suitable location on campus, beginning in August and continuing through spring graduation to be available to students.

#### **4.19 Intellectual Property and Copyright**

Faulkner University adopted policies entitled Intellectual Property and Patent and Copyright in the Spring of 2008. These Policies can be found in Public Folders > Human Resources > Policies.

### **V. Procedures for Modifications to this Handbook**

Any member of the faculty, administration, or other full-time employee of the university may submit a request(s) for amendment, change or updating of the *Faculty Handbook*.

The *Faculty Handbook* may be officially amended, changed, or updated only when the following procedures are followed in the proper *sequence*.

Any request for any change to the *Faculty Handbook* must be presented to the Vice-President for Academic Affairs.

Any request must be presented in writing, and must be signed by the one making the request.

The Vice President for Academic Affairs will present the recommendation to the university faculty with or without recommendation or comments.

The recommendation may be deliberated by the faculty members present and voting in an officially convened meeting of the university faculty. It may be approved, denied, modified, tabled, or treated as any other motion before the body.

If the recommendation (as presented, or as amended) is affirmatively approved by vote of the faculty members present and voting in an officially convened meeting of the university faculty, the Vice President will present the recommendation to the President and/or the President's Cabinet for deliberation.

If the recommendation is approved by the President, the Vice President will notify the faculty of its adoption, and will cause copies of the amendment to be distributed to those who possess copies of the *Faculty Handbook*

Updates to the handbook that consists solely of correcting factual errors or including newly passed programs, policies, etc. can be implemented by the VPAA without resorting to the above procedures. The VPAA will notify the faculty of such corrections and/or updates via email or announcement at the next called faculty meeting.

**In the event that anything included in this handbook conflicts with any *policies or procedures of Faulkner University*, the official policies and procedures of Faulkner University shall prevail. Changes or corrections should be sent to the Vice President for Academic Affairs.**



## Appendix

### Appendix A-1:

### Standards of Conduct

*“The mission of Faulkner University is to glorify God through education of the whole person, emphasizing integrity of character in a caring Christian environment where every individual matters every day.”* Faulkner University is a Christian University with a Christian mission, and therefore has certain expectations of all of its employees (both faculty and staff) that apply to conduct both on and off campus. Faulkner staff and faculty serve as both ambassadors of the University to the external community and as role models for our students.

Faulkner University was founded by members of the church of Christ and since its founding has been affiliated with and supported by members and congregations of the churches of Christ. The University has certain commitments with regard to religious and moral issues. (See *Here We Stand* included in §1.4 Guiding Principles of this Handbook) Consequently, Faulkner has certain expectations for its staff and faculty.

All University employees are to live consistently with the moral principles espoused in the New Testament. Therefore, the following kinds of behavior are unacceptable for University employees:

sexual immorality (homosexual, heterosexual, pre-marital or extra-marital)  
drunkenness  
dishonesty  
inappropriate language (profanity, swearing, cursing)  
gambling  
possessing/viewing pornography  
spousal and/or child abuse  
illegal drug possession and/or use  
assault, battery, murder, robbery, theft and other such violations of criminal law

The consumption of alcohol is prohibited when interacting with university students, hosting or attending a university related event, or when traveling (alone or with a group) on university business. Serving or providing alcoholic beverages to University students is prohibited regardless of the age of the student.

The University recognizes that there are areas in which reasonable people may disagree as to the proper interpretation of scripture, however even in these areas, it expects its personnel to honor the university’s conduct standards when interacting with University students, hosting or attending a university related event or when traveling (alone or with a group) on University business.

Faulkner University exercises a religious preference in its hiring practices, seeking first to hire faithful members of the church of Christ whenever possible and when not possible, hiring

faithful members of religious groups whose commitments and beliefs are largely in line with those of the University. Therefore:

University employees who were members of the church of Christ when hired are expected to remain faithful members of the church of Christ; this expectation includes exercising an active membership role in a local congregation of the churches of Christ.

