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# William Penn University



## FACULTY POLICIES AND EXPECTATIONS

2018

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# 1 Institutional Information and Administrative Policies

## 1.1 William Penn University - History

William Penn University is a liberal arts university affiliated with the Society of Friends. The University was founded by Quaker pioneers in 1873 to provide a quality education to all men and women regardless of race, creed, or socio-economic status. Nearly 140 years later, William Penn remains devoted to this ideal. The university is firmly rooted in its Christian heritage with certain characteristics distinctive to Quakers, but welcomes faculty, staff, and students from all faiths.

William Penn University comprises two campuses: Oskaloosa (traditional campus) and Johnston (Online and Evening Division). The main campus is in Oskaloosa, a peaceful rural community about an hour's drive southeast of Des Moines. Online and evening classes are offered at **both campuses**.

William Penn University expects students to take an active part in their own education. Students are encouraged to participate in this intellectual and social experience by learning to ask probing questions that deal with both substance and process. Everyone associated with William Penn University is encouraged to study and practice the virtues that have distinguished Quakers for over 300 years: a taste for simplicity, passion for justice, love for equality, respect for the dignity of individuals, joy in service to others, a deep appreciation for silence, and an unwavering belief in the rational and disciplined search for truth through knowledge, insight, and experience.

William Penn University admits students of any race, gender, age, marital status, national or ethnic origin, religion, creed, sexual orientation, or disability and does not discriminate in the administration of any university-administered programs.

While every effort is made to provide accurate and current information, William Penn University reserves the right to change policies, fees, curricula, calendar, or other matters without notice.

William Penn University faculty, staff, and students enrolled in the **Online and Evening Division** are expected to conduct themselves in a professional and business-like manner. Any conduct having an adverse or disruptive effect on the University community may result in dismissal from the university.

## 1.2 Accreditation

William Penn University (WPU), a private, not-for-profit, post-secondary institution is accredited by the Higher Learning Commission and a member of the North Central Association, [www.ncahlc.org](http://www.ncahlc.org). The Higher Learning Commission's telephone number is (312) 263-7462. In addition, all certification and endorsement programs offered William Penn University's Division of Education are approved and accredited by the Iowa Department of Public Instruction, pursuant of Chapter 79, Code of Iowa.

The Higher Learning Commission (HLC) is an independent corporation and one of the two commission members of the North Central Association of Colleges and Schools (NCA), which is one of six regional institutional accreditors in the United States. The Higher Learning Commission accredits degree-granting post-secondary educational institutions in the North Central region.

### 1.3 University Mission and Vision

#### 1.3.1 Mission Statement

“William Penn University provides the opportunity for an educational experience with a focus on leadership, technology, and the Quaker principles of simplicity, peace-making, integrity, community, and equality.”

What does this mean?

- Opportunity
  - Access for students who might not traditionally have access, due to being a first-generation student, or based on age, economics, location, race, and ethnicity
  - Spiritual formation
  - Traditional and non-traditional (accelerated and off campus) programs
  - Low student to faculty ratio promoting individual attention
- Educational experience
  - Undergraduate and graduate degrees
  - Leadership Core curriculum
  - Classroom emphasis on collaboration, teamwork, and presentations
  - Leadership
  - Ethics
  - Participatory experiences, including athletics, the arts, Greek organizations, and clubs
  - Global perspective
  - Community development
  - Commitment to service
  - Lifelong learning
- Technology
  - Instructional technology
  - Communications technology
  - Innovative technologies
- Quaker principles
  - Simplicity
  - Peace
  - Integrity
  - Community
  - Equality

### 1.3.2 Vision

At William Penn University, our mission is about our students—their education and their future. We strive to provide a vibrant learning community where all students grow intellectually, socially, and spiritually through academic, creative, and athletic pursuits; a community where leadership capabilities are learned and enhanced as students interact, communicate, and serve in the Quaker tradition.

## 1.4 Institutional Governance Bodies

The following information describes the structure, composition, and functions of the University's principal standing governance bodies. Ad Hoc and specific function committees will be appointed as needed.

Governance structure is divided among Institutional Governance Bodies (Section 1.4), Faculty Governance Committees (Section 2.4), and Committees with Faculty Representation (Section 2.5).

Specific policies and procedures used by each committee can be found in Section 2 of this handbook. Forms can be found in Section 6 of this handbook.

Note: The President of the University is an ex-officio member of all University committees and should receive notices and minutes of all meetings. Minutes of all meetings are approved, made public, and maintained by organizational members.

### 1.4.1 Board of Trustees

#### 1.4.1.1 Purpose

The Board of Trustees oversees finances and makes policy for the University.

#### 1.4.1.2 Authority

The Board of Trustees is the formal and official corporate authority for the University.

#### 1.4.1.3 Functions

The Board shall:

- Interpret the needs to be served by the University.
- Select, retain, and terminate the President.
- Advise the President on the selection and performance of the Vice Presidents and the Secretary to the Board of Trustees.
- Assure financial responsibility for all University funds.
- Assure that the University operates within its mission in pursuit of its annual goals.
- Support the President's efforts to secure private, corporate, and state and federal funds.

- Preserve the capital investment of the University.
- Preserve academic freedom.
- Serve as the final appeal body, except in those cases where the final appeal has been otherwise delegated.
- In cooperation with the faculty, satisfy itself that the quality of education at the University is consistent with the institution's mission.

#### 1.4.1.4 Responsibilities

Trustees shall:

- Regularly attend and actively participate in each of the Trustees' meetings and meetings of committees to which they are assigned.
- Participate in the Commencement Ceremony.
- Identify potential private and corporate contributors to the University.
- Attend, at the President's request, various University functions.
- Prepare for both Trustee and Committee meetings, reviewing all supporting materials prior to the meeting.
- Support the University with personal resources and assist with the University development effort.
- Support decisions of the Trustees and the President's efforts to carry out those decisions.
- Question and evaluate administrative proposals as recommended by the President to assure that the decisions serve the interests of the students and that they are compatible with the mission and goals of the institution.
- Make decisions for the best interests of the University as a whole, avoiding any promotion or special interest of interest groups that is not in the interest of the entire University.
- Exercise discretion in requesting information from the administration, focusing on information needed for informed decisions or for representing the University as a knowledgeable Trustee.
- Protect the autonomy and integrity of the University from intrusions and pressures that the Trustees deem to be inappropriate.
- Listen to the community and convey the concerns and needs of the community to the Board, as follows:
  - Trustees contacted by a student, by a member of the full-time or part-time faculty or staff, or by others regarding University business should:
    - Listen and discuss to gain understanding, but avoid appearing to make commitments on behalf of the University.



- Convey the concern to the President or to the appropriate Executive Office where the Trustee deems such action appropriate and then ascertain what efforts have been made to resolve the problem by the administration.
- If the issue is not satisfactorily resolved, then ask the Chair of the Board to discuss the concern with the President, request that the appropriate Committee of the Board request action by the President, or ask the Board to request the President to respond.
- In case of a student concern, recommend that the student contact the faculty member regarding concerns related to a class or for administrative concerns. If satisfaction is not obtained the student should contact the Vice President for Academic Affairs/Academic Dean (VPAA) or Director of the appropriate area or, if outside the area of the VPAA or Director, a specific member of the President's staff.

#### 1.4.1.5 Separation and Delegation

The Board of Trustees delegates the authority to conduct all University business to the President except for the following:

- Annually in March, adopt or reaffirm the mission and adopt goals and priorities of the institution for the next three (3) years. Plans for attaining institutional goals and objectives shall be reviewed with the Trustees when a fiscal year budget is presented for Board approval.
- Establish or discontinue academic schools or universities.
- Adopt or discontinue degree programs and academic majors.
- Approve academic standards of admission and graduation requirements.
- Adopt or discontinue intercollegiate athletic programs.
- Approve the promotion of faculty members.
- Approve the tenure of faculty members.
- Approve sabbatical leaves and leaves of absence.
- Approve application for regional or program-specific accreditation.
- Establish the compensation for the President.
- Adopt the University's operating and capital outlay budgets.
- Adopt an annual budget plan of expenditures and revenues for the General Fund and for Auxiliary Services-Bonded Facilities.
- Establish tuition, fees, and room and board rates.
- Accept private, state, and federal grants and gifts that would affect University priorities or require substantial matching funds or commitment of future University funds.

- Approve all contracts and collective bargaining agreements, except for those contracts that are within such contract authority of University personnel as may have been established by Trustees.
- Appoint the University's auditing firm and the University's general legal counsel.
- Accept the annual audit of University accounts.
- Establish investment policies.
- Authorize University property and facility leases for terms exceeding one year.
- Authorize the sale of real property.
- Approve unbudgeted capital projects estimated to cost more than \$50,000.
- Periodically evaluate the performance and functioning of the Office of the President and the Board of Trustees.
- Adopt and modify the Articles of Incorporation and By-Laws of William Penn University.
- Adopt the William Penn University Student Judicial Code.
- Adopt the Student Government Constitution and its amendments.
- Name facilities and memorials.
- Approve facility program statements.
- Approve the awarding of degrees.
- Approve the awarding of honorary degrees to persons nominated by the President.

#### 1.4.1.6 Membership

The Board may have up to twenty-two members. Such members are appointed as described in the Articles of Incorporation and By-Laws of William Penn University.

The University President is an ex-officio member.

A faculty representative is elected by the faculty for a 2-year term

#### 1.4.1.7 Leadership

The Chair facilitates the Board of Trustees.

### 1.4.2 President's Cabinet

#### 1.4.2.1 Purpose

The President's Cabinet is the chief administrative body that focuses on the overall management of the University including but not limited to implementation of policies and directives of the Board of Trustees, establishment and implementation of administrative policies and procedure, institutional planning, and general administration.

#### 1.4.2.2 Authority

The President's Cabinet advises the President of the University and operates under the authority of the Board of Trustees.

#### 1.4.2.3 Membership

- President
- Executive Vice President
- Vice President, Academic Affairs/Academic Dean (VPAA)
- Vice President, Advancement
- Vice President, Athletics/Athletic Director
- Vice President, Online and Evening Division (OLE)
- Vice President, Finance
- Vice President, Government Relations and Special Projects
- Faculty Representative – elected for a two-year term

#### 1.4.2.4 Leadership

The President is the chair for the President's Cabinet.

### 1.5 Academic Policies

#### 1.5.1 Online Learning Policy

##### 1.5.1.1 Guiding Principles:

- Oskaloosa campus students should take mostly face-to-face (F2F) courses.
- Oskaloosa campus faculty must meet their 12 credit hour teaching load first with F2F courses.
- Division chairs may request online sections in the Fall & Spring semesters as needed, in coordination with the academic dean and the online TEAM in Clive, only after F2F sections are fully subscribed and additional sections are needed, supported by documentation and approval.

##### 1.5.1.2 Policy – Faculty

Faculty who wish to teach online courses for the university must complete a training process that includes:

1. A F2F introduction of issues and expectations, followed by
2. Specific training to be completed online via Moodle.

##### 1.5.1.3 Policy – Students

1. First-year transfer students without online experience may not enroll in online courses during their first semester at Penn.

2. First-year students may not take online courses until the second academic year (no credit hour requirement).
3. GPA: students must possess a 2.5 cumulative GPA before they may enroll in online courses.
4. Student requests for exceptions must be submitted in writing to the Academic Dean, with written support from his / her advisor.

## 1.5.2 Credit Hour Policy

### 1.5.2.1 Definition of a Credit Hour

All William Penn University courses must adhere to the credit hour standard established below. Written requests for exceptions must include a rationale supported by documentation and be approved by the Division and the Academic Dean.

During any reaccreditation process of William Penn University, compliance with these standards will be reviewed by the Higher Learning Commission. The definition of the credit hour, both at the Federal level and as applied by William Penn University, is given below.

### 1.5.2.2 The Federal definition states that:

"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than:

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks;
- 2) Or at least an equivalent amount of work as required in paragraph (1) of this definition for other activities as established by an institution, including laboratory work, internships, practica, studio work, and other academic work leading toward the awarding of credit hours."

### 1.5.2.3 William Penn University Equivalencies of the Credit Hour

The institutionally established equivalencies to the Federal definition of the credit hour at William Penn University are given below. These standards apply to both undergraduate and graduate courses.

- For each semester hour of credit, classes that meet face-to-face must include one 50-minute period with the instructor and two hours of outside of class work for 15 weeks.

- 1 credit hour = 50 minutes contact + 120 minutes outside work over 15 weeks for a total of 2,550 minutes of student effort.
- One hour of credit may be awarded for laboratory and discussion sections that meet a minimum of 50 minutes per week and a maximum of 150 minutes per week. No more than one credit may be awarded for lab and discussion sections without documented approval of the Division and the Academic Dean.
  - 1 credit hour = 1 to 3 lab and discussion sessions ranging from a total of 50 to 150 minutes.
- Classes that do not meet the required face-to-face (F2F) contact time (for example, hybrid or online courses) will meet the credit hour standard if they meet all four (4) of the following criteria:
  - The course covers the same material in the same depth as a face-to-face version of the same course;
  - The course has been evaluated by the division for content and rigor; and
  - The Division has approved the credit to be awarded;
  - Such approval must be documented.
- Hybrid courses meet F2F one or two days per week with online components. Approval to offer courses in a hybrid format must be obtained in writing each semester from the division chair and the academic dean.

1.5.2.4 NOTE: Standard undergraduate and graduate courses on campus or online are offered from one to four credit hours. Courses that do not meet the credit hour standards outlined above, including those offered for *more* than four hours, must be reviewed and approved by the Division first, then by the Office of the Academic Dean. Written requests for credit hour exceptions should be directed to the Office of the Academic Dean.

## **2 Institutional Governance: By-laws, Policies, and Procedures**

### **2.1 Institutional Governance Bodies**

2.1.1 Board of Trustees – Section 1.4.1

2.1.2 President’s Cabinet – Section 1.4.2

### **2.2 Faculty Governance**

Governance refers to the manner in which the university is organized and functions. Shared governance gives various groups a stake in decisions made by the university. A related concept is that certain groups have primary responsibility for the decisions that are made. For example, faculty may have a say (a “share”) in the hiring of a new faculty member, coach, or administrator, but it is the administration and/or the Board of Trustees that is ultimately responsible for decisions and their consequences. (Olson, 2009)

Shared governance is our goal at William Penn University. However, shared governance can only exist when both faculty and administration are jointly committed to the process. (Jenkins & Jensen, 2010) If either group abdicates responsibility or oversteps the bounds of their authority, governance is not truly shared.

### **2.3 Faculty Handbook**

The Faculty Handbook affirms the specific faculty policies and procedures which have been established by the faculty and the Board of Trustees of William Penn University. These policies stated herein are in effect at the time of adoption.

The University and the faculty commit their good faith efforts to achieve agreement on policy issues affecting the faculty of the University. That commitment shall not infringe on the authority and responsibility of the Board of Trustees to exercise their prerogative to govern and administer the University.

The procedures outlined below are based on two inter-connected principles: the need to formulate or alter policy statements; and recognition of the principle of shared governance.

The University supports the principles and concepts of academic freedom and faculty governance as expressed in the American Association of University Professors “Statement on the Governance of Colleges and Universities” and “Statement of Principles on Academic Freedom and Tenure.” These documents may be viewed at:

[www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm](http://www.aaup.org/AAUP/pubsres/policydocs/contents/default.htm)

#### **2.3.1 Responsibility for Revision**

Maintaining the Faculty Handbook is the responsibility of the Academic Council. The Academic Council, without further process, may make non-substantive changes necessary to keep the language of the Handbook consistent; policies and procedures instituted by proper authority current; reflection of the current academic structure and titles accurate; and descriptions of facilities, benefits, and the like up to date.

### 2.3.2 Proposed Amendments

Proposals for changes to the Faculty Handbook shall be made in writing as follows:

1. Any faculty member may propose changes to any portion of the faculty handbook under faculty purview (i.e., any item not reserved to another governing body or administrative decision).
2. Such proposal shall include current language, proposed language, and rationale for the proposal.
3. Such proposal shall be presented to Academic Council for consideration at their next regularly scheduled meeting.
4. Academic Council may take any of the following actions:
  - a. Accept the proposal as is and refer the proposal to the President's Cabinet;
  - b. Return the proposal to the originator for clarification; or
  - c. Reject the proposal.
5. President's Cabinet may take any of the following actions:
  - a. Accept the proposal as is.
  - b. Return the proposal to Academic Council for clarification; or
  - c. Reject the proposal.
6. Rejection of a proposed change to the faculty handbook at any level must be accompanied by clear rationale by the body rejecting the proposal.
7. Board of Trustees approval for routine changes to the Faculty Handbook shall not normally be necessary. Only when a proposed change will impact university policy or any of the reserved items on the Separation and Delegation list (Section 1.4.1.5) shall the proposed change be presented to the Board of Trustees for approval.

## 2.4 Faculty Governance Committees

Faculty assist the VPAA, the President, and the Board of Trustees in the operation of the university through the following committees:

- Faculty Meeting (Section 2.4.2)
- Academic Council (Section 2.4.3)
- Faculty Excellence Committee (Section 2.4.4)
  - Faculty Promotion and Tenure Committee (Section 2.4.5)
  - Institutional Review Board (Section 2.4.6)
  - Animal Welfare Committee (Section 2.4.7)
- Program Excellence Committee (Section 2.4.8)
  - Leadership Core Committee (Section 2.4.9)
- Effective Learning Committee (Section 2.4.10)
- Heritage and Culture Committee (Section 2.5.1)

## 2.4.1 General Provisions

The following general provisions pertain to the Academic Council, Faculty Excellence Committee, Program Excellence Committee, Effective Learning Committee, and the Heritage & Culture Committee. Any exceptions will be noted in the specific committee bylaws.