University employees who were not members of the church of Christ when hired are expected to remain faithful members of a religious group whose religious beliefs and commitments are largely in line with those of the University; this expectation includes exercising an active membership role in a local congregation of such religious group.

University employees are expected to observe the highest standards of professionalism at all times. In order to maintain the required level of professionalism, employees should:

Comply with all policies and procedures of the University  
Maintain satisfactory performance, work habits and overall attitude

Refrain from:

Falsification of records (to include applications, time sheets, personnel records and other university documents)

Unauthorized use of University material, time, equipment or property

Insubordination or refusal to comply with instructions or failure to perform reasonable duties which are assigned

Damaging or destroying University property through careless or willful acts

Additional standards of conduct not specifically addressed in this policy may be covered in other university policies. Some of these policies are Harassment; Absenteeism and Tardiness; Non-Fraternization; Dress and Personal Appearance; and Drug Free University. This is not an all inclusive list of policies dealing with conduct and therefore the university policy manual should be consulted for additional guidance.

**BEHAVIOR THAT INDICATES AN EMPLOYEE HAS DISREGARDED THESE STANDARDS, EITHER ON CAMPUS OR OFF, WILL RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING TERMINATION.**

The listing of certain unacceptable behaviors in this policy is not intended to be comprehensive but is instead intended to put employees on notice of the University's expectations. Therefore, there may be conduct and behavior items that can be addressed with an employee in addition to the items particularly referenced in this policy.

Any disciplinary action will be taken at the discretion of the University and will depend on the facts of each case and the employment record of each person involved. A supervisor may refer to the Corrective Action policy for guidance, when dealing with infractions of employee behavior. For those employees who are considered to be “at will” under Alabama law, this policy does not alter the “employment at will” nature of the relationship between employees and the University. For those employees who are tenured or who are otherwise not considered to be “at will” employees, this policy sets forth grounds on which the employee can be disciplined or terminated “for cause.”

## **Appendix A-2:**

### **Faculty College**

The objectives of the Faulkner University Faculty College are:

- To develop and facilitate continuous multidisciplinary professional development activities for faculty to foster the investigation, sharing, and implementation of emerging instructional theories and best practices;
- To encourage the utilization of all available educational technology in each academic discipline through continuous support, training, and evaluation;
- To support the efforts of the Institute of Faith and the Academy through the promotion of professional development opportunities for the ongoing exploration of the Christian faith as the foundation of learning.

The objectives of the Faulkner University Institutional Review Board for Research are:

- To facilitate the scholarship of faculty and students;
- To promote the Christian character and mission of the institution in the scholarship of faculty and students;
- To ensure integrity and ethical conduct in research; and,
- To ensure that research practices minimize risk to subjects, both human and non-human, and that potential benefits from research activities are maximized.

**All forms may be found in Outlook/Public Folders/All Public Folders/Faculty College.**

## Appendix A-3:

### Calendar for Tenure and Promotion Process

*Note: The dates included here are only applicable in the event that the Tenure & Promotion Committee, VPAA and President concur. It does not include allowances for any appeal resulting from the application for tenure & promotion.*

Applicants for tenure and rank increases should observe the following dates. In extraordinary circumstances, the VPAA may grant an exception.

April 1        The VPAA notifies Faculty members who are eligible for tenure or promotion, specifying the rank for which application is to be made, no later than April prior to the academic year in which they become eligible to apply for tenure or promotion. The VPAA notification will explain the application process or refer the faculty member to the Handbook sections where the application process is explained.

September 15 Candidates must:

- a. Notify the VPAA in writing of the faculty member's intent to apply for tenure or promotion, and provide to the VPAA a list of three colleagues who have agreed to provide peer evaluations on behalf of the candidate.
- b. Recruit three colleagues of at least Associate Professor rank to complete the "Designated Peer Evaluation Form for Tenure or Promotion." At least one of these peers should be from the candidate's department or college. For candidates seeking tenure, all three peers should be tenured faculty. The candidate should discuss the peer evaluation form with the peer evaluators and together determine whether any supporting documentation should be provided or classroom observations scheduled to equip them in writing letters of support.

November 15 Candidates must submit their formal Application for Tenure/Promotion, including their complete portfolio (see Appendix A), to the office of the VPAA no later than November 15. The portfolio is to be available for use in the VPAA's office by those who will provide references.

December 1    All supervisor and peer evaluations must be submitted to the VPAA by December 1.

February 1    The Promotion and Tenure Advisory Committee will meet prior to February 1 to evaluate the candidates for tenure and promotion. During this time, the Committee may request a meeting with the candidate's chair, dean, or both. Written positive or negative recommendations of the Committee, along with an explanation of the reasons for the recommendation and all supporting materials, will be submitted to the VPAA and the applicant no later than February 15.

- March 1 The VPAA shall submit to the President his or her recommendation, along with the recommendation of the Promotion and Tenure Advisory Committee and all supporting materials and explanations, no later than March 1.
- March 15 The President shall make a decision on the application no later than March 15 and will notify the candidate of that decision no later than April 1.
- April The President will recommend candidates for tenure to the Board of Trustees at the April meeting. The Board will vote to accept or reject the President's recommendations.

**Appendix A-4**

**Application for Tenure or Promotion  
Faulkner University**

This form should be completed by the candidate. The candidate should include any additional documentation that might be helpful in this evaluation. This form and supporting documents must be submitted to the VPAA by December 1.

Date \_\_\_\_\_

PERSONAL INFORMATION

1. Name of Candidate \_\_\_\_\_ Signature \_\_\_\_\_

2. Application for tenure in \_\_\_\_\_ /promotion to \_\_\_\_\_  
(discipline) (rank)

3. Summarize your education, listing each school and dates attended, degrees conferred, special honors received, etc. Begin with the most recent.

4. Faulkner Employment History

a. Date of first employment with Faulkner University:

b. Date of first employment in your present position:

c. Rank at which you began:

d. List all promotions attained and the dates they occurred:

e. Total years of teaching experience at Faulkner University:

f. Any reassigned time received for research, committee work, etc.

TEACHING

5. List all schools other than Faulkner University at which you have taught, including your rank and the dates of your appointments. Begin with the most recent.

6. List all of the courses you have taught at Faulkner University.

7. List teaching responsibilities not reflected above, including student advising, thesis and dissertation committee responsibilities, student research projects, development of new courses or programs, or similar activities. Provide an analysis of your teaching methodologies, strategies and objectives, listing steps you have taken to improve your teaching. Provide reflective statements on teaching tools developed and on student evaluations. Provide evidence of student learning.

### SCHOLARLY ACTIVITY

8. List published written work, research projects completed, grants received, unpublished manuscripts that are being submitted for publication, papers read at meetings of learned societies, lectures to public groups knowledgeable in your field, participation in colloquia or panel discussions at your own or other institutions, creative work exhibited or performed outside or within the University, or appropriate clinical or consulting practice. For the sake of clarity, published works must be listed distinctly and separately from unpublished works or other achievements (such as research in progress, lectures, presentations, etc.). If available, cite evaluations of your scholarship by your professional, off-campus peers (especially in the case of exhibits, performance, etc.). Provide a reflective statement on how you think your work contributes to one or more of the categories of the “Boyer model” of scholarship: discovery, pedagogy, integration, application. (See Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*.)
9. List current research, artistic, professional, course or program development activities.
10. List courses, seminars, meetings or special study programs attended in the past 3 years, plus any other significant means employed for staying current in your field.

### PROFESSIONAL SERVICE

11. List and date relevant membership, activities, and offices held in professional associations and societies, including editorships of professional journals.

### UNIVERSITY SERVICE

12. List committees served on, administrative assignments, sponsorship of student organizations, work with faculty organizations, general student advisement, and chapel/convocation involvement.

### COMMUNITY SERVICE

13. List all community service activities, including those associated with church as well as with civic or service organizations, including offices held.