### 2.4.1.1 Committee Service

#### 2.4.1.1.1 Term lengths:

Term lengths will be three years in length, beginning in August of a given academic year.

To prevent simultaneous expiration of all terms, the first appointments shall create staggered terms of office.

#### 2.4.1.1.2 Term limits:

If a committee member desires and has the support of his/her division, he/she may serve a single renewable term. No member may serve more than two consecutive terms on any given committee. Exceptions will be noted in individual committee bylaws.

#### 2.4.1.1.3 Vacancy:

Should a vacancy occur on a committee, a representative from the affected division will be appointed to finish the current term.

#### 2.4.1.1.4 Resignation:

Should a member need to resign from a committee, a representative from his or her division will be appointed to finish the current term.

#### 2.4.1.1.5 Removal:

Should a member need to be counseled/removed from the committee, the members of the committee shall be encouraged to communicate the matter with the committee chair. The committee chair will follow up with the member and based on further conversation may ask the member to leave and/or a majority vote by the committee members will be needed to remove the member from serving the remainder of the term. This process does not apply to the Academic Council.

### 2.4.1.2 Officers and Responsibilities

The officers of the committee shall be Chair, Vice-Chair, and Clerk. Officers will be elected annually by members of the committee and will serve in such positions for the next year of their term of their service on the committee.



2.4.1.2.1 The Chair shall:

- Prepare an agenda for each meeting and distribute the agenda to committee members at least 48 hours in advance of a scheduled meeting, or at least 24 hours in advance of a non-scheduled meeting. A copy of the agenda shall be forwarded to the office of the VPAA.
- Prepare an executive summary of each meeting to be communicated to all division chairs and the VPAA within 72 hours after each PEC meeting.
- Preside at all meetings of the committee
- Sign all letters, reports, and other communications of the committee.
- Perform other such duties as assigned or prescribed by the AC or VPAA

2.4.1.2.2 The Vice-chair shall:

- Substitute for the Chair in his/her absence.
- Perform other such duties as assigned by the Chair or the AC/VPAA.

2.4.1.2.3 The Clerk shall:

- Keep minutes of all meetings, including attendance, summary reports, and votes.
- Transmit draft copy of the minutes to the Chair within 72 hours of adjournment of a meeting.
- Make corrections to the minutes as directed by the Chair.
- Distribute copies of minutes to members following review by the Chair.
- Forward copy of approved minutes to the office of the VPAA within 72 hours of approval of the minutes by the committee.
- Perform other duties as assigned by the Chair.

2.4.1.2.4 Duties of Members of the Committee

The members of the committee are accountable to their divisions and shall:

- Regularly attend and participate in committee meetings.
- Report on proceedings of the committee to their respective divisions.
- Provide feedback from respective divisions to the committee.

2.4.1.3 Committee Meetings

2.4.1.3.1 Quorum

A minimum of 50% of voting members plus one must be present for conduct of business. Discussions may be held in the absence of a quorum

and should be documented in the minutes, but no business may be conducted.

2.4.1.3.2 Conduct of Meetings

Meetings of committees shall be conducted in accordance with *Robert's Rules of Order Newly Revised*. *Robert's Rules* may be suspended by majority vote of the committee in any given meeting.

2.4.1.3.3 Nature of Meetings

Meetings of committees are open to the University community for observation; any exceptions will be noted in committee bylaws and/or specific meeting agendas.

2.4.1.3.4 Agendas

Meeting agendas should be forwarded to the office of the VPAA in advance of committee meetings

2.4.1.3.5 Minutes

Approved minutes of committee meetings should be submitted to the office of the VPAA for distribution and filing.

2.4.1.4 Committee Business

2.4.1.4.1 Policies:

Each committee will establish policies by which it operates. Policies (new and amended) must be approved by the Faculty Meeting (2/3 majority), the Academic Council (simple majority), and the President's Cabinet.

2.4.1.4.2 Procedures:

Each committee will develop procedures by which it implements its policies. Procedures may be changed by the committee with notification to the Academic Council, Faculty Meeting, and Cabinet, so long as procedural changes do not affect policy.

2.4.1.4.3 Forms:

In support of procedures, each committee may develop forms in order to track business. Forms are subject to the same criteria as procedures.

## 2.4.1.5 Bylaws

### 2.4.1.5.1 Amendments

Amendment of committee bylaws may be proposed by any member of the faculty. Such proposal shall be voted upon by members of the committee, subject to a simple majority. Approved proposals shall be forwarded to the Faculty Meeting for approval. Approval by Faculty Meeting shall be by a 2/3 majority. Final approval of amendments to bylaws will be by the Academic Council.

The amendment process does not apply to Procedures of the committees. Changes to Procedures will be made in accordance with Section 2.4.1.4.2.

### 2.4.1.5.2 Temporary Suspension of Bylaws

The chair of a committee may, in extraordinary circumstances, request permission to suspend the bylaws in individual cases. Such requests must be made at a regular gathering of the Faculty Meeting and are subject to a 2/3 majority approval.

## 2.4.2 Faculty Meeting

### 2.4.2.1 Hereinafter referred to as FM.

### 2.4.2.2 Purpose, Authority, and Responsibilities

#### 2.4.2.2.1 Purpose

The three-fold purpose of FM is to provide an effective, useful forum for

- 1) informing faculty of university issues, policy updates, points of concern, evolving expectations, etc.,
- 2) training and professional development, and
- 3) sustaining social and professional relationships between faculty and with university administration.

#### 2.4.2.2.2 Authority

FM operates under the authority of AC and direction of the VPAA. A facilitator, elected annually in April, leads FM and works with the VPAA to establish an agenda, coordinate informational reports, and identify topics for monthly presentations, training, etc.

#### 2.4.2.2.3 Responsibilities

- Bring faculty concerns to the attention of the AC, Cabinet, and Board of Trustees.
- Approval of temporary suspension of bylaws in individual cases by request of committee chairs.
- Elect at-large faculty members for committees.

- Elect a representative to the President's Cabinet. The cabinet requests that this person have tenure.
- Elect a representative to the Board of Trustees.

#### 2.4.2.3 Membership

All faculty, whether full, part-time, or adjunct, are invited to attend the meeting and participate in discussions. In order to vote, faculty must meet one of the following requirements:

Those with a full-time teaching contract, including the Librarians with faculty contracts

OR –

Full-time faculty who are on temporary appointment (2 years or less)

OR –

At least ½ -time teaching contract

And student advising and committee responsibilities

And subject to Academic Performance Appraisal System

Any voting member with a potential conflict of interest on a given item is encouraged to not vote on that item.

#### 2.4.2.4 Officers and Responsibilities

2.4.2.4.1 The officers of the FM shall be Facilitator and Clerk. Officers will be elected by the FM in the final meeting of the spring semester for service during the following academic year.

2.4.2.4.2 The Facilitator shall:

- Prepare an agenda for each meeting and distribute the agenda to committee members at least 48 hours in advance of a scheduled meeting, or at least 24 hours in advance of a non-scheduled meeting. A copy of the agenda shall be forwarded to the office of the VPAA.
- Preside at all meetings of the committee
- Sign all letters, reports, and other communications of the committee.
- Perform other such duties as assigned or prescribed by the AC or VPAA

2.4.2.4.3 The Clerk shall:

- Keep minutes of all meetings, including attendance, summary reports, and votes.
- Transmit draft copy of the minutes to the Chair within 72 hours of adjournment of a meeting.

- Make corrections to the minutes as directed by the Chair.
- Distribute copies of minutes to members following review by the Chair.
- Forward copy of approved minutes to the office of the VPAA within 72 hours of approval of the minutes by the committee.
- Perform other duties as assigned by the Chair.

#### 2.4.2.5 Meetings

##### 2.4.2.5.1 Regular Meetings

2.4.2.5.1.1 Frequency – FM will meet on the 3rd Tuesday of September, October, November, February, March, and April.

2.4.2.5.1.2 Location – Meetings will be held in PAC 209.

2.4.2.5.1.3 Time – Meetings will be held at 11:15 am – 12:00 pm.

##### 2.4.2.5.2 Special meetings

2.4.2.5.2.1 Additional meetings may be called as needed by the President, the VPAA, the AC, or the FM Chair, at a time and location to be announced.

2.4.2.5.2.2 Faculty Retreat will be held during the week before classes start in August of each academic year at a location and time to be announced.

#### 2.4.2.6 Subcommittees

2.4.2.6.1 There are no standing subcommittees of the FM.

2.4.2.6.2 The FM may appoint ad hoc committees at such time and in such circumstances as the need arises. Ad hoc committees will function for a specific period of time to accomplish a specific purpose, and will be dissolved upon completion of their assignments.

2.4.2.6.2.1 Periodic Reports – Once a semester, the Chair should schedule reports including, but not limited to, the following people:

2.4.2.6.2.2 After discussing these reports and when a quorum is present, the Faculty Meeting may offer recommendations to the appropriate committees or administrators upon a two-thirds vote of those present.

#### 2.4.3 Academic Council

2.4.3.1 Hereinafter referred to as the AC.

2.4.3.2 Purpose, Authority, and Responsibilities

##### 2.4.3.2.1 Purpose

Academic Council (AC) is the foremost academic leadership committee with university authority and responsibility. AC works to advance

academic excellence in part by advocating for student, faculty, and university success. AC makes decisions and offers recommendations as mid-level enterprise managers, and provides leadership by embracing a commitment to excellence, change, and continual improvement. AC works cooperatively to support Cabinet, VPAA, and OLE leadership initiatives. AC also may develop and propose initiatives to advance faculty and academic improvement. AC leads by example in developing and supporting a TEAM culture of responsibility, accountability, performance, interdependency, and sustainability.

#### 2.4.3.2.2 Authority

AC derives its authority from the President's Cabinet, under leadership of and in cooperation with the VPAA. AC decisions and actions are subject to Cabinet review and approval. AC welcomes counsel and suggestions from divisions.

#### 2.4.3.2.3 Responsibilities

The AC is responsible for:

- Reporting to and advising the VPAA and OLE leadership.
- Serving as advocates for academic issues and frontline managers of academic programs and personnel.
- Oversight of all academic committees, including Faculty Meeting (FM), Faculty Excellence (FEC), Program Excellence (PEC), Heritage and Culture (H&C ), and Effective Learning (ELC).
- Coordinating the duties, responsibilities, and decisions of the various committees.
- Academic excellence, including
  - Ensuring quality instruction and programs.
  - Establishing and reviewing graduation standards.
  - Establishing and reviewing standards and policies for admissions, probation, academic honors and dismissals.
  - Ensuring student learning and progress.
  - Program relevance.
  - Initiation of recommendations to improve academic and university programs and policies.
- Faculty excellence, including
  - Professional development.
  - Teaching effectiveness.
  - Faculty engagement.
- Responsibility for the Faculty Handbook.
- Student engagement and learning, including
  - Proposal and review of student academic policies.

- Preparation of students for employment.
- Quality of student academic experiences.
- Student satisfaction with academic programs as a factor of retention.
- Support and make recommendations to other committees, including admissions, athletics, and student services.

### 2.4.3.3 Membership

#### 2.4.3.3.1 Number and qualifications

The AC will consist of the following members:

##### 2.4.3.3.1.1 Voting members – must be full-time university personnel

- VPAA
- Representative from OLE Leadership
- Division Chairs of CASPS
  - Faculty at or above rank of Assistant Professor/Assistant Teaching Professor
- Division Chairs of OLE

##### 2.4.3.3.1.2 Non-voting and/or invited members

- Administrative Assistant to the VPAA
- Librarian
- Registrar
- Student Services
- Athletic Director
- Admissions Director
- Student Learning & Assessment Director
- Student Government Association (SGA)
- Institutional Effectiveness Director

##### 2.4.3.3.1.3 Ex officio members (non-voting)

- University President

### 2.4.3.4 Term of office

Division chairs are appointed to three-year renewable terms, subject to favorable annual review by VPAA.

### 2.4.3.5 Selection Process/Election of Members

#### 2.4.3.5.1 Division Chairs

Appointed by the VPAA in consultation with division members and the Cabinet. Preference will be given to faculty with combination of:

- A terminal degree;
- A passion for WPU's mission;
- A commitment to student learning and progress;
- Effective leadership skills; and
- A reputation for cooperation and performance.

#### 2.4.3.5.2 OLE Leadership Representative

- Vice-President of OLE or designated representative.

#### 2.4.3.5.3 OLE Division Chairs

- Appointed by the VP of OLE in consultation with the VPAA and the Cabinet.

#### 2.4.3.6 Officers and Responsibilities

##### 2.4.3.6.1 The officers of the AC shall be Chair, Vice-Chair, and Clerk.

##### 2.4.3.6.1.1 The VPAA will be the Chair of the AC, and shall:

- Prepare an agenda for each meeting and distribute the agenda to AC members at least 24 hours in advance of a scheduled meeting, or at least 48 hours in advance of a non-scheduled meeting.
- Preside at all meetings of the AC.
- Sign all letters, reports, and other communications of the AC.
- Perform other such duties as assigned by the Cabinet.

##### 2.4.3.6.1.2 The Vice-chair will be appointed by the VPAA and shall:

- Substitute for the Chair in the VPAA's absence.
- Perform other such duties as assigned by the Chair or the AC/VPAA.

##### 2.4.3.6.1.3 The Administrative Assistant to the VPAA will be the Clerk and shall:

- Keep minutes of all meetings, including attendance, summary reports, and votes.
- Transmit draft copy of the minutes to the Chair within 72 hours of adjournment of a meeting.
- Make corrections to the minutes as directed by the Chair.
- Distribute copies of minutes to members following review by the Chair.
- Post approved minutes to Eagle (or designated venue) for faculty access and review.
- Perform other duties as assigned by the Chair.



#### 2.4.3.6.2 Duties of Members of the Council

The members of the AC are accountable to the VPAA and their divisions and shall:

- Regularly attend and participate as informed leaders.
- Communicate effectively with the dean, with division members, and with other relevant stakeholders.
- Manage peer relationships effectively, down, across, and up.
- Report on proceedings of the AC to their respective divisions.
- Provide feedback from respective divisions to the AC.

#### 2.4.3.7 Meetings of the AC

##### 2.4.3.7.1 Frequency –

AC will meet twice monthly during the regular academic year. Meetings will be arranged as needed during the summer – in person and electronically.

##### 2.4.3.7.2 Location –

Meetings will be held in a location with video/audio link to Clive Campus representatives as necessary.

##### 2.4.3.7.3 Time –

Meetings will be held on the second and fourth Tuesdays of each month during the academic year, except December, at 3:30 pm.

##### 2.4.3.7.4 Non-scheduled meetings

The VPAA may call for a non-scheduled meeting of the AC with 48 hours' notice during the academic year and 1 week notice during the summer (between the start of May term and the start of Faculty Retreat in August)

##### 2.4.3.7.5 Nature of Meetings

The VPAA may call a closed session meeting to review sensitive issues, with minutes to be published and archived.

#### 2.4.3.8 Subcommittees

There are no standing subcommittees of the AC. The AC may appoint ad hoc committees at such time and in such circumstances as the need arises. Ad hoc committees will function for a specific period of time to accomplish a specific purpose, and will be dissolved upon completion of their assignments.

#### 2.4.3.9 Amendments

Amendment to these bylaws may be proposed by any member of the AC. Proposals shall be discussed first in division meetings, then in AC. Approval in AC will be established by a simple majority. If appropriate, the amendment will be forwarded to Cabinet for information, review, counsel, and / or approval.

The amendment process does not apply to Procedures of the AC. Changes to Procedures will be made in accordance with Section 2.4.1.4.2.

#### 2.4.3.10 Policies of the AC – Reserved

2.4.3.10.1 Appeals of Academic Suspension or Dismissal

2.4.3.10.2 Appeals of Judicial Board Decisions

2.4.3.10.3 Requests for Professional Development Grants

2.4.3.10.4 Level 3 and 4 proposals from PEC

2.4.3.10.5 Recommendations for Tenure

2.4.3.10.6 Recommendations for Promotion in Academic Rank

2.4.3.10.7 Recommendations for Emeritus Status

2.4.3.10.8 Requests for Sabbatical Leave

2.4.3.10.9 Requests for Reduced Teaching Load

2.4.3.10.10 Program Reviews

#### 2.4.3.11 Procedures of the AC – Reserved

### 2.4.4 Faculty Excellence Committee

#### 2.4.4.1 Name

Hereinafter referred to as the FEC.

#### 2.4.4.2 Purpose, Authority, and Responsibilities

##### 2.4.4.2.1 Purpose

To ensure the development of a faculty TEAM committed to excellence and professional performance in each of the pillars of faculty productivity: teaching, advising, professional development, ethical behavior, and collegial relations. FEC will establish criteria and processes for screening and vetting applicants, hiring and mentoring qualified faculty, annual performance reviews, and career development. FEC also will play a vital role in establishing standards for performance, productivity, and workload equity.

#### 2.4.4.2.2 Authority

FEC derives its authority from and is principally accountable to AC, and by extension to the VPAA.