### SUPPORT FOR CHRISTIAN VALUES

14. Describe your consistent pattern of support for generally accepted Christian values and the mission of Faulkner University, and describe your active participation in a community of faith. Discuss how you seek to integrate faith and learning in the classroom.

### ADDITIONAL FACTORS

15. State other factors, if any, which you wish the committee to consider.

**Appendix A-5**

**SUPERVISOR'S EVALUATION FORM FOR TENURE OR PROMOTION  
FAULKNER UNIVERSITY**

**This form must be completed and returned directly to the VPAA by September 15.**

Name of candidate \_\_\_\_\_ Date \_\_\_\_\_

Application for tenure in \_\_\_\_\_ /promotion to \_\_\_\_\_

Respondent's name \_\_\_\_\_ Signature \_\_\_\_\_

Respondent's title \_\_\_\_\_

All candidates for tenure or promotion are evaluated in the following areas: teaching; scholarship, and service. Also, candidates for tenure promotion are expected to demonstrate support for Christian values and the mission of Faulkner University. After carefully reviewing the candidate's file, please complete the following questionnaire. In each of the ratings, compare the candidate with other teachers in this school and, if possible, at comparable institutions. Summarize your evaluation of the candidate by circling the appropriate word(s) under the headings below. Please use a word processor for all responses.

**I. TEACHING EFFECTIVENESS**

**A. Quality of Teaching :**

Has a thorough grasp of the subject, demonstrates interest in quality of teaching; is thoughtful in selection and preparation of texts, reading lists, projects; is knowledgeable in areas allied with the general field taught; is aware of new developments in related fields, is well read beyond the subject taught. Works to contextualize course content with General Education and to student values when appropriate.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

**B. Teaching Skills**

Exhibits skill in communicating with classes; is dependable in preparing for and meeting classes; returns papers promptly; upgrades teaching techniques, works toward improving teaching performance; is thoughtful in creation of syllabi and assignments; gives appropriate and adequate feedback to students regarding their performance; provides evidence of student learning.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:



C. Concern for Students

Is effective in counseling and advising students; is conscientious in advising duties and in keeping appointments with students; shows concern for students' personal development; recognizes and greets students out of class; is accessible to students.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

D. Student Evaluations

For each course the candidate has taught at Faulkner University during the last three years, list the course number, class size, student-evaluation average (on a five-point scale), and average of the grades awarded in the class.

Course Title and Number    Class Size    Average Evaluation    Average Class Grade

How do the candidate's student evaluations compare with those of other teachers in comparable courses?

II. SCHOLARLY ACTIVITY

A. Scholarly Achievement

Publishes in scholarly journals; presents papers at professional meetings; participates in colloquia or panel discussions at one's own or other institutions; lectures to popular groups knowledgeable in the candidate's field, does work that receives serious attention from others; does original and creative work; expresses interest in the research of colleagues.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

B. Intellectual and Professional Development

Is well read in the subject taught; knowledgeable about and can suggest readings in any area of the general field; knows about developments in related fields; is sought by colleagues for advice on academic matters; keeps current with developments in the field; renews and upgrades skills.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

### III. SERVICE

#### A. Professional Service

Actively participates in appropriate professional organizations; holds office in state, regional, or national professional organizations; holds advisory and consultative positions of recognized stature; holds committee membership at the national, regional, or state level; attends professional meetings on a regular basis.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

#### B. University Service

Does committee work effectively; carries out administrative responsibility within the school or division; sponsors student organizations; works with faculty organizations.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

#### C. Community Service

Actively participates in community and public service through church, service or civil organizations.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

### IV. SUPPORT FOR CHRISTIAN VALUES

Evaluate the candidate's consistent pattern of support for generally accepted Christian values and the mission of Faulkner University as these are described in the Mission Statement.

### V. ADDITIONAL FACTORS

Please state other factors, if any, that you feel should be considered in evaluating the candidate's application.

VI. TENURE OR PROMOTION RECOMMENDATION (check one)

I recommend without reservations that tenure/promotion be granted.

I recommend with reservation that tenure/promotion be granted.

My reservations are:

I recommend that tenure/promotion not be granted.

Please comment:

**Appendix A-6**

**DESIGNATED PEER EVALUATION FORM FOR TENURE OR PROMOTION  
FAULKNER UNIVERSITY**

**This form must be completed and returned directly to the VPAA by September 15.**

Name of candidate \_\_\_\_\_ Date \_\_\_\_\_

Application for tenure in \_\_\_\_\_ /promotion to \_\_\_\_\_

Respondent's name \_\_\_\_\_ Signature \_\_\_\_\_

Respondent's title \_\_\_\_\_

All candidates for tenure or promotion are evaluated in the following areas: teaching; scholarship, and service. Also, candidates for tenure promotion are expected to demonstrate support for Christian values and the mission of Faulkner University. After carefully reviewing the candidate's file, please complete the following questionnaire. In each of the ratings, compare the candidate with other teachers in this school and, if possible, at comparable institutions. Summarize your evaluation of the candidate by circling the appropriate word(s) under the headings below. Please use a word processor for all responses.

**I. TEACHING EFFECTIVENESS**

**A. Quality of Teaching :**

Has a thorough grasp of the subject, demonstrates interest in quality of teaching; is thoughtful in selection and preparation of texts, reading lists, projects; is knowledgeable in areas allied with the general field taught; is aware of new developments in related fields, is well read beyond the subject taught. Works to contextualize course content with General Education and to student values when appropriate.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

**B. Teaching Skills**

Exhibits skill in communicating with classes; is dependable in preparing for and meeting classes; returns papers promptly; upgrades teaching techniques, works toward improving teaching performance; is thoughtful in creation of syllabi and assignments; gives appropriate and adequate feedback to students regarding their performance; provides evidence of student learning.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

C. Concern for Students

Is effective in counseling and advising students; is conscientious in advising duties and in keeping appointments with students; shows concern for students' personal development; recognizes and greets students out of class; keeps regular and sufficient office hours.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

II. SCHOLARLY ACTIVITY

A. Scholarly Achievement

Publishes in scholarly journals; presents papers at professional meetings; participates in colloquia or panel discussions at one's own or other institutions; lectures to popular groups knowledgeable in the candidate's field, does work that receives serious attention from others; does original and creative work; expresses interest in the research of colleagues.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

B. Intellectual and Professional Development

Is well read in the subject taught; knowledgeable about and can suggest readings in any area of the general field; knows about developments in related fields; is sought by colleagues for advice on academic matters; keeps current with developments in the field; renews and upgrades skills.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

III. SERVICE

A. Professional Service

Actively participates in appropriate professional organizations; holds office in state, regional, or national professional organizations; holds advisory and consultative positions of recognized stature; holds committee membership at the national, regional, or state level; attends professional meetings on a regular basis.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

B. University Service

Does committee work effectively; carries out administrative responsibility within the school or division; sponsors student organizations; works with faculty organizations.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

C. Community Service

Actively participates in community and public service through church, service or civil organizations.

Poor      Marginal      Good      Very Good      Outstanding

Please comment:

IV. SUPPORT FOR CHRISTIAN VALUES

Evaluate the candidate's consistent pattern of support for generally accepted Christian values and the mission of Faulkner University as these are described in the Mission Statement.

V. ADDITIONAL FACTORS

Please state other factors, if any, that you feel should be considered in evaluating the candidate's application.

VI. TENURE OR PROMOTION RECOMMENDATION (check one)

I recommend without reservations that tenure/promotion be granted.

I recommend with reservation that tenure/promotion be granted.

My reservations are:

I recommend that tenure/promotion not be granted.