#### 2.4.4.2.3 Responsibilities

The FEC is responsible for:

- Developing criteria for and cultivating a culture of excellence in each of the pillars of academic productivity.
- Reviewing and implementing (as needed) policies on hiring, promotion, rank and tenure, and emeritus status.
- Developing and promoting faculty professional development and scholarship opportunities such as (but not limited to):
  - Faculty development grants
  - Faculty development meetings each semester
  - Teaching Tips workshop meetings [monthly]
  - Learning Lunches
- Developing and promoting faculty mentoring:
  - Faculty Mentoring Program for new and junior faculty members to prepare them for careers as high achieving highly respected faculty.
  - Mentee training monthly
- Working with AC, the VPAA, and HR Director, advocate for economic, personnel and related matters including salaries, benefits, and personnel policies and working conditions.
- Advising AC and the VPAA in matters dealing with academic policies, procedures, guidelines and recommendations.

#### 2.4.4.3 Membership

##### 2.4.4.3.1 Number and qualifications

##### 2.4.4.3.2 The FEC will consist of the following members:

###### 2.4.4.3.2.1 Voting members

- Two Members of the Academic Council, appointed by the VPAA.
- Four additional Senior Faculty – members with a reputation for achievement and productivity – are nominated by Division Chairs and selected by the VPAA and AC.
- To resolve a tie vote, the VPAA may choose to vote.

###### 2.4.4.3.2.2 Non-voting members

- VPAA—Ex-Officio
- University President—Ex-Officio

#### 2.4.4.4 Selection Process/Election of Members

2.4.4.4.1 Academic Council Representative(s) will be appointed by the VPAA. Appointments will be staggered.

2.4.4.4.2 Division Chairs will nominate Senior Faculty as prospective FEC Members

2.4.4.4.3 Senior Faculty FEC Members shall be selected by the Academic Council in communication with the VPAA

#### 2.4.4.5 Meetings of the Committee

##### 2.4.4.5.1 Frequency

FEC will meet at least monthly during the regular academic year, excepting December.

##### 2.4.4.5.2 Location

Meetings will be held in a mutually agreeable location.

##### 2.4.4.5.3 Time

Meeting times shall be fixed, arranged according to committee members' schedules, and publicized via announcement.

#### 2.4.4.6 Subcommittees

2.4.4.6.1 The FEC may appoint ad hoc subcommittees at such time and in such circumstance as the need arises. Ad hoc subcommittees will function for a specific time period to accomplish a specific purpose and shall be dissolved upon assignment completion.

2.4.4.6.2 Standing subcommittees of the FEC are:

- Faculty Promotion and Tenure Committee (FPTC) (Section 2.4.5)
- Institutional Review Board (IRB) (Section 2.4.6)
- Animal Welfare Committee (AWC) (Section 2.4.7) – Reserved

#### 2.4.5 Faculty Promotion and Tenure Committee (FPTC) – Subcommittee of FEC

2.4.5.1 Hereinafter referred to as FPTC

2.4.5.2 Purpose

FPTC supports a culture of academic excellence 1) by establishing the criteria and 2) reviewing faculty applications for tenure, academic rank at hiring, and rank promotion.

The FPTC assures a rigorous, professional, and best practice review of candidates for promotion in rank and tenure. FPTC reviews and recommends policies related to promotion, tenure, termination or dismissal

of tenured and non-tenured faculty, and non-renewal of non-tenured faculty. Policy recommendations shall be forwarded to FEC, AC, and Cabinet for approval.

#### 2.4.5.3 Authority

FPTC functions with authority from two sources:

1. the FEC - with whom it works to support faculty excellence and accountability; and
2. University administration – the VPAA, the President, and the Board of Trustees – to whom it forwards names of faculty recommended for advancement in rank and tenure.

#### 2.4.5.4 Duties

The FPTC advises the VPAA in matters dealing with guidelines, policies and procedures related to promotion, tenure, termination/ dismissal, and non-renewal. The committee also advises the VPAA in reference to specific cases of termination/dismissal and non-renewal and is the formal first-line decision-making authority for faculty promotion and tenure. Such decisions are forwarded through subsequent levels of formal authority which include the VPAA, President, and Board of Trustees.

#### 2.4.5.5 Responsibilities

- The FPTC (or a sub-group of the FPTC) will edit, revise, create, and maintain, in association with the VPAA and President, policies and procedures relevant to tenure and its practice and value at William Penn University.
- The FPTC (or a sub-group of the FPTC) will be aware of and participate in tenure-track faculty members' efforts toward tenure. It is the responsibility of the tenure-applicant to alert the FPTC of his/her intentions, timeline, documents, etc.
- The FPTC (or a sub-group of the FPTC) will review applications and advise the VPAA regarding the awarding of tenure to WPU faculty.
- The FPTC (or a sub-group of the FPTC) will review applications and advise the VPAA regarding the awarding of rank and the promotion of academic rank to WPU Faculty.
- The FPTC will participate in tenured faculty disciplinary review, as outlined in Section 3.3.3.

#### 2.4.5.6 Membership

All tenured faculty automatically are *de jure* members of FPTC, as per the requirements for maintaining tenure status.

The FPTC elects its facilitator.

## 2.4.5.7 Meetings

### 2.4.5.7.1 Frequency

The FPTC will meet as specific questions and applications regarding tenure, rank advancement, and rank promotion are presented via the Faculty Excellence Committee.

### 2.4.5.7.2 Nature of Meetings

Meetings of the FPTC in which specific cases of advancement and/or tenure are discussed are closed to the university community. Candidates for tenure or advancement may be invited to interview with the FPTC if the committee deems it necessary. Minutes of such meetings are also closed unless an appeal of an FPTC decision is lodged. Minutes will then be available for review by the candidate who files an appeal, as well as by the appeals committee.

General meetings of the FPTC may be open to the university community. Minutes of such meetings are open for university community review.

## 2.4.5.8 Policies of the FPTC

### 2.4.5.8.1 Tenure Process

#### 2.4.5.8.1.1 Recognized Disciplines:

Tenure may be granted to professors teaching in recognized academic disciplines represented at William Penn University. Recognized academic disciplines are those that (1) offer a major and/or area of emphasis and (2) generate academic credit hours for students. Non-teaching responsibilities may be evaluated as a part of the tenure process in a Division, but such responsibilities in and of themselves do not constitute a tenure-track position.

#### 2.4.5.8.1.2 Tenure eligibility

Teaching responsibilities for tenure-track positions must be included in a standard teaching contract and not adjunct hours under separate contract. Tenure eligibility will be explicit and in writing at the time of initial employment.

#### 2.4.5.8.1.3 Conversion to tenure-track

Faculty hired under non-tenure track contracts may request conversion to tenure track upon satisfactory completion of a pre-tenure review by their division chair and the FPTC and approval by the VPAA and President.

#### 2.4.5.8.1.4 Guidelines for Evaluating Candidates for Tenure

William Penn University seeks dynamic, respected, and productive scholar-teachers who will be assessed in five areas: teaching, advising, professional development, college and community service, and ethics and collegiality. The following lists are not checklists or menus but are to serve as indicators of the kinds of evidence the FPTC will use to evaluate candidates for tenure.

In general, professors seeking tenure shall have a doctoral degree or a terminal degree in their field of study. Candidates who have not completed a doctoral degree or terminal degree in their area of specialization will be required to demonstrate specific and exceptional professional ability, experience, and/or expertise.

The following guidelines govern tenure decisions at William Penn University:

- 1) Candidates will have demonstrated a commitment to and passion for the mission of WPU.
- 2) Candidates will have demonstrated excellence in classroom teaching, student engagement, mentoring/advising, support, etc.
- 3) Candidates will have demonstrated a commitment to professional development.
- 4) Candidates will have demonstrated a commitment to university, community, and professional service.
- 5) Candidates will have demonstrated ethical behavior and collegiality with students, colleagues, administration, and staff.

#### 2.4.5.8.1.4.1 Indicators of Effective Classroom Teaching and Advising

Effective teachers and advisors should demonstrate:

1. Mastery of their subject matter and continuous growth in their academic disciplines.
2. Preparation for their classes.
3. Effective use of technology to enhance teaching, advising, and student engagement
4. Ability to teach and assess critical-thinking and ethical decision-making, develop leadership skills, and encourage service.
5. Effective organizational, presentational, communication, and instructional skills.

6. Fair, sensitive, and timely responses to student needs, concerns, individual differences, and cultural backgrounds.
7. Availability to students for consultation and advice.
8. Effectiveness as role models for students.
9. Effectiveness in advising and assisting students with their career plans.
10. Ability to inspire students to discover, learn, and inquire.
11. Timeliness in starting and ending classes, and in grading and returning student work.
12. Providing other feedback and assessment of learning.
13. Consistency in developing, implementing, and/or updating courses.
14. Effective use of varied instructional methods, current materials and information, and 21<sup>st</sup> century technology

#### 2.4.5.8.1.4.2 Indicators of Professional Development

As appropriate, candidates should:

1. Complete doctoral degree or terminal degree in their areas of specialization.
2. Attend campus faculty seminars and convocation series.
3. Keep abreast of literature in their areas of specialization.
4. Apply for faculty development research grants or grants from extra-university sources as a move toward professional growth.
5. Join professional organizations and associations.
6. Attend professional conferences and conventions.
7. Write book reviews for scholarly publications.
8. Serve as commentators or panelists at professional conferences and conventions.
9. Present scholarly papers at professional conferences and conventions.
10. Write articles for scholarly or popular publications or major newspapers.
11. Write or edit scholarly monographs or books for publication.
12. Give public performances or displays of professional work, where applicable.



#### 2.4.5.8.1.4.3 Indicators of Service

Involved faculty members should:

1. Serve on university committees and accept leadership responsibilities.
2. Promote their academic Divisions within the institution and in the broader professional community.
3. Participate in campus organizations.
4. Participate in university events, meetings, convocations, performances, and athletic events.
5. Promote the welfare of the university on campus and off.
6. Work to develop interdisciplinary programs.
7. Actively participate in innovative courses such as the Freshman Seminar.
8. Stimulate students intellectually in activities outside the classroom.
9. Initiate helpful contact with alumni and prospective students.
10. Participate in community organizations, service clubs, church activities, etc.

#### 2.4.5.8.1.4.4 Indicators of Ethics and Collegiality

Professionally, faculty members should:

1. Cooperate with colleagues and administration.
2. Carry their share of the load.
3. Maintain focus on team goals.
4. Treat others fairly and with dignity regardless of religion, age, sex, race, ethnic background, or sexual preference.
5. Care about people – recognizing and responding to their needs.
6. Offer and accept positive recognition and constructive criticism within the University community.

#### 2.4.5.8.2 Advancement in Rank

After completing the minimum standards specified in Section 3.2.1.2, a member of the faculty may initiate consideration for promotion during any year in which he or she feels that his or her achievement merits a higher rank. The criteria used to evaluate candidates for promotion are the same criteria specified above for evaluating candidates for tenure.

## 2.4.5.9 Procedures of the FPTC

### 2.4.5.9.1 Tenure

#### 2.4.5.9.1.1 Pre-Tenure Milestones

1. In May of the second full academic year after the initial academic appointment, the individual faculty member will initiate a pre-tenure evaluation to be hosted by the FPTC and the Division Chair. This evaluation is intended both to improve faculty quality and to inform new instructors how they are doing with regard to tenure criteria. The schedule for this process provides enough time after appointment for instructors to acclimate to the responsibilities of their positions and enough time before tenure review to make any necessary improvement feasible. A careful assessment and the subsequent conference provide the basis for an understanding between the instructor professor and William Penn University as to expectations regarding tenure.
2. For this pre-tenure evaluation, the instructor/professor, the Division Chair (or coordinator, or program director), and the FPTC will meet to discuss tenure procedures and arrive at a mutual understanding of expectations regarding tenure. The FPTC Chair will forward a dated summary of the conference to the VPAA. The faculty member, Division Chair, FPTC Chair, and VPAA sign this summary to indicate agreement that the conference occurred and that there is mutual understanding of its content. A copy is placed in the faculty member's personnel file.
3. During the fifth full academic year of his or her continuous appointment at the rank of assistant professor or above, a member of the faculty must initiate consideration for tenure by the first Monday in December. General criteria to be considered in an evaluative review will include (A) teaching and advising effectiveness, (B) professional development, (C) service both to students and the larger community in accordance with the ideals and objectives of the University, and (D) ethics and collegiality. Demonstrated success in all four areas will be the basic criteria for considering tenure.

#### 2.4.5.9.1.2 Acquisition of Tenure – General Provisions

During the fifth year of a faculty member's appointment at the rank of assistant professor or above, a decision should be made and the faculty member notified:

1. to grant tenure effective with the sixth contract, or
2. to deny tenure and make the sixth annual contract terminal, or
3. to extend the probationary period for a defined period.

#### 2.4.5.9.1.3 Acquisition of Tenure – Procedure

Review for the acquisition of tenure shall be initiated by the individual faculty member and conducted by the FPTC. This process shall be initiated by the first Monday in December and completed by the Board of Trustees meeting in the following May. The FPTC will, by the second Monday in December, send email and/or print memos to the University community to announce the application for tenure. The University community may respond during the first two months following the tenure announcement and submit critiques and/or commentary (via email or print memo) to the FPTC to help the committee evaluate the tenure application.

In order to initiate a tenure review, a candidate must assemble the following materials in a file to be deposited in the Office of the VPAA for review by the members of the FPTC. The candidate's Division Chair may be involved in the process of soliciting necessary materials and assembling the file. Electronic submissions (CD/DVD-ROM, or other similar media) are encouraged.

1. A letter of intent from the Candidate including an up-to-date curriculum vitae, a statement of academic philosophy, and evidence of professional development such as copies of papers written, course handouts, lists of seminars or professional meetings attended, or performances.
2. A letter of recommendation from the Division Chair (or alternate individual(s) if the candidate is the chair of a division) outlining the candidate's contribution to the Division and a candid assessment of teaching and advising based on classroom visits and conversations with students in the candidate's majors. This letter should be sent to the VPAA, who will forward it to the FPTC.
3. Final and official college transcripts from all institutions attended. (n.b.: these should already be on file in the VPAA Office.)
4. Copies of student evaluations from previous semesters.
5. Confidential letters of recommendation from two other faculty members with whom the candidate has worked on college business such as committees, cultural events, or special

programs. The FPTC will solicit one letter and the candidate the other. These letters should be sent to the VPAA, who will forward them to the FPTC.

6. In cooperation with the candidate, the FPTC will ensure the following tasks are accomplished and documentation submitted:
  - a. Evaluation by a selected number of recently graduated students and current students, one-half chosen by the candidate and one-half chosen by the FPTC. A letter will accompany the Candidate Evaluation Form explaining the importance of tenure and the need for integrity in the students' replies.
  - b. Peer evaluation of instructional materials. Those participating in the review shall be the Division Chair (or Academic Dean if the candidate is a Division Chair), a member of the candidate's Division chosen by the candidate, and another tenured member of the Division chosen by the FPTC. The completed Classroom Evaluation Form will be shared with the candidate and signed by both parties.
  - c. Classroom visits shall be conducted by the same committee members as in 6.b above. These visits shall occur at least a month after the spring semester has begun. Evaluators will visit different classes and remain the full class period. Each evaluator will visit the chosen class twice. The completed Classroom Evaluation Form will be shared with the candidate and signed by both parties.
  - d. A survey prepared by the FPTC will be administered to current students and advisees from within the last two years, inquiring about the quality of advising, availability to the students, fair and sensitive response to students' needs and concerns, effectiveness on assessing students' career plans, and other criteria developed.
7. The FPTC recommends approval or denial for the request for tenure and so informs the faculty member in writing. The FPTC's recommendation is forwarded to the VPAA by the end second week of March. In the case of denial, the faculty member shall be furnished with the reasons for denial of tenure in writing by the FPTC. The Appeals Process may be activated by the applicant at this point. In case of denial, the VPAA will notify the FPTC when

the Appeals Process has been completed. If the Appeals Process is not activated, the tenure process ends.

8. If the FPTC recommends tenure, the VPAA approves or denies the recommendation of the Committee and so informs the faculty member in writing. The Committee's recommendation and the recommendation of the VPAA are forwarded to the President, who approves or denies the recommendation. The VPAA will make this recommendation by the last class day of March. In the case that the VPAA rejects the recommendation and denies tenure, the Appeals Process may be activated by the rejected applicant at this point. In case of denial, the VPAA will notify the FPTC when the Appeals Process has been completed. If the Appeals Process is not activated, the tenure process ends.
9. The President's, the VPAA's, and the FPTC's recommendations are forwarded to the Board of Trustees by the third week in April for consideration at the next meeting of the Board of Trustees. In case of approval, the President also notifies the FPTC.
10. The Board of Trustees either grants or denies tenure. The President informs the faculty member of the Board's decision in writing within ten days of the May board meeting.

#### 2.4.5.9.2 Advancement in Rank

Review for advancement in rank shall be initiated by the individual faculty member and conducted by the FPTC. This process shall be initiated by the first Monday in December and will be concluded by the Board of Trustees meeting in the following May.

1. In addition to a written request to the FPTC and VPAA, a faculty member applying for advancement in rank shall submit an updated Curriculum Vita, annual performance reviews, and a written statement specifying contributions to each of the four general criteria. This supporting documentation must be submitted with the application.
2. The FPTC approves or denies the request for promotion and informs the faculty member in writing. In the case of denial, the faculty member shall be furnished with the reasons for denial in writing by the FPTC. In the case of approval, the Committee's recommendation is forwarded to the VPAA for his or her review.
3. The VPAA approves or denies the recommendation of the Committee. In the case of approval, the Committee's

recommendation, along with recommendation of the VPAA, is forwarded to the President.

4. The President forwards the recommendation of the VPAA and that of the FPTC, together with his/her own recommendation, to the next meeting of the Board of Trustees for final action.
5. The Board of Trustees either grants or denies the promotion in the rank. The President will inform the faculty member of the Board's decision in writing within ten days.
6. Advancement in rank is effective with the next contract year.

#### 2.4.5.9.3 Appeal of Denial of Tenure and/or Advancement

In the event that either the FPTC or the VPAA recommends denial of tenure and/or advancement, an Appeals Process is available to the faculty member. The appeal is sent directly to the President who will convene an Appeals Committee. The Appeals Committee will be made up of five tenured faculty members, drawn at random from the entire pool of tenured faculty, excluding the de facto members of the FPTC.

The faculty member must submit a written appeal within four weeks of denial and may request a meeting with the Appeals Committee. If such a meeting is requested, it must take place within two weeks of the receipt of the written appeal.

The Appeals Committee is responsible primarily for reviewing the process to ensure that the Procedures Governing Tenure and/or Advancement in Rank were followed. If the Appeals Committee finds that Procedures were followed, the case is concluded. If it is found that Procedures were not followed, the case is returned to the FPTC with specific recommendations for clarifying and correcting the procedural errors.

#### 2.4.6 Institutional Review Board (IRB) – Subcommittee of FEC

##### 2.4.6.1 Purpose

The IRB is responsible for ensuring faculty excellence in the research role by providing independent review and oversight of research involving human participants. The IRB is an administrative body established to protect the rights and welfare of human participants in research activities conducted at William Penn University. The fundamental responsibilities of the IRB include determining the risks and potential benefits of investigations, ascertaining the appropriateness of the methods used to obtain consent, and protecting the rights and welfare of the individuals involved.

#### 2.4.6.2 Duties & Powers

The IRB has the authority to approve, require modification of, or disapprove all research activities that fall within its jurisdiction, as specified by federal regulations and local institutional policy.

#### 2.4.6.3 Membership

The IRB will be composed of at least five members:

- The IRB will be diverse as to race, gender, profession, scientific & cultural background, and sensitivity to community attitudes.
- The IRB will include at least one member who is not otherwise affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution.
- The IRB will include at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in nonscientific areas.
- The IRB will not permit a member to participate in the initial or continuing review of any project in which that member has a conflicting interest, except to provide information as requested by the IRB.
- The IRB may invite individuals with competence in special areas to assist in the review of issues which require expertise beyond or in addition to that available on the IRB. These individuals may not vote with the IRB.
- IRB members serve initial two-year terms. Members who adequately perform required duties may be reappointed for unlimited one-year terms. All reappointments are subject to approval by the VPAA.

#### 2.4.6.4 Leadership

The Chair of the IRB shall be nominated by the FEC and appointed by the VPAA. The IRB Chair serves an initial three-year term and may be appointed for a subsequent two-year term.

#### 2.4.6.5 Policies and Procedures

IRB actions are governed by policies and procedures located in a separate document located at [orgs\\orgs\Publications\IRB\ WPU IRB Procedures Policies Sept. 2012 Approved.docx](#)

#### 2.4.7 Animal Welfare Committee – Subcommittee of FEC – Reserved

#### 2.4.8 Program Excellence Committee

##### 2.4.8.1 Hereinafter referred to as the PEC.

##### 2.4.8.2 Purpose, Authority, and Responsibilities

#### 2.4.8.2.1 Purpose

The PEC is responsible for development of vibrant and relevant academic programs. In the pursuit of excellence, the committee reviews curriculum change requests and related matters for the Oskaloosa and Johnston campuses, as well as overseeing the periodic review of academic programs. The committee addresses the curricular relationships among various academic programs and mechanisms and processes for curricular modification. The PEC conducts ongoing reviews of the Leadership Core curriculum and facilitates collaboration on the teaching of these courses.

#### 2.4.8.2.2 Authority

The PEC derives its authority from the President's Cabinet via the Vice President of Academic Affairs and the Academic Council.

#### 2.4.8.2.3 Responsibilities

The PEC is responsible for:

- Review of proposals for curricular changes (Section 2.4.8.7.1)
- Periodic review of programs (Section 2.4.8.7.2)

#### 2.4.8.3 Membership

The PEC will consist of the following members:

##### 2.4.8.3.1 Voting members:

- One member of the AC.
- Chair of LCC.
- One representative from each academic division, including OLE.

##### 2.4.8.3.2 Non-voting and Ex-Officio members

- Registrar.
- Academic Dean – Ex-Officio.
- University President – Ex-Officio.

##### 2.4.8.3.3 Term of office - Exceptions

The OLE representative is exempt from term limits.

#### 2.4.8.4 Selection Process/Election of Members

2.4.8.4.1 AC representative will be appointed by the VPAA. The AC representative will serve as his or her division's representative for the term of service on the PEC.



2.4.8.4.2 The Chair of the LCC will be elected by the LCC and will serve as his/her division's representative on the PEC for the term of service as the LCC Chair.

2.4.8.5 Meetings of the Committee

2.4.8.5.1 Frequency

PEC will meet at least once monthly from September through April

2.4.8.5.2 Location

Meetings will be held in a location with video/audio link to OLE representative.

2.4.8.5.3 Time

Meetings will be held at a regularly scheduled and mutually agreeable time/day.

2.4.8.6 Subcommittees

The Leadership Core Committee (LCC) is a standing subcommittee of the PEC.

2.4.8.7 Policies of the Committee

2.4.8.7.1 Curriculum Change Proposals

2.4.8.7.1.1 Level of Changes

2.4.8.7.1.1.1 Level 1 – Proposals that require Division approval.

- Changes of catalog description, to include name and number of course
- Changes in distribution (lab-lecture) of contact hours
- Creation of an experimental course. Experimental courses may be offered twice, after which they must be presented to PEC for further review if they are to be continued.
- Changes in program requirements that involve existing courses and do not change the total number of credits in a program

2.4.8.7.1.1.2 Level 2 – Proposals that require PEC approval.

- Changes of course prerequisite(s)
- Change contact hours/credits for an existing course.
- Change course from upper to lower or lower to upper division.
- Change in total credits in an existing program

- Creation of a new (non-experimental) course.
- Creation, change, or deletion of a course cross-listing
- Deletion of an existing course
- Substantial changes to course content

2.4.8.7.1.1.3 Level 3 – Proposals that require approval of AC

- Changes in Leadership Core requirements
- Changes in Leadership Core course content
- Changes in Leadership Core course prerequisites.

2.4.8.7.1.1.4 Level 4 – Proposals that require approval of the Cabinet or the Board of Trustees

- Introduction of a new academic program (major, minor, emphasis, or certificate)
- Dissolution of an existing academic program

Table 1 – Levels of Curriculum Changes

	Level 1	Level 2	Level 3	Level 4
Propose		Division	Division	Division
Review		PEC	LCC	Division
Recommend			PEC, FM	PEC, FM, AC
Approve	Division	PEC	AC	Cabinet, BoT
Inform	PEC, FM, AC, Registrar	FM, AC, Registrar	Registrar	Registrar

2.4.8.7.1.2 Deadlines

Proposals for implementation in Spring semester are due to PEC on or before the third Monday of October of the semester before the change is to become effective.

Proposals for implementation in Fall semester are due to PEC on or before the third Monday of January of the semester before the change is to become effective.

2.4.8.7.1.3 Content

Proposals without required information will be returned to divisions without action.

The following forms and information must accompany all notifications (Level 1) and proposals (Levels 2-4) presented to the PEC:

- Curriculum Change Cover Sheet (Form 6.1)
- Program and Course Modification Form (Form 6.7).
- Course Creation or Modification (Form 6.8) or Course Elimination (Form 6.9), as needed.
- For course changes (including deletion):
  - Rationale for changes
  - Expected (or current) enrollment for the course
  - Frequency of offering
  - Any courses that will be offered less frequently as a result of this change.
  - Any courses that will have enrollment adversely impacted as a result of this change
  - Where the course fits into existing program(s)
  - How outcomes will be assessed (new/modified courses)
  - Syllabus (new/modified courses)
  - Catalog copy (new/modified courses)
  - Sufficient faculty exist (new courses)
  - Impact on resources:
    - Faculty, Budget, Computing, Library, Equipment, Other
- For program changes (including dissolution):
  - Rationale for changes
  - Expected enrollment (new/modified programs)
  - Historical enrollment (dissolved programs)
  - From where students will come (new programs)
  - Disposition of existing students (dissolved programs)
  - Existing programs that will be adversely impacted
  - Where the change fits into the division and university missions
  - Assessment plan (new/modified programs)
  - Catalog copy (new/modified programs)
  - Program check sheet (new/modified programs)
  - Sufficient faculty exist (new/modified programs)
  - Impact on resources:
    - Faculty, Budget, Computing, Library, Equipment, Other divisions

#### 2.4.8.7.2 Program Review

Program reviews are systematic evaluations of Majors (including related minors and emphases) and the Leadership Core.

Majors, minors, and teaching endorsements will be reviewed periodically on a rotating basis according to the following schedule:

- Academic years ending in 1 and 6:
  - Exercise Science, including Kinesiology minor
  - General and Applied Mathematics, including minor and teaching endorsement
  - General and Public Accounting, including minor
  - Psychology, including minors in Psychology and Religion, and Psychology teaching endorsement
- Academic years ending in 2 and 7:
  - Biology (BS), including minors in Biology, Chemistry, and Earth Science
  - English, including minors in English, Journalism, and Theatre, and teaching endorsements in English/ Language Arts/Journalism and Speech Communication/ Theatre
  - Sociology (all emphases), including minors in Criminology and Sociology, and Sociology teaching endorsement
- Academic years ending in 3 and 8:
  - Master of Business Leadership (OLE)
  - Fine arts, including minors in Art and Graphic Art
  - Mechanical Engineering, including minor in Physics
  - Industrial Technology (all emphases) including minor and teaching endorsement
  - Sport and Recreation Management, including PE/Health/Coaching teaching endorsements
- Academic years ending in 4 and 9:
  - Business Management, including minors in Business Management and Economics, and Business teaching endorsement
  - BA in Human Resources (OLE)
  - History/Government (all emphases), including teaching endorsements
  - Music, including minor and teaching endorsement
- Academic years ending in 5 and 0:
  - Applied Computer Science, Information Technology, and Software Engineering, including all APCS minors
  - Digital Communications, including minor in Digital Broadcasting

- Human Services, including minor
- Information Technology, including minor
- In year of review by state governing bodies
  - Elementary Education, ESL, Reading, and Special Education Strategist Endorsements
  - Nursing

#### 2.4.8.7.2.1 Deadline

Program reviews are due to the PEC on or before the last Tuesday of January in the academic year in which scheduled.

#### 2.4.8.7.2.2 Format and Content

Program reviews will follow the format prescribed in the Program Review Form (Form 6.10). Reviews will address, as a minimum, the following:

- Executive Summary
- Strengths and weaknesses of the program
- Relevance of the program to the mission of the division and the university
- Status of completion of goals from previous review
- Economic impact
- Academic merit
- Contribution to university culture
- Goals to address weaknesses, including action dates and responsible individuals.

#### 2.4.8.8 Procedures of the Committee - Reserved

#### 2.4.8.9 Forms of the Committee – located in Section 6 of handbook.

- Course/Program Change Cover Sheet (Form 6.1)
- Program and Course Modification Form (Form 6.7)
- Course Creation or Modification (Form 6.8)
- Course Elimination (Form 6.9)
- Program Review (Form 6.10)

### 2.4.9 Leadership Core Committee – Subcommittee of PEC

#### 2.4.9.1 Hereinafter referred to as the LCC

#### 2.4.9.2 Purpose, Authority, and Responsibility

##### 2.4.9.2.1 Purpose

The Leadership Core Committee evaluates the Leadership Core requirements for the University. It conducts ongoing reviews of the

Leadership Core curriculum and facilitates collaboration on the teaching of these courses.

2.4.9.2.2 Authority

The LCC derives its authority from the Academic Council via the PEC.

2.4.9.2.3 Responsibility

The LCC is responsible for:

- LDRS Program Assessment
- Reviewing proposed changes to the Leadership Core and passing recommendations to the PEC for action.
- Monitoring Leadership Core course offerings, with attention to availability, scheduling, and instructors.
- periodic review of all courses in the Mission Core, according to the following schedule:

<b>Course</b>	<b>Year Ending</b>
LDRS 100	0, 5
LDRS 101	1, 6
LDRS 102	1, 6
LDRS 105	2, 7
LDRS 200	2, 7
LDRS 220	3, 8
LDRS 221	3, 8
LDRS 290	4, 9
LDRS 390	0, 5

2.4.9.2.4 Membership

- One representative from each of the following divisions:
  - Humanities
  - Applied Technology
  - Social & Behavioral Sciences
- One at-large representative from Education, Business Administration, or Health & Life Sciences divisions, elected by the Faculty Meeting
- College Foundations Coordinator

2.4.9.2.5 Term of office - Exception

The College Foundations Coordinator is exempt from term limits.

#### 2.4.9.2.6 Meetings

##### 2.4.9.2.6.1 Frequency

LCC will meet at least once monthly from September through April.

##### 2.4.9.2.6.2 Location

Meetings will be held in a mutually agreeable location. If necessary, the selected location will have a video/audio link to the Clive Campus.

##### 2.4.9.2.6.3 Time

Meetings will be held at a regularly scheduled and mutually agreeable time/day.

#### 2.4.10 Effective Learning Committee

##### 2.4.10.1 Hereinafter referred to as the ELC.

##### 2.4.10.2 Purpose, Authority, and Responsibilities

###### 2.4.10.2.1 Purpose

To create a culture of effective learning at William Penn University (WPU) through education and training, building a learning community on campus, and providing academic resources to students and faculty.

###### 2.4.10.2.2 Authority

The ELC derives its authority from the Academic Council, overseen by the VPAA.

###### 2.4.10.2.3 Responsibilities

The ELC is responsible for:

- Review and recommend general policies on the use of technology to support faculty work and student learning
- Serve as a resource to the University on educational and teaching best practices in the classroom and in distance education
- Serve as a consultative body around library/learning resources and technology in as much as it affects instruction or research
- Review and recommend educational alternatives to enhance learning both in the classroom and in distance education

##### 2.4.10.3 Membership

###### 2.4.10.3.1 Number and qualifications

The ELC will consist of the following members:

#### 2.4.10.3.1.1 Voting members

- One representative from AC
- One representative from each Academic Division
- A representative from Information Services
- A representative from OLE

#### 2.4.10.4 Selection Process/Election of Members

2.4.10.4.1 Academic Council Representative will be appointed by the VPAA.

#### 2.4.10.5 Meetings of the Committee

##### 2.4.10.5.1 Frequency

ELC will meet monthly from September through April

##### 2.4.10.5.2 Location

Meetings will be held in Penn Hall on the Oskaloosa Campus.

##### 2.4.10.5.3 Time

Meetings will be held at a mutually agreeable time.

#### 2.4.10.6 Subcommittees

2.4.10.6.1 There are no standing subcommittees of the ELC.

2.4.10.6.2 The ELC may appoint ad hoc committees at such time and in such circumstances as the need arises. Ad hoc committees will function for a specific period of time to accomplish a specific purpose, and will be dissolved upon completion of their assignments.

#### 2.4.10.7 Policies of the Committee - Reserved

#### 2.4.10.8 Procedures of the Committee - Reserved

### **2.5 Committees with Faculty Representation**

#### 2.5.1 Heritage and Culture Committee

2.5.1.1 Hereinafter referred to as the H&C.

#### 2.5.1.2 Purpose, Authority, and Responsibilities

##### 2.5.1.2.1 Purpose

H & C is responsible for engaging the campus by promoting and celebrating the history and culture of William Penn University by action, word, and deed.

##### 2.5.1.2.2 Authority

The H&C committee has no approval authority; it will make recommendations to the VPAA.



2.5.1.2.3 Responsibilities – the H&C is responsible for:

- Organizing events.
- Coordinating effort to prevent duplication, improve efficiency.
- Disseminating information so the big picture of our heritage and culture is appreciated.
- Coordinating/encouraging conversation at events.
- Encouraging cross-cultural and diversity training.

2.5.1.3 Membership

2.5.1.3.1 Number and qualifications

The H&C will consist of the following members:

2.5.1.3.1.1 Voting members – one representative from each of the following:

- Academic Council
- Fine Arts Department
- Campus Ministry Committee
- Director of Career Development
- Wilcox Librarian Archivist
- Student Government Association
- Staff Council
- Faculty Meeting
- George Daily Auditorium
- International Student Organization

2.5.1.3.2 Term of office

2.5.1.3.2.1 Exceptions

- Student Government Association representative will serve for one-year renewable terms
- The Director of Career Development and George Daily representative are exempt from term limits.

2.5.1.4 Meetings

2.5.1.4.1 Committee Meetings

2.5.1.4.1.1 Frequency – H&C will meet in August, October, January, and March during the regular academic year.

2.5.1.4.1.2 Location – Meetings will be held in a mutually agreeable location.

2.5.1.4.1.3 Time – Meetings will be held at a mutually agreeable time and date.

2.5.1.5 Subcommittees

2.5.1.5.1 Standing subcommittees of the Heritage and Culture include:

#### 2.5.1.5.1.1 Campus Ministry

2.5.1.5.1.1.1 Fellowship of Christian Athletes (FCA)

2.5.1.5.1.1.2 InterVarsity

2.5.1.5.1.1.3 Team Christ

2.5.1.5.1.1.4 Chapel

2.5.1.5.1.1.5 Spiritual Emphasis Week

#### 2.5.1.5.1.2 Iowa Yearly Meeting Pastor's Short Course

#### 2.5.1.5.1.3 Beane Lecture

2.5.1.6 Policies of the Committee - Reserved

2.5.1.7 Procedures of the Committee - Reserved

### 2.5.2 Admissions and Financial Aid Committee

#### 2.5.2.1 Purpose

The Admissions and Financial Aid Committee recommends standards for admissions to the University, reviews credentials of marginal applicants and determines acceptance or rejection, considers appeals for continued financial aid for students not making satisfactory academic progress, and hears petitions to waive the on-campus residency requirement.

#### 2.5.2.2 Duties

The Admissions and Financial Aid Committee provides assistance to the Director of Admissions and Director of Financial Aid.

#### 2.5.2.3 Membership

- Vice President for Finance
- VPAA
- Director of Admissions
- Director of Financial Aid
- Registrar
- Two faculty members elected for two-year terms

#### 2.5.2.4 Leadership

The Director of Admissions and the Director of Financial Aid co-chair the Admissions and Financial Aid Committee.

### 2.5.3 Athletic Committee

#### 2.5.3.1 Purpose

The Athletic Committee focuses on any and all policy and operation matters related to the effective operation of the athletic program with particular attention to the requirements prescribed by the National Association of Intercollegiate Athletics (NAIA) and the Midwest Classic Conference (MCC).

- 2.5.3.2 Duties & Powers  
The Athletic Committee advises the President.
- 2.5.3.3 Membership
- President
  - Vice President for Athletics
  - Two faculty representatives to the NAIA and MCC
  - Two students appointed by SGA
- 2.5.3.4 Leadership  
The President is the chair of the Athletic Committee.
- 2.5.4 Developmental Education Committee
- 2.5.4.1 Purpose  
The Developmental Education Committee recommends standards and learning outcomes to ensure that developmental students are prepared to enter courses offered for college credit. It coordinates the developmental program with the other academic programs on campus and looks at issues of resource allocation for Developmental Education. It is advisory to the Director of the Academic Resource Center and to the VPAA.
- 2.5.4.2 Membership
- Director of SSC
  - Academic Coach
  - One mathematics faculty member selected by the Applied Technology Division for a three-year renewable term
  - One English faculty member selected by the Humanities Division for a three-year renewable term
- 2.5.4.3 Leadership  
The chair of the Developmental Education Committee will be the Director of the Student Success Center (SSC).
- 2.5.5 Honors Committee
- 2.5.5.1 Purpose  
The Honors Committee coordinates the procedures for nominating and selecting recipients of academic and co-curricular honors and plans and promotes the Honors Program, which takes place in April.
- 2.5.5.2 Membership
- Student Services Representative
  - Director of Public Relations

- Registrar
- Executive Assistant for the VPAA
- Two faculty members elected for staggered two-year terms

#### 2.5.5.3 Leadership

The VPAA appoints the chair of the Honors Committee.

### 2.5.6 Judicial Board

#### 2.5.6.1 Purpose

The Judicial Board concerns itself with matters of due process relating to individual student conduct situations. This board is the official University agent for reviewing specific student conduct matters and determining and **recommending** appropriate consequences.

#### 2.5.6.2 Duties & Powers

The Judicial Board has the authority to hear and adjudicate student conduct cases as referred through the residence hall personnel and governance systems.

#### 2.5.6.3 Membership

- Director of Student Life
- Three faculty members elected for three-year terms
- Alternate faculty members
- Two staff members
- Three students selected from SGA and/or Residence Hall Advisors

#### 2.5.6.4 Leadership

A convener appointed by the Vice President for Student Services facilitates the Judicial Board.

### 2.5.7 Library Committee

#### 2.5.7.1 Purpose

The Library Committee will provide a forum for formal discussions between the Library staff and its patrons about all issues relating to library services.

#### 2.5.7.2 Duties & Powers

The Library Committee advises the Librarian.

#### 2.5.7.3 Membership

- Librarian
- Faculty Representative from each academic division
- Student Representative from SGA

- Student Representative from Alpha Chi

#### 2.5.7.4 Leadership

The Librarian is the chair of the Library Committee.

### 2.6 References

Jenkins, R. & Jensen, B. (2010). How to climb down from top-down leadership. <http://www.aaup.org/AAUP/pubsres/academe/2010/MJ/feat/jenk.htm>

Olson, G. A. (2009). Exactly what is 'shared governance'? The Chronicle of Higher Education, <http://chronicle.com/article/Exactly-What-Is-Shared/47065/>

### **3 Faculty Policies and Procedures (CASPS)**

#### **3.1 Academic Freedom for All Faculty**

##### **3.1.1 Forward**

As the process of higher education has grown ever more complex in the twenty-first century, American liberal arts universities have experienced a dramatic increase in the number of professional personnel who constitute their corporate life. This increase is surely a sign of the vitality and diversity of higher education.

The teaching faculty, however, continues to be the heart of an academic institution. The quality of education that a university provides to its publics is directly tied to the professional life and welfare of this group of men and women. As an academic community, William Penn University recognizes that its lifeblood is nourished by the fact that its teaching faculty has a highly developed sense of freedom and responsibility in their teaching and research. Their professional work must take place in an atmosphere of security and confidence.

These policies are designed to enable William Penn University to protect academic freedom and tenure and to ensure academic due process. The principles implicit in these policies are for the benefit of all who are involved with or are affected by the policies and programs of the institution. The university is a marketplace of ideas, and it cannot fulfill its purposes of transmitting, evaluating, and extending knowledge if it requires conformity with any orthodoxy of content and method.

##### **3.1.2 Faculty Demeanor & Academic Freedom**

As teachers and scholars, faculty members are encouraged to be diligent in investigating, teaching, and publishing the truth as they understand it. It is a teacher's responsibility to guide students in their quest for truth and to seek to generate a sense of wonder and curiosity in their students.

Each teacher has a responsibility to sustain intellectual growth in his or her chosen field of knowledge. This responsibility can only be met if the individual scholar is respected and trusted as a professional and is free to pursue his or her discipline without undue interference. Freedom of inquiry within one's academic discipline is a part of the professional life of the Penn faculty member. Scholars must be free to ask what they perceive to be the relevant questions and to discuss and publish what are perceived to be the right answers. It is the responsibility of the institution to maintain an atmosphere of freedom in both tangible and intangible ways.

The concept of freedom entails the concept of responsibility. Without a mature sense of responsibility, the notion of freedom degenerates into license. In their academic work, mature scholars exercise freedom, not license. It is assumed, for instance, that those teachers and scholars who accept employment at William Penn University understand that the University is related to the Society of Friends and

that although the scholar need not himself or herself be a Quaker, he or she respects the values of the Society and will seek to honor these in the pursuit of his or her professional work.

It is expected that each member of the faculty and staff will hold the basic tenets of the Society of Friends, as set forth in the Discipline of Iowa Yearly Meeting of Friends, in high regard.

All members of the faculty are entitled to academic freedom as set forth in the 1940 Statement of Principles on Academic Freedom and Tenure, formulated by the American Association of University Professors (<http://www.aaup.org>).

All members of the faculty are entitled to protection against illegal or unconstitutional discrimination by the institution or discrimination on a basis not demonstrably related to the faculty member's professional performance, including but not limited to race, sex, color, creed, religion, national origin, age, disability, marital status, gender identity, or sexual orientation.

### 3.1.3 Faculty Conduct

William Penn University faculty are expected to conduct themselves in a professional and businesslike manner. Any conduct having an adverse or disruptive effect on the university community may result in dismissal. Please report any occurrences of this nature to the VPAA or the Vice President for the College of Working Adults.

The following faculty conduct is subject to sanctions by William Penn University:

- Any behavior that threatens the health and safety of others.
- Misuse or misappropriation of University property.
- Making false alarms, tampering with alarm systems, threatening and attempting to start fires or use explosives.
- Forgery, alteration, or other misuse of University records.
- Unprofessional conduct such as the use of profanity, verbal disrespect, physical threats or harm to University administration, staff, faculty, and/or other students.
- Unauthorized use of University computers and other technology resources.
- Behavior which disrupts the atmosphere of the classroom.
- Misrepresentation of one's status or academic performance.
- Conduct which seriously threatens the educational process or the health or safety of a member of the academic community.
- Discriminatory behavior, including harassment of instructors, students, or staff,
- Using computers for other than classroom activities.

### 3.1.4 Complaints of Violation of Academic Freedom or of Discrimination in Non-Reappointment

If a faculty member alleges that a decision against reappointment was based significantly on considerations violating (a) academic freedom or (b) policies on making appointments without prejudice against race, sex, religion, national origin, age, disability, marital status, or sexual orientation, then the allegation will be given preliminary consideration by the Faculty Excellence Committee, which will seek to settle the matter by informal methods. The allegation will be accompanied by a statement from the faculty member agreeing that the faculty committees will consider such reasons and evidence that the university may allege in support of its decision.

If the difficulty is unresolved at this stage and if the committee so recommends, the matter will be heard in the manner set forth in Dismissal Procedures and Action by the Board of Trustees, except that the faculty member making the complaint is responsible for stating the grounds upon which the allegations are based, and the burden of proof will rest upon the faculty member. If the faculty member succeeds in establishing a prima facie case, then those who made the decision against reappointment must come forward with evidence in support of their decision. Statistical evidence of improper discrimination may be used in establishing a prima facie case.

## 3.2 Faculty Selection, Salaries, Appointment, Rank, and Dismissal

### 3.2.1 Policies on Faculty Selection

When a vacancy occurs or a new hire is authorized, the Division Chair shall initiate and coordinate the process by forming a search and screen committee, which should be comprised of at least five persons: the Division Chair, two members from the Division, one from another Division, and a student in that discipline.

The Search and Screen Committee will seek applicants for the position, screen them, and invite the VPAA to review its final selection(s). The selected candidate(s) will be invited by the Division Chair to visit campus; during the visit, the candidate(s) will meet with Division members, students, administrators, and staff. A lecture or a learning opportunity will be required for all candidates invited to campus to be evaluated by faculty, staff, and students. This input will be given to the Search and Screen Committee. After soliciting comments from those who have met with the candidate(s), the Search Committee will recommend a course of action to the VPAA and President of the University. If for any reason the person recommended by the Search Committee is not hired, the Search Committee begins the process again at any point that the Committee feels is necessary.

If the candidate will have a significant role outside of the teaching in a specific area, then one appropriate person will be added to the Committee (such as the Athletic Director if the candidate will coach.)



3.2.1.1 Initial Appointment

The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member's department or school will also be transmitted. The faculty member will be advised of the time when decisions affecting renewal or tenure are ordinarily made, and will be given the opportunity to submit material believed to be helpful to an adequate consideration of the faculty member's circumstances.

3.2.1.2 Initial Academic Rank

The ranks for faculty at William Penn University are Professor, Associate Professor, Assistant Professor, Assistant Teaching Professor, and Instructor. Rank is granted only to those who hold academic qualifications in a teaching specialty. Persons with academic rank report to the VPAA via their Division Chair or Program Director.

The President of the University makes the final decision on all persons recommended to the Board of Trustees for appointment. At the time of first employment of a faculty member, the President, with advice from the VPAA, sets the original rank, using the following minimum standards as guidelines:

Professor	An earned terminal degree and 10 completed academic years of college teaching experience, or the equivalent.
Associate Professor	An earned terminal degree and 5 completed academic years of college teaching experience, or the equivalent.
Assistant Professor	Master's degree plus 15 graduate hours or an earned terminal degree and 3 completed academic years teaching experience at any level, or the equivalent.
Assistant Teaching Professor	Master's degree and 3 completed academic years teaching experience at any level, or the equivalent.
Instructor	Master's degree or equivalent professional experience

Appointment as an Instructor is annual. An Instructor in a tenure-track position is expected to advance in rank if retained after the third year.

Advancement from Instructor to Assistant (Teaching) Professor is an administrative decision of the VPAA and the University President.

#### 3.2.1.3 Tenure track appointments

Faculty hired with tenure-track appointments are subject to a probationary period. The normal probationary period for a non-tenured member of the faculty hired in a full-time tenure-track position is five years. Any reduction of the probationary period in recognition of teaching experience gained at other institutions of higher education is agreed upon at the time of initial appointment and is stated as a part of the first contract. The amount of such credit is determined by the President and the VPAA, in discussion with the faculty member involved.

#### 3.2.1.4 Non-Tenure Track Appointments

Non-Tenure Track appointments may be for one year or for other stated periods, subject to renewal.

When a faculty recommendation or a decision not to renew a non-tenure track appointment has first been reached, the faculty member involved will be informed of that recommendation or decision in writing by the VPAA or individual making the initial recommendation or decision. The faculty member will be advised upon request of the reasons that contributed to that decision.

If the faculty member so requests, the reasons given in explanation of the non-renewal will be confirmed in writing.

#### 3.2.2 Policies on Faculty Salaries

1. Faculty loads are to be 12 semester hours each semester.
2. Independent study and conference courses do not count toward teaching overloads. Internships may be counted toward teaching loads/overloads as negotiated by the division and the Academic Dean.
3. Team teaching assignments will be divided between instructors with credit hour compensation divided accordingly. Exceptions to this, including multi-disciplinary or ICN classes, will be requested through the VPAA Office.
4. According to current policy, courses taught by regular faculty during the academic year should have a minimum registration of six. If there are fewer than six students, the VPAA may cancel the class at that time, after consultation with the instructor. Total student hours generated per instructor should be considered in justification for offering courses with smaller numbers.

5. Summer School salaries and adjunct salaries are based on a minimum of four students in a class. The faculty member is guaranteed full salary with four or more students counted from the first day of class. If there are fewer than four students two weeks prior to the start of the class, the VPAA may cancel the class at that time or, with the agreement of the instructor, allow the class to be taught according to the following pay rate: 3 students at  $\frac{3}{4}$  pay; 2 students at  $\frac{1}{2}$  pay; 1 student at  $\frac{1}{4}$  pay. Actual pay will be determined by the enrollment of students on the last day to drop or add a class. Any conference course or independent study taught during the summer terms will not be counted toward a class. For summer school classes with enrollment over twelve, the salary will be pro-rated upward  $\frac{1}{10}$  per student enrolled above twelve, up to 22 students.
6. Multiple sections of courses should have the same limit, e.g. English Composition.
7. Rationales need to be provided for class limits fewer than 24. These should be in writing, reviewed annually by the division, and forwarded to the VPAA for approval.
8. Practica that meet regularly should be scheduled as classes and compensated in accordance with current credit teaching loads. Compensation for special circumstances (such as supervising research projects) should be approved by the VPAA.
9. The Division Chairs should examine each faculty member's load after each semester begins and notify faculty, VPAA, and the payroll clerk of adjustments. Overloads may be authorized by Division Chairs and the VPAA depending on student needs and faculty availability.
10. Prior Learning Credit: William Penn offers students the opportunity to apply for credit through assessment of a documented portfolio. Credit for this work will be brought in to the student's record as transfer work and documented as Prior Learning Credit on a student's transcript. The student and faculty member who is reviewing the portfolio will come to an agreement on what information should be included in the portfolio in order to support the agreed-upon subject matter and number of credits. Payment for the credit is as follows:
  - a. \$75 Portfolio Evaluation Fee for each subject portfolio – paid to William Penn University. The faculty member who evaluates the portfolio will then be paid through William Penn University.
  - b. \$25 per credit transferred in as Prior Learning Credit – paid to William Penn University

11. In accordance with the Iowa Division of Education Faculty Standards FU 6, the following policies shall be applied to Education Division faculty.

- a. Student teacher supervision is calculated on a *one-to-one ratio*. That is, the supervision of one student teacher equals one hour of load for Education Division faculty members.
- b. Teaching loads for Education Division faculty shall be limited to an average of twelve hours per semester in one academic year. Exceptions must be approved by the VPAA and will be made only for unavoidable mitigating circumstances.
- c. Advising loads for faculty in the Education Division will not exceed sixteen advisees per semester.
- d. Field Experience supervision is figured on a six-to-one ratio. That is, the supervision of six field experience students equals one hour of load for Education Division faculty members.

### 3.2.3 Terms and Conditions of Appointment

The terms and conditions of every appointment to the faculty will be stated or confirmed in writing each year as early as feasible in the spring semester, and a copy of the appointment document will be supplied to the faculty member. Any subsequent extensions or modifications of an appointment and any special understandings or any notices incumbent upon either party to provide will be stated or confirmed in writing and a copy will be given to the faculty member.

### 3.2.4 Termination of Employment

When formal action becomes necessary, the administration shall be guided in principle by the Procedural Standards in faculty Dismissal Proceedings, formulated by the Association of American Colleges & Universities (AAC&U) and the American Association of University Professors (AAUP).

#### 3.2.4.1 Restriction

Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

#### 3.2.4.2 Cause

Cause is generally defined as “an impairment of the efficiency of the service in which the conduct in question bears a real and substantial relation to the efficient and orderly operation of the service.” Examples include, but are not limited to:

1. Demonstrated unacceptable performance of duties;
2. Insubordination - defined, generally, as disobedience to constituted authority and as refusal to obey some instruction which a university administrator or other authorized person is entitled to give and have

obeyed. The term imports a willful or intentional disregard of the lawful and reasonable instructions of the university;

3. For tenured faculty, failure to maintain the level of performance required for tenure, as defined in Section 2.4.5.8.1.4.
4. If the faculty member has been found responsible for professional or personal misconduct such conduct may lead to dismissal for cause. Examples of such conduct include, but are not limited to:
  - a. Commission of a serious misdemeanor or a felony;
  - b. Willful destruction of university property;
  - c. Stealing and publishing as one's own the intellectual property of another;
  - d. Willful misuse or misappropriation of university property, resources, funds, including funds held by a faculty member as part of official duties;
  - e. Sexual harassment or any other form of discriminatory mistreatment of another person;
  - f. Profane, sexual, or vulgar classroom speech.
  - g. Illegal use of drugs, narcotics, or controlled substance;
  - h. Intentionally or knowingly violating any published University policy, procedure, or regulation when the employee has or should have knowledge of such University policy, procedure, or regulation.

### 3.2.4.3 Standards for Notice for Non-Reappointment of Non-Tenured Faculty (including those on Tenure-Track appointments) without Cause

#### 3.2.4.3.1 First year of service

Notification should be no later than March 1 of the first academic year of service, if the appointment expires at the end of that year; or, if a one-year appointment terminates during an academic year, at least three months in advance of its termination.

#### 3.2.4.3.2 Second year of service

Notification should be no later than December 15 of the second academic year of service, if the appointment expires at the end of that year; or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.

#### 3.2.4.3.3 After two or more years of service

Notification should be at least twelve months before the expiration of an appointment after two or more years at the University.

#### 3.2.4.3.4 Notification of non-reappointment

In the event of a decision not to renew a faculty member's appointment, the faculty member should be informed of the decision in writing, and if he or she so requests, he or she should be advised of the reasons which contributed to that decision. The reasons for non-renewal should be confirmed in writing if the faculty member so desires.

#### 3.2.4.4 Non-disciplinary Suspension

If the faculty member's continued presence in the classroom may be harmful to the university, non-disciplinary suspension by the President may take place immediately, regardless of tenure status. After receiving charges with evidence, the President may suspend any faculty member, ***regardless of tenure status***, if in his/her judgment formal inquiry may provide the basis for serious disciplinary action. Such non-disciplinary suspension should follow only after the President's careful preliminary inquiry and deliberation and failure of informal efforts to bring about a satisfactory adjustment of the matter.

If a faculty member is subject to non-disciplinary suspension, his or her duties may be reassigned to others, without prejudice and without loss of compensation pending the final decision of his or her case. Non-disciplinary suspension of the faculty member from his or her usual duties during the any investigatory proceedings is justified if and only if his or her welfare or that of the University or its students is threatened by his or her continuance.

#### 3.2.4.5 Financial Exigency

Financial exigencies (e.g. discontinuance of Divisions or programs) as a ground for dismissal should be demonstrably bona fide. The vacated position shall not be filled for at least two years, unless the person dropped from the position has been given an opportunity to return.

Termination of an appointment with continuous tenure or of a probationary or special appointment before the end of the specified term may occur under extraordinary circumstances because of a demonstrably bona fide financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.

As a first step, the faculty appoints an ad hoc committee to participate in the decision that a condition of financial exigency exists or is imminent and that all feasible alternatives to termination of appointments have been pursued.

If the administration issues notice to a particular faculty member of an intention to terminate the appointment because of financial exigency, the faculty member will have the right to a full hearing. The hearing need not conform in all respects with a proceeding conducted following Dismissal

Procedures, but the essentials of an on-the-record adjudicative hearing will be observed. The issues in this hearing may include:

- The existence and extent of the condition of financial exigency. The burden will rest on the administration to prove the existence and extent of the condition.
- The validity of the educational judgments and the criteria for identification for termination.
- Proper application of the criteria in each case.

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

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

#### 3.2.4.6 Discontinuance of Program or Department Not Mandated by Financial Exigency

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

The decision to discontinue formally a program or department of instruction will be based essentially upon educational considerations.

NOTE: "Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the institution as a whole will be enhanced by the discontinuance.

Before the administration issues notice to a faculty member of its intention to terminate an appointment because of formal discontinuance of a program or department of instruction, the institution will make every effort to place the faculty member concerned in another suitable position. If placement in another position would be facilitated by a reasonable period of training, financial and other support for such training will be proffered.

#### 3.2.4.7 Termination for Physical or Mental Disability

Termination of an appointment with tenure or of a probationary or special appointment before the end of the period of appointment because of physical or mental disability will be based upon clear and convincing medical evidence that the faculty member, even with reasonable accommodation, is no longer able to perform the essential duties of the position. The decision to terminate will be reached only after there has been appropriate consultation and after the faculty member concerned, or someone representing the faculty member, has been informed of the basis of the proposed action and has been afforded an opportunity to present the faculty member's position and to respond to the evidence.

If the faculty member so requests, the evidence will be reviewed by the Faculty Excellence Committee before a final decision is made by the Board of Trustees on the recommendation of the President. The faculty member will be given severance salary not less than as prescribed in Policies on Faculty Salaries.

#### 3.2.4.8 Termination of Appointment by Faculty Members

Faculty members may terminate their appointments effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than May 15, or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

#### 3.2.5 Procedures for Imposing Sanctions Other Than Dismissal

If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a sanction, regardless of tenure status. The procedures outlined in the policy on Due Process will govern such a proceeding.

If the administration believes that the conduct of a faculty member justifies imposing a minor sanction, such as a reprimand, it will notify the faculty member of the basis of the proposed sanction and provide the faculty member with an opportunity to be heard by the administration as to whether the proposed sanction should be imposed.

### **3.3 Policies for Tenured Faculty**

#### 3.3.1 Tenure at William Penn University



The American Association of University Professors 1940 Statement notes, “Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society”  
(<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>).

William Penn University recognizes the importance of tenure as part of academic freedom. Therefore, tenure shall be granted to faculty members who have demonstrated professional knowledge and skill as teachers, scholars, and community participants. Faculty members obtaining tenure will be obliged to complete certain duties and will be allowed certain freedoms not expected from or granted to other faculty members. At William Penn University, tenure does not guarantee a tenured faculty member will automatically receive an employment contract. Specifically, if a tenured faculty member is unable to fulfill his or her obligation to provide and ensure quality education, tenure can be revoked and an employment contract could be terminated.

#### 3.3.1.1 Responsibilities of Tenured Faculty

1. Tenured faculty will serve as Division Chairs, except when other restrictions or research or service discourage such.
2. Tenured faculty will be mentors to new faculty (esp. tenure-line; this will be documented in the tenure-line candidate’s application and the tenured faculty’s performance review).
3. Tenured faculty will lead committees (they may not necessarily be facilitators, but they should be major players on committees, documented in meeting minutes and other docs/plan/worksheets).
4. Tenured faculty will use appropriate professional development activities to maintain mastery of content and to engage students (documented in student evaluations and activity lists of the tenured faculty, CVs, etc.).
5. All tenured faculty will serve on the Promotion & Tenure Committee.

#### 3.3.1.2 Privileges of Tenured Faculty

1. Under certain circumstances, dismissed tenured faculty are eligible for one year salary (Section 3.3.2).
2. Tenured faculty who desire to change status from tenure to non-tenure, will be titled “Assistant Teaching Professor.” Their duties and privileges would be adjusted.
3. Promotion includes a 5% salary increase.
4. Tenured faculty may apply for sabbaticals.
5. Tenured faculty may be granted raises prior to other faculty.

6. Tenured faculty are granted peer-review in the case of dismissal as outlined in Section 3.3.3.

### 3.3.2 Continued Payment of Salary

Faculty members with tenure who are dismissed for reasons other than 4.a-4.e of Cause (Section 3.2.4.2) shall receive their salaries for at least a year from the date of notification of the dismissal, whether or not they are continued in their duties.

### 3.3.3 Dismissal of Tenured Faculty

#### 3.3.3.1 Outline of process

Dismissal of a faculty member with continuous tenure will be preceded sequentially by:

- Discussions between the faculty member and appropriate administrative officers looking toward a mutual settlement;
- A statement of charges, framed with reasonable particularity by the president or the president's delegate;
- Informal inquiry by the Faculty Excellence Committee, which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken, without its opinion being binding upon the president;
- Initiation of dismissal proceedings of Section 3.3.3.2.

#### 3.3.3.2 Proceedings

In the case of a faculty member with tenure the following steps shall be taken in requesting review for dismissal for cause or other discipline. The process shall be carried out in an expeditious manner allowing adequate time for thorough review and consideration at each step. A timeline of events is presented in Section 3.3.3.3.

If the President determines it is unreasonable for the faculty member to continue in his or her capacity, the President may impose a non-disciplinary suspension of the faculty member or assign other duties for the duration of the proceedings.

In cases in which it is feasible and appropriate, the Academic Dean and/or President may inform the faculty member of the concern in a personal conference. If a resolution does not result from that conference, or if a personal conference is not held, proceedings shall be initiated as follows:

1. The faculty member will be notified of the charges against him/her, in writing, by the Academic Dean. Such notice will also state that, upon the faculty member's request, a Committee will be appointed to conduct a hearing, and he/she shall be advised of his/her right to

respond to the charge(s), in writing. Such notice must include the charges in sufficient detail to enable the faculty member to prepare a defense. It is the faculty member's responsibility to arrange for his/her own advisor if he/she wishes to have someone present at the hearing. The role of the advisor is voluntary and the advisor may not be held responsible for the outcome of the hearing. The respondent may act as his/her own advisor if desired. In addition to having an advisor, the faculty member has the right to be accompanied by legal counsel at the hearing. (Legal counsel may not cross-examine witnesses or address the Hearing Committee but rather may only advise the faculty member.)

2. If a hearing on the charges is requested by the faculty member, a Hearing Committee composed of five tenured faculty members will be appointed, as follows:
  - a. The Academic Council shall submit to the President the names of ten tenured faculty members. The President shall appoint five of the ten to the Hearing Committee.
  - b. The Chair of the Hearing Committee will be selected by the Committee.
  - c. The Hearing Committee shall not include any accuser of the faculty member.
  - d. The faculty member may challenge the appointment of any Committee member, provided such challenge is made according to the timetable of Section 3.3.3.3. The Academic Dean will review the faculty member's objection(s) and determine whether a proposed appointee can serve with fairness and objectivity in the matter. In the event the challenged member is disqualified, the Hearing Committee will appoint a substitute.
3. The faculty member shall have the right to attend the hearing, confront and cross-examine the adverse witnesses, present relevant evidence on his or her own behalf, and testify or choose not to testify.
4. The hearing shall be closed although the faculty member may request that it be open to the public. Notwithstanding a faculty member's request, the Committee or the University may close all or a portion of a hearing if it appears likely that privacy or other interests are relevant and could be affected by an open hearing. All Committee deliberations will be in closed sessions.
5. The University, through a representative (other than University counsel), shall have the right to attend proceedings, present witnesses and evidence against the faculty member, and cross-examine the faculty member, if the faculty member testifies, and his/her witnesses.

University counsel may attend the hearing and advise the representative, but not examine witnesses or address the Committee.

6. The Hearing Committee, by a majority of the total membership, shall make written findings on the material facts and a recommendation for appropriate action to the President. Such findings, the recommendations, any supplementary suggestions, and the record of the hearing shall be delivered to the President and a copy thereof sent to the faculty member. Any minority findings, recommendations, or suggestions shall be distributed in the same manner.
7. An electronic (audio, video, etc.) record of the proceedings (but not the deliberations) will be taken and filed with the President, and such record shall be made available to the faculty member.
8. The President shall review the record, plus any additional written briefs the parties wish to submit, and under consultation with the Executive Committee of the Board of Trustees, render a decision, stating his/her reasons therefore in writing and communicating the same to the faculty member. The President may recommit the matter to the same Hearing Committee to hear additional evidence and/or to reconsider its findings, recommendations, or suggestions, if any.
9. As the granting of tenure requires action by the Board of Trustees, so shall the dismissal of a tenured faculty member. In an effort to streamline proceedings, the Executive Committee may make such a decision between board meetings, but that decision shall be ratified by the entire Board of Trustees at their next regularly scheduled meeting.

#### 3.3.3.3 Timeline of events

- I. A letter of formal charges is issued by the Academic Dean.
- II. The faculty member will have three (3) working days to request a formal hearing.
- III. If the faculty member does not request a hearing, the Academic Dean will have five (5) working days to forward a letter of recommendation to the President. Skip to Item X below.
- IV. If the faculty member requests a hearing, a hearing committee will be appointed within ten (10) working days.
- V. The faculty member may challenge the appointment of any committee member within five (5) working days after the committee is appointed.
- VI. In the event of a challenge, the Academic Dean will have five (5) working days in which to respond to the concerns of the faculty member.
- VII. In the event of a challenge and dismissal of a committee member, the hearing committee will have five (5) working days in which to appoint an alternate member and initiate proceedings.

- VIII. The committee will initiate proceedings within five (5) working days of being appointed, or, in the event of a challenge of a committee member by the faculty member, within five (5) working days following the decision of the Academic Dean.
- IX. Following conclusion of the hearing, the committee will have five (5) working days in which to forward their recommendation to the President.
- X. Following receipt of the hearing committee's (or, if no hearing is requested, the Academic Dean's) recommendation, the President will have ten (10) working days in which to make a recommendation to the Board of Trustees.
- XI. Following receipt of the President's recommendation, the Executive Committee of the Board of Trustees (pending ratification by the full Board) will have ten (10) working days in which to render a decision.

#### 3.3.4 Faculty Emeritus Policy

Upon recommendation of the Faculty Excellence Committee and the approval of the faculty, the VPAA, and the President of the University, the Board of Trustees may grant the title of "Emeritus" to a retiring professor who has tenure and has served William Penn University for a minimum of twelve years.

##### 3.3.4.1 Privileges of Emeritus Faculty

In order that emeritus faculty members may continue to function efficiently in their fields of interest, and in order that the University may continue to derive benefits from the retired faculty, the following privileges will be extended to them.

- Emeritus faculty have permanent library privileges.
- Emeritus faculty may continue to use audio-visual equipment and other educational media, including copier facilities, at cost.
- Emeritus faculty and spouse are admitted to all home athletic contests free of charge. Other Divisions of the University may extend pass privileges to their particular presentations.
- Emeritus faculty are invited to attend all University functions, including special dinners, faculty get-togethers, and Commencement exercises.
- Emeritus faculty may continue to receive mail at the University and to use the University mailing address as a professional courtesy.
- Emeritus faculty will be provided with office space at the University when such space is available.
- Emeritus faculty will be listed in the University catalog until they are deceased.

### 3.3.5 Retirement Policy

William Penn University does not have a specific age at which an employee must retire. However, an employee must be able to perform his or her assigned duties in a competent manner. An employee must be fifty-five years of age or older and have worked a minimum of ten full-time, consecutive years with the University immediately prior to retirement to be considered a retiree of the University.

Retirees may continue enrollment in the University health and/or dental insurance program. Arrangements must be made with the Human Resources Office prior to the effective date of retirement. The retiree must pay the entire amount of the monthly premium, payable in advance, by personal check or cash. The University does not contribute to the retired employee's insurance premium.

Retirees who wish to work at the University on a part-time basis must reapply for employment. Continuation of work as a part-time employee is not automatic and depends on availability of positions.

Tenure may be continued until a faculty member becomes 70 years of age provided the faculty member is able to perform his or her duties in a competent manner and continues to hold a full-time appointment. Annual contracts may be offered thereafter by the administration in consultation with the individual faculty member.

#### 3.3.5.1 Phased Retirement Plan (PRP)

Faculty members contemplating retirement age may wish to taper off their teaching and phase-in their retirement status by dropping back to half-time teaching at a commensurate reduction in pay. This program is designed to help faculty members who wish to phase-into retirement by gradually moving from full-time status into retirement.

Eligibility - Any faculty member who meets the criteria for retirees from William Penn University immediately prior to the start of the PRP is eligible to participate in this program. Eligible faculty may participate only if staffing in their program would permit such a reduction in load. This will be determined by the Division Chair and the VPAA.

Faculty participating in PRP will teach one-half the normal load, advise a normal share of upper-division advisees, and serve on faculty committees as needed by the division (determined by the division chair). Faculty participating in PRP may advise freshman, if needed, and if they are interested.

The faculty member participating in the PRP will be paid 55% of their full-time salary. They will continue to receive William Penn University's health insurance benefits, and they may participate in the William Penn University Retirement program (TIAA/CREF) with contributions being made at the

55% salary level. Faculty on PRP will not be eligible for Tuition Remission and Tuition Exchange benefits. Faculty on PRP will continue to have full use of their office, normal secretarial support, and normal faculty privileges regarding use of the library, parking and admission to campus events.

Faculty members can participate in PRP on a year-to-year basis for up-to three years, after which the faculty member must fully retire. A faculty member may wish to go onto the PRP plan for a trial period of one year. At the end of that year, they may decide to return to full-time status (and thereby delay retirement). If, however, they elect to continue on PRP for a second year, then they must fully retire at the end of the second year or at the end of the third year. They may not remain on PRP more than three years.

Upon retirement, the faculty member is eligible for any health insurance and other benefits offered to other retirees of the University.

After retirement, faculty members may teach on an adjunct basis for adjunct pay on an as-needed basis. This will be determined by the Division Chair and the VPAA.

### **3.4 Faculty Professional Support**

#### **3.4.1 Official University Representation**

When faculty members or administrators are called upon to officially represent the University at a conference or meeting, the total net expense will be paid by the office of the VPAA. The approval of the Division Chair is required and receipts must be submitted to the Division Chair.

#### **3.4.2 Research and Scholarship**

William Penn University is committed to quality teaching and cultivation of a vital academic and intellectual atmosphere. Although William Penn is not a research institution, voluntary research and scholarship, undertaken in areas related to one's discipline, help to keep faculty members in living dialogue with their disciplines. As university professors, William Penn faculty members are encouraged to maintain a vital contact with the literature of their chosen fields and with their professional organizations.

#### **3.4.3 Faculty Development Grants**

Faculty Professional Development Grants are available only to full-time teaching faculty who have a teaching load during the semester of grant application. Applicants who were not awarded a development grant during the past academic year take priority over those who were recipients. Grants will be awarded according to the following priority list:

- Conferences
  - Regional, national, and international conferences take priority.
- Applicants with active conference roles (e.g., presenter, facilitator, etc.) take priority over those with passive roles (e.g. attendees only)
- Conferences within an applicant's academic discipline take priority over conferences which focus on pedagogical improvement / techniques, and conferences which focus on pedagogy, in turn, take priority over "other" conferences.
- (Unpaid) Research Project Funding
  - Applicants should be reimbursed for direct costs incurred as a result of engaging in scholarly research pursuits within their respective academic disciplines.

#### 3.4.4 Faculty Sabbaticals

To encourage a member of the faculty to extend his or her information, explore new areas of knowledge, and to make contact with distinguished scholars, and to reconstruct effectively his or her own patterns of thinking, a system for sabbatical leaves is in effect.

The normal plan permits a professor, associate professor, or assistant professor to be away for one academic year on half salary or one semester on full salary, after six years of service. Instructors are not eligible for a sabbatical leave.

Under this system, the faculty member must return following the sabbatical for four semesters.

Application for leave should be forwarded to the Board of Trustees, via the VPAA and the President, in the fall semester prior to the school year for which his or her leave is requested. This application must be on file with the VPAA by December 1 the year preceding the sabbatical.

Sabbatical leave will not be granted for faculty who have reached the age of 68.



## 4 Standards, Appraisal, and Assessment

### 4.1 Small Group Assessment

All new faculty are required to participate in at least two small group assessments (SGA) during their first two semesters of employment. All faculty with SGA experience are encouraged to participate in the SGA process as facilitators and will be paid \$50.00 for performing a maximum of two assessments per semester.

The SGA is an integral part of our overall assessment plan and is not part of the evaluation process for promotion in Rank, the acquisition of Tenure, or other evaluations. However, at the discretion of the faculty member, the results of the SGA may be included in his or her employee file and used to support applications for Rank and Tenure or other functions. The following description of the SGA process has been approved by the faculty and will be followed.

#### 4.1.1 Process for Conducting the Small Group Assessment (SGA)

The facilitator should verify the time, day, room, etc. with the instructor. The assessment is limited to 30 minutes. Therefore, the facilitator should confirm with the instructor whether the assessment should be conducted at the beginning or end of class.

The first part of the assessment is to explain the process to the students. The facilitator will let them know that the SGA is a part of WPU's overall emphasis on improving the quality of teaching. Students will be asked to develop five areas of strength and five areas of improvement for the course. The students should be told that the results are strictly for the instructor, and will be distributed only to him or her without any reference to particular students. It may also be good at this time to remind the students that they have the right to approach people such as the Division Chair and/or the VPAA at any time if they have suggestions, concerns, or good things to say about a course or instructor at WPU.

The class will break into small groups of three to five students. Each of the groups will work to develop the two sets of five statements. The facilitator should encourage them to be constructive and to make good use of the opportunity that they have to have a voice in the process. Each group should appoint a scribe to write the statements.

After 10 minutes or so, the facilitator will bring the class back together as a large group and begin the process of working toward consensus of the overall five strengths and five areas of improvement. The facilitator can use an overhead or board to write down the statements. Many of them will overlap, but if there are slots left, there is no need to have exactly five of each.

The facilitator's role is to keep the process moving and lead to constructive results.

When the process is completed, the facilitator must write down the two sets of five statements and may also want to ask for the work of the individual groups for their exact wording when typing up the results. If the statements were written on the board, the facilitator must make sure to erase the board.

At this point, the instructor may come back in the classroom or the facilitator may dismiss the class, depending on the timing and preference of the faculty member. The facilitator should try to create a positive atmosphere for the teacher to return.

The facilitator is also responsible for typing the two sets of five statements, meeting with the instructor to discuss the results, and reiterating to the faculty member that the results are his or her

property. If he or she wants to give a copy to the Division Chair and/or VPAA, that is the decision of the particular faculty member.

#### **4.2 Assessment Responsibilities of the Faculty**

William Penn University has made a commitment to the Higher Learning Commission to assess student learning. We all assess our students on a regular basis.

#### **4.3 Faculty Annual Evaluation**

Faculty members will evaluate themselves using the Faculty Performance and Abilities form (Form 6.11), which is based on the Faculty Job Description. Following self-evaluation, faculty members will forward their form to their division chair for chair evaluation.

Division chairs are expected to provide a critical assessment of faculty member performance and counsel with faculty members on needed improvements and professional development.

Evaluations are due to the VPAA by the end of the contract year, typically the week following commencement in May.

#### **4.4 Division Chair Annual Evaluation – Reserved**

#### **4.5 Grievances**

##### **4.5.1 Equal Employment Opportunity**

A faculty member who feels discriminated against by reason of race, color, religion, gender, national origin, age or handicapping condition has the right to file an EEO complaint in accordance with the Faculty and Staff Handbooks.

##### **4.5.2 Grievances**

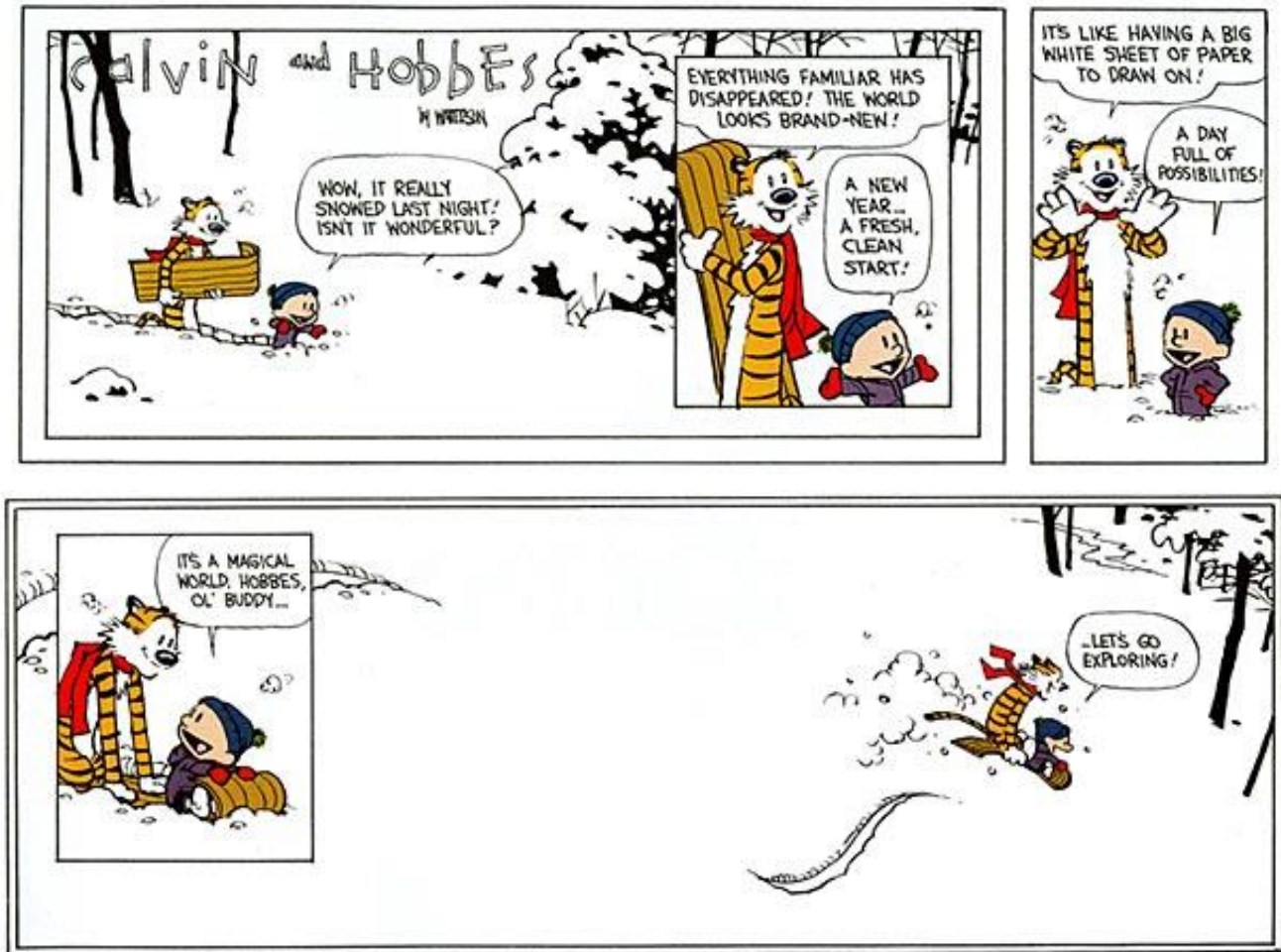
Should the grievant be a faculty member, any claim of violation should be reported in writing to the President of the University. Upon receipt of such a claim, the President will investigate by calling together a committee of three people: a faculty member from the academic division of the grievant, and two others: a faculty member and a chair from another academic division. Should the grievant be a division chair, the committee will be comprised of one faculty member from the grievant's division and two other divisional chairs. Their recommendations of action given to the President may either be to uphold the central evaluation or suggest changes based upon the facts submitted by the supervisor and individual grievant.

## 5 Academic Advising

The academic advisor fills two different roles:

- 1) a guide for navigating academic regulations, policies, and registration procedures; and
- 2) a personal guide to assist the student in self-awareness and self-acceptance.

While each of these roles is important, this section of the Faculty Handbook will concentrate on the role of advisors as guides for navigating the regulations, policies, and registration procedures for students to successfully achieve their academic goals.



Starting college is like facing the world after a huge snowfall. Everything familiar has disappeared – family, friends, high school (where the student knew the ropes), and home – his/her own room, familiar food, fun, and entertainment.

**The primary purpose of an academic advising program is to assist students in creating their own world, starting with educational plans that are compatible with their life goals.**

## 5.1 Welcome to Advising

Effective and consistent communication with advisees is often difficult, in part because it requires both sending and receiving messages. To be an effective advisor requires time and preparation. Make appointments and block out time to meet with advisees regularly, not just at registration time. If an advisee comes in without an appointment and you don't have adequate time, invite the student to come back when you have more time to explore issues more fully. Making and keeping appointments is a valuable skill for students to learn.

Academic advising is an on-going process including:

1. Assessment: previous high school GPA, ACT scores
2. Planning: identifying goals
  - a. Life goals: Where does the student want to be in five (5) years, in ten (10)?
  - b. Academic goals: What degree does the student want to obtain? How long does he or she plan to attend William Penn University? Advisors should establish an eight-semester plan for each student.
  - c. Semester goals: What individual courses does the student need? What goals has the student set for his or her semester GPA?
  - d. Short-term goals: Attend class; take notes; pass exams. What resources are available to assist the student?
3. Successful implementation:
  - a. Contact your student advisees throughout the semester.
  - b. Check attendance when it is posted.
  - c. Call/email/text every student at four (4) weeks.
  - d. Check mid-terms grades; advise students regarding possible mid-term adjustments he or she can make.
4. Evaluation
  - a. Develop a 'lessons learned' file for each student to review regularly.
  - b. Review student GPA; help students identify ways to focus and achieve more.
  - c. Review the eight-semester plan to help ensure each student is on track, moving forward.

Help advisees when they seem troubled, stressed, or are in conflict:

- Listen actively with your head and heart.
- Define the conflict.
- Determine what's negotiable.
- Create options and alternatives.
- Select an option and implement it.
- Evaluate that option to see if it was useful, successful.

Know the limitations of advisor responsibilities (from Joseph Green, FYE: Freshman Advising Handbook, William Penn University, 1994):

1. Advisors cannot make decisions for advisees, but they can be sympathetic listeners and offer alternative perceptions and responses for the student to consider.
2. Advisors cannot increase the native ability of an advisee, but they can encourage the maximum use of those abilities.

3. Advisors cannot reduce the academic and work-related duties of a struggling student, but they can make recommendations to the appropriate office for such adjustments, if such adjustments useful, ethical, and desirable.
4. Advisors should not criticize other faculty members to any student, but they can initiate a friendly, good-faith conversation to any instructor who is involved in the student's education or problem.
5. Advisors must not betray a student's confidence on matters of a confidential nature, but this should not necessarily preclude exchange of helpful information between advisors and instructors.
6. Advisors should not attempt to handle cases of emotional disturbances which fall outside the behavioral pattern of students adjusting reasonably normal. When complex problems arise, faculty should refer students to professional personnel.

## 5.2 Advising new First-Year Students

We strongly encourage advisors to create an eight semester academic plan. Because some courses are taught only once every two years, careful planning of schedules can be critical to some students. Your division chair can help you understand how to create an eight semester academic plan.

We rely on ACT scores to determine if first-time, full-time students are to be placed into labs for Successful Writing, English Composition, and Mathematics. If students want to test into a higher Math or higher English class, they may take a placement exam. Successful Writing (LDRS 090) and Numeric Reasoning I (MATH 090) count toward the cumulative grade point average and count toward full-time status for financial aid. However, these classes DO NOT count toward graduation. Thus, if a student takes LDRS 090 or MATH 090 (or both), he/she will have to complete more than the required 124 credits for graduation.

Conditionally accepted students may REGISTER for no more than 14 credit hours.

Students participating in intercollegiate athletics receive 1 credit per sport per year as physical education activity (PHLA) credits. Coaches will add the proper PHLA credit. The credit will be received in the semester in which the sport concludes. Advisors SHOULD NOT rely on intercollegiate athletics to make up the 12 credit hour minimum for financial aid and eligibility. Additionally, only the first 6 PHLA credits count toward graduation.

### 5.2.1 Leadership Core

William Penn has established a set of fourteen classes (39-42 credits) which constitutes the Leadership Core (see the William Penn University Catalog). ALL first-time, full-time students, regardless of their major, must earn at least a D- in all Leadership Core classes. Some substitute courses also exist which may be taken to fulfill a variety of requirements.

The Leadership Core is divided into two categories – the Mission Core and the Liberal Arts Core.

The Mission Core includes classes that address the mission of William Penn University and form the basis for inquiry into more advanced classes, both in the core and in a major, as well as the skills needed for success in an increasingly complex and connected world. These classes include: College Foundations, English Composition I & II, Computers and Technology, Principles of Communication, Arts & Society (I or II), Quaker Values, and Contemporary Leadership. All Mission Core classes carry the LDRS prefix.

The Liberal Arts Core allows students the latitude to explore topics that are of interest to them, either within the structure of a major or independent of any major course of study. Students take at

least one class in each of six areas: Mathematics, Laboratory Sciences, Humanities, Social & Behavioral Sciences, History, and Religion.

Typical of most university numbering systems, courses in the 100-199 level are designed for first-year students, 200-299 are designed for sophomores, and 300 and above are designed for juniors and seniors.

Required courses exist for all degree programs at Penn, in addition to the Leadership Core requirements. Check sheets detailing BOTH Leadership Core and major course requirements are available electronically for each major from the Registrar's Office.

LDRS 100 – College Foundations, is taught by division, with one or more sections for each of the following:

Applied Technology	Business
Education	Health and Life Sciences
Humanities	Social & Behavioral Sciences
Undecided	

Grouping students by division provides opportunities for students to get to know other students in related majors.

English Composition:

- LDRS 090 – Successful Writing: Students whose English ACT scores are \_\_\_\_ or less are required to take Successful Writing as a prerequisite for LDRS 101. LDRS 090 is a 3 credit class that does not count toward graduation. A minimum grade of “C” is required in LDRS 090 in order to progress to LDRS 101.
- LDRS 101 – English Composition I: Students whose English ACT scores are between \_\_\_\_ **and** \_\_\_\_ are eligible to take LDRS 101 without prerequisite. A minimum grade of “C-” is required to progress to LDRS 102 – English Composition II.
- LDRS 102 – English Composition II: Students whose English ACT score **is** \_\_\_\_ or above may enroll directly in LDRS 102 without prerequisite.

Mathematics:

- Students whose Math ACT scores are \_\_\_\_ or less are required to take MATH 090 AND MATH 100 in the same semester. MATH 090 is a 2 credit class that does not count toward graduation. A minimum grade of “C-” or better is required to progress from MATH 090 to MATH 100 and from MATH 100 to a higher level class.
- Students in the following majors who need MATH 090/100 are encouraged to take these classes in their first semester at Penn.

Accounting	Applied Computer Science
Biology	Business
Communications	Elementary Education
Engineering	Exercise Science
Industrial Technology	Mathematics

- If a student is in a major not listed above, they can (and are encouraged to) wait until the spring semester to take MATH 090/100.

LDRS 105 – Computers and Technology: Must have passed Math 100 or above.

LDRS 200 – Principles of Communication requires a grade of “C-“or better in Composition I (LDRS 101).

LDRS 220/221 – Arts & Society I/II: requires completion of Composition II (LDRS 102) as a prerequisite.

LDRS 390: Contemporary Leadership – requires junior status with at least 75 completed credits at the time of registration. Additionally, we recommend that students take this course as seniors because the course includes the writing of cover letters, resumes, and mock interviews, which will be more meaningful to them as they consider applying for jobs.

Students who wish to enroll in more than 18 semester credits must secure the Academic Dean’s signature. Students also will be charged a per credit fee.

### **5.3 Advising Transfer Students**

Transfer student transcripts are evaluated by the Registrar. The Registrar will begin an evaluation check sheet based on the student’s chosen major. The evaluation shows what courses have transferred toward the Leadership Core and the major. Transfer credits that are accepted but that do not count toward graduation will be noted. In such cases, the student will need more than the required 124 credits. Transfer credit will be given; however, grade point averages do not transfer. Thus a student’s online Academic Record will only detail the grade point average of courses taken at William Penn.

However, to know how many WP credits a student needs to graduate, advisors must review the Registrar’s check sheet. For example, a student could have 10 credits for physical education activities but at WP, only 6 count toward graduation; therefore this student would need 128 credits for graduation (124 plus the 4 extra PHLA credits given).

Students with AA degrees generally have met all the Leadership Core requirements, but still will need to take 1) Quaker Values and 2) Contemporary Leadership.

Once advisors receive a copy of the check sheet which identifies the courses that have transferred to Penn, courses which meet the requirements of the Leadership Core or divisional requirements, the advisor then develops a plan for the student to complete his/her major requirements, as well as any requirement for a minor, if the student desires a minor.

### **5.4 Monitoring attendance and mid-term grades**

Instructors who teach first-year courses – Successful Writing, English Composition I, Math 090, Math 100, and College Foundations – are required to post attendance and grades after the

- First (1<sup>st</sup>),
- Second (2<sup>nd</sup>),
- Fourth (4<sup>th</sup>),
- Sixth (6<sup>th</sup>),
- Eighth (8<sup>th</sup>), and
- Twelfth (12<sup>th</sup>) week

Instructors for all other courses are to post attendance and grades after the 4<sup>th</sup> and 8<sup>th</sup> weeks.

Advisors and coaches then will be notified of students who are not attending classes or who have grades below C-. Advisors should contact these advisees to encourage and mentor them.

Students identified as at risk MUST contact their advisor. If the student does not, advisors can require the student to be pulled from all extracurricular activities until attendance has improved. If a student does not respond to instructor emails or phone calls within a week, advisors should call the coaches to stop athletic participation of the student. Advisors also should encourage students to seek tutoring guidance from the SSC.

### **5.5 Making mid-term adjustments as necessary**

Mid-term grades will be posted on-line for all students. Advisors will be notified which of their students have received down slips. Students then should consult with instructors to determine if a passing grade in a class is possible. If not, the student and advisor will determine if the student should withdraw from the class. Be certain, however, that students still are enrolled with 12 or more credits. Twelve semester credits are required to maintain financial aid and athletic eligibility. WP regularly schedules some eight (8) weeks classes during the second half of the semester to deal with this very issue. If you have any question about eligibility, call the Compliance Officer in the Athletic Department.

NB: remember that PHLA courses count for financial aid and athletic eligibility, but only six (6) PHLA hours will count toward graduation.

### **5.6 Helping students to understand the process of Wait-listing, and of adding, dropping, and withdrawing from classes**

Wait List: Wait-listed students should talk with the instructor before classes begin to ask if they might be allowed to take the class. Wait-listed students also should attend the class and ask the instructor again if they might be added to the course. If a student is allowed to join the class, the instructor simply sends an email – INCLUDING NAME AND ID NUMBER – to the registrar to state affirmatively that the student should be added to the class list.

After the class has held two sessions, the instructor will make a copy of the Class List and indicate which students on the Waitlist will be added and which students will be dropped. The instructor then takes the Class List to the Registrar's Office which will change the student's status from W (Wait list) to R (Registered). If the instructor does not permit the student to be in the class, the student might have to add a class using the process below. Keep in mind, by the time this happens, it may be too late to add a full semester course so it is in the student's best interest to investigate their options and make a decision before the last day to add full semester courses (see Academic Calendar for exact date).

Students can add or drop a class with permission from the instructor for about a week after classes begin. (See the Academic Calendar for exact dates.) Change of Registration (Add/Drop) forms are available on Eagle and need to be signed by the student, the instructor, the advisor, the Compliance Office (Athletes only), the Financial Aid Office (if the requested add/drop changes the student's registered status, and the Academic Dean (if registered hours exceed 18), and returned to the Registrar's Office. Be sure to either circle NO SHOW or fill in the last day of attendance for any dropped class. Incomplete forms will not be accepted. Students can drop a class without academic penalty or appearing on their grade transcript only for a short time period (see academic calendar).

Second half of the semester classes can be added during the first half of the semester without instructor approval: students should use a Change of Registration (Add/Drop) form. However, students need all applicable signatures (see above paragraph).

Withdrawals: After the date specified for dropping a class without appearing on the transcript, students can withdraw from a class until the end of the ninth week of the semester (see Academic Calendar for exact



date), but will receive a W or Withdrawn on the grade transcript. This W counts for attempted hours and will not influence the grade point average; students have a maximum of 186 attempted hours before Financial Aid stops. If students stop attending class and do not formally withdraw from the class, they will receive an F.

## 5.7 Guiding students to complete a bachelor's program

From the William Penn University Catalog

Students must satisfy the degree requirements of any one catalog in effect during their attendance. Students who have had a five-year or more interruption of their college courses at William Penn must use either the catalog of re-entry or one of a later year. In order to receive a degree, students must have fulfilled the requirements as set forth in the catalog. A Bachelor's degree requires 124 semester hours of credit with a minimum grade point average of 2.0 in all courses taken at Penn and in all courses comprising a major and minor. Some majors have more stringent GPA requirements.

Traditional degree candidates must complete a minimum of thirty credit hours at William Penn University, with the last fifteen credit hours completed at William Penn University. Additionally, a minimum of six credit hours in the major numbered 300 or above must be completed at William Penn University. Non-traditional students must meet the requirements set forth by the **Online and Evening Division**.

Students who intend to graduate within one year must file a Declaration of Intent to Graduate form available from the Registrar's Office. This application constitutes a request for an evaluation by the Registrar's Office, and students are strongly encouraged to schedule a personal interview with their Academic Advisor and the Registrar to review graduation requirements. The student is responsible for meeting all graduation requirements.

The University reserves the right to alter graduation requirements and will make every effort to ensure that such changes do not cause undue hardship for currently enrolled students.

Right of Appeal: In the event students feel that the evaluation of course work and/or transfer credits is not accurate, they should submit a written request to the Academic Council via the Dean of the respective college. Students will be notified of the results in writing.

(SEE ACADEMIC CALENDAR FOR DEADLINES REGARDING INTENT TO GRADUATE FORMS – EARLY IN THE SEMESTER)

Students need a minimum of 124 credits to graduate. Be sure to check for developmental classes (those that do not count toward graduation) and that the student has no more than six PHLA credits (those over six do not count toward graduation). Also, note that financial aid stops when the student has attempted 186 credit hours. For those students who have withdrawn from classes or have Fs, this might become a problem. Be sure to have the Registrar's evaluation check sheet for transfer students to correctly evaluate credit requirements. Transfer students must take Quaker Values and Contemporary Leadership for graduation requirements.

## 5.8 Increasing student knowledge of GPA and athletic requirements

Course grades are assigned as follows:

A = 4.0 grade points	C = 2.0 grade points
A- = 3.7 grade points	C- = 1.7 grade points
B+ = 3.3 grade points	D+ = 1.3 grade points
B = 3.0 grade points	D = 1.0 grade point
B- = 2.7 grade points	D- = .07 grade points
C+ = 2.3 grade point	F = .00 grade points

From the William Penn University Catalog:

A student is judged to be making satisfactory progress toward graduation as long as the cumulative grade point average does not fall below the following minimums during any semester of attendance:

	Credit Hours	Cumulative GPA
Freshman	0 – 27	1.7
Sophomore	28 – 57	1.9
Junior	58 – 87	2.0
Senior	88 – 124+	2.0

From the Athletic Office:

- Each athlete must register and carry a minimum of 12 hours for the fall and spring semesters and be enrolled as a full-time day student. Dropping below 12 hours at any time during the semester will automatically render the student ineligible for that particular semester. Do not allow any student-athletes to withdraw from a class or classes and drop below 12 credit hours without consulting with their coach and the Athletic Compliance Officer.
- All student-athletes must have passed a total of 24 hours in the previous two full-time semesters in order to be eligible to compete in any semester. Up to 12 hours earned during the summer may be applied to this 24 hour rule. Summer credit must be earned after one or both of the two immediately previous full-time terms of attendance.
- Upon reaching junior academic standing (58 or more hours), a student-athlete must have attained a cumulative 2.0 GPA and maintain that average as senior status is attained.
- To play a 3<sup>rd</sup> season of competition, a student-athlete must meet the 24-hour rule and have earned at least a total of 48 hours and to play a 4<sup>th</sup> season must have earned at least a total of 72 hours.
- Repeat Courses: Repeat courses previously passed with a grade of “D” or better in any term, during summer, or during a non-term, cannot count toward satisfying the 24-hour rule. A maximum of one repeat course per term previously passed with a grade of “D” (or the equivalent) may be counted toward satisfying the 12-hour enrollment rule.
- The student-athlete must be making normal progress toward a recognized baccalaureate degree and maintain the minimum GPA as defined by William Penn University and the NAIA.

In order to successfully complete a course, the student needs a D- or better. Even if the cumulative GPA is high enough including a failing grade, the student might not be eligible because he/she doesn't have enough successfully completed hours. (See below.) Courses with F do not count toward credit hours earned, but they count toward GPA.

If a student receives an F at William Penn University, he/she must re-take the course here. Remember that no grades transfer into William Penn University. If a student's cumulative GPA is below the required limit,

the only way to raise the GPA is to take courses at Penn, not at a different university. However, if a student's GPA is OK, but he/she does not have enough credit hours, that student could take a course at a different university and transfer the credit (but not the grade) to Penn.

If you, as an Advisor, have any doubts concerning eligibility, please contact the Compliance Officer in the Athletic Office as soon as possible.

### **5.9 Challenging students to think about internships**

Almost all programs have internships for students. Internships will be a focus of the Career Services' Office; however, advisors need to encourage and promote internships to their advisees. Know your departmental rules and policies concerning internships in order to provide the students with adequate information. Internships can provide valuable information, as well as helping the student understand the reason for their classes and the knowledge provided. Internships can provide the impetus for doing well and motivate the student to apply himself/herself.

Internships can be paid or unpaid; internships can be conducted at home during the summer or during the semester at school. However, remind the students that internships must be approved before the internship starts not after. Know your departmental rules.

### **5.10 Assisting students to evaluate and re-evaluate progress toward established goals**

Any student placed on probation will be automatically enrolled in the Student Success Program. The Student Success Program requires regular meetings with an Academic Coach.

Even though students come with the expectation of completing a bachelor's degree in four years, students have to be reminded of their progress and the possibility of either not completing their degree or taking longer for completion. Reviewing credit hours and GPA on-line encourages students to think outside the box. Students can use the GPA Projection on-line to see what various grade differences will do to their GPA. Giving solid evidence helps, especially with athletes.

A student can only have six PHLA credits that count toward graduation (124 credit goal). However, students can take more than six PHLA credits; the credits will count toward GPA and will appear on the student's Academic Record (same as Math 100 Lab and English Comp I Lab), so the advisor must increase the total amount of credits required for graduation. Also remember for transfer students to consult with the transfer sheet created by the Registrar's Office to double check that additional PHLA credits are not included.

### **5.11 Educational and Student Services**

Email and Computer help

- Students will get email addresses and passwords in in College Foundations the first week of class
- Transfer students should visit Penn 111, or call 673-1055
- 24-hour computer lab - Union

Student Success Center – Union, First floor – 673-1394

- Free tutoring
- Will read and review English papers
- Open until 11:00 p.m. (Sunday – Thursday)

Business Office – 223 Penn Hall – 673-1039

- Students get Registration cards at the Business Office
- All accounts receivables and payment options are available

Campus Bookstore – Lower level, Atkins Memorial Union – 673-1030

- Books can be purchased after registration; supplies any time

Career Services – Penn Hall, Room --- – 673-2173

- Undecided students can take a computer skill assessment
- Help with cover letters, resumes, interviews
- Internships, job opportunities
- Email posting – watch your William Penn University email address

Financial Aid – PAC – 673-1060

- Loans and all questions concerning loans
- Work Study

Health Care

- Campus Health Clinic – PAC, 2<sup>nd</sup> Floor East. Open Tuesday's and Thursday's during the Fall and Spring semesters.
- Family Medical Center, 410 North 12 Street – 672-2571. All on-campus students qualify for this service. Off-campus students have the option of securing this service for a semester fee (see Business Office). Outpatient care is available 8:30 – 5:00 Monday through Friday. Emergencies on Saturday from 9 am – 11:30 am.
- Emergencies: Physician's Exchange at 672-3100
- Rape/Abuse: Crisis Intervention Services, 24-hour hotline 673-5499

Judicial Board

- Students can be given incident reports requiring them to appear before the J-Board
- Advisors are not notified of the infraction or the judgment due to confidentiality issues

Post Office Services – 106 Penn Hall – 673-2127

- Pick up keys for mail boxes
- Mail and receive packages

Student Counseling – Union – 673-1703

- Tyne Smith, Campus Counselor

## 5.12 Advisors' Help: Information Available on-line

The website <https://eagle.wmpenn.edu:9040/> has help for Student Advising: (Also available through the William Penn Homepage – left tool bar)

- Main (put in student ID and find name) Must do this first
- Academic Record – Views transcript, semester GPA, and cumulative GPA
- Biographical – home address and phone, major, minor, planned graduation; also can access
  - Other Addresses – local address
  - Employment
  - Exams – ACT Scores
  - Education – HS and HS GPA
  - Housing and Services – dorm address and phone
- Degree Completion Plan – What if for majors and minors
- GPA Projection – What if for ungraded courses only
- Grades – current semester
- Student Schedule – Includes if on Wait Lists

Also on-line are options for Instructors:

- Change Password
- Class Lists – Lists students and those on wait list per course

- Course Schedule – Includes students on Wait Lists
- Faculty Schedule – for the selected semester
- Grade Entry – also used for mid-terms

## 6 Forms

**WILLIAM PENN UNIVERSITY**

**6.6 Course/Program Change Cover Sheet**

Attach this completed signature sheet to each proposal made to the PEC or LCC.

Level of Change (circle one)                      1            2            3            4

Division in which proposal originates: \_\_\_\_\_

Faculty member making proposal: \_\_\_\_\_ Date \_\_\_\_\_

Result of Division Vote            For \_\_\_\_\_ Against \_\_\_\_\_ Abstain \_\_\_\_\_            Date \_\_\_\_\_

Signature of Division Chair \_\_\_\_\_ Date \_\_\_\_\_

Registrar's Concurrence for Level 1 Changes \_\_\_\_\_ Date \_\_\_\_\_

Summary of change(s) proposed:				
	Level 1	Level 2	Level 3	Level 4
PEC	Notified _____ Date _____	Approve _____ Disapprove _____ Date _____	Recommend: Approval _____ Disapproval _____ Date _____	
Faculty Meeting	Notified _____ Date _____	Notified _____ Date _____	Notified _____ Date _____	Notified _____ Date _____
Academic Council	Notified _____ Date _____	Notified _____ Date _____	Approve _____ Disapprove _____ Date _____	Recommend: Approval _____ Disapproval _____ Date _____
President's Cabinet				Approve _____ Disapprove _____ Date _____
Board of Trustees (if necessary)				Approve _____ Disapprove _____ Date _____
Office of the VPAA	Necessary Catalog Changes Made _____ Date _____ Registrar Informed _____ Date _____			

## WILLIAM PENN UNIVERSITY

### 6.7 Program and Course Modification Form

Division [Click here to enter text.](#)

Proposal (title or summary) [Click here to enter text.](#)

Place an “x” by all appropriate items to request a change in a course. All requests must be complete, typed, and signed by the appropriate people before the request is forwarded to the Program Excellence Committee (PEC). The deadlines for submissions to the PEC are:

- the third Monday in October for changes to be implemented in the spring semester.
- the third Monday in January for changes to be implemented in the fall semester.

Changes in a major, minor, emphasis, or certificate program must be initiated at the divisional level. In the event of changes proposed in an area of secondary education certification, the request must demonstrate consultation and coordination between the education division and the division in which the major is housed. Changes to Leadership Core requirements must be submitted to the PEC by the LCC.

**Level 1** These changes require the approval of the division proposing the change and notification to the Program Excellence Committee. No other action is required of the PEC or higher authority, but coordination with the Registrar’s Office is necessary and must be demonstrated in the notification to the PEC. PEC notifies Faculty Meeting and Academic Council of the changes.

- Changes of catalog description, to include title and number of course
- Changes in distribution (lab-lecture) of contact hours
- Creation of an experimental course. Experimental courses may be offered twice, after which they must be presented to PEC for further review if they are to be continued.
- Changes in program requirements that involve existing courses and do not change the total number of credits in a program

**Level 2** These changes require approval by the PEC and notification