Please comment:

# **Best Practices for Advising at Faulkner University**

*Students and Advisors should approach advising as a partnership.  
Working together will help guide students toward physical, emotional, academic, and spiritual success.*

## **Student Responsibilities**

### **1. Know**

- **Your degree plan.** As a student, it is imperative that you take the initiative to understand your degree plan, know the courses that are required in that degree plan, and map out the courses you will take. Your advisor will assist and guide you through the process but they will not do this for you. Take charge of your future and know your degree plan. This will ensure that you and your advisor can work together as partners in your success. The student bears ultimate responsibility to be proactive and to make sure that he or she complies with the degree plan and other requirements for graduation.
- **University Policies.** Advisors adhere to policies and standards of Faulkner University as outlined in the [academic catalog](#) and [student handbook](#). It is your responsibility to know what is in the academic catalog and student handbook and these should be your initial point of reference for questions.
- Students are expected to transition to a point (no later than the last semester of their sophomore year) at which they can enter their own schedules online and in accordance with their degree plan without expecting an advisor to enter their schedules for them.

### **2. Prepare for appointments**

- Bring your **updated degree plan** and your **iPad** to your appointment
- Write down questions/concerns that you want to discuss with your advisor
- Be ready to discuss your career goals

### **3. Communicate**

- Be easily accessible by reading email daily and returning emails/voicemails promptly.
- Maintain communication with your advisor.

### **4. Follow-Up**

- As advisors assist you in transitions throughout college they may suggest or refer you to another office or resource that will aid in your success. It is your responsibility to follow up on the referral and make appointments as necessary.

# Advisor Responsibilities

## 1. Provide accurate and timely information and Communicate in useful and efficient ways

- Respond to student inquiries or correspondence within 2 business days (during any term you are teaching).
- Email and voicemail should be checked on a regular basis.
- Maintain professional communication with students that adheres to Faulkner's core values.
- Be easily accessible and communicate your availability to students.
- Encourage, respect, and assist students in creating realistic goals that lead to success for the individual.
- Document communication with advisees in order to aid in subsequent advising interactions

## 2. Advisors recognize and respect students diverse backgrounds as well as their physical, learning, and psychological abilities and seek to identify and overcome barriers.

## 3. Advisors actively seek resources and inform students of the appropriate programs and services to meet their academic, physical, social, and spiritual needs. Students may need encouragement to make contact and this may help them to be more successful inside and outside of the classroom. Checking on a student after a referral is made is also important as it gives a level of accountability on the student.

The following are examples of referrals you may make for students. It is not an exhaustive list.

- If a **course substitution** is needed and the course is outside of your academic discipline, refer to the appropriate academic department for approval.
- A **minor** is a great way for students to customize their learning, degree plan, and career path as well as pursue their specific interests. Students can minor in almost any subject where they could take 18 hours of credit. Please encourage students to be strategic about their minors. The student will need to meet with the dept. head for the subject they are interested in to develop a plan for the 18 hours they should take to fulfill the minor requirements. Some subjects already have those requirements spelled out; many can be customized to the student and his/her interests and career goals.
- If a student **self-discloses any type of disability** encourage them to contact Project Key.
- Confidential and **professional counseling** services are available for personal, emotional, social, and mental health concerns that students may face. Available by appointment.



- Students with **military benefits** should be referred to Ben Young to ensure they are in compliance with their benefits each term.
  - Students who are struggling in any subject need to be referred to and encouraged to pursue **tutoring**.
  - Work with both the student and the student success office to overcome any barriers the student may have expressed regarding staying at Faulkner.
4. Advisors **respect** the opinions of their colleagues; **remain neutral** when students make comments or express opinions about other faculty or staff; are **non judgmental** about academic and career goals; and do not impose their personal agendas on students.
  5. **Advisors are familiar with and follow policies and procedures regarding degree plans within their respective academic disciplines as well as the academic catalog.**
  6. **Advisors adhere to policies and standards of Faulkner University** as outlined in the [academic catalog](#), [student handbook](#), and [faculty handbook](#).
  7. **Advisors will adhere to all FERPA regulations.** Disclosure of student information to unauthorized parties violates the Family Educational Rights and Privacy Act. When accessing student information, access only information needed to complete the authorized task. Communicate information only to other parties authorized to have access in accordance with the provisions of FERPA. For more information regarding the guidelines of FERPA, please refer to <http://www2.ed.gov/policy/gen/reg/ferpa/index.html>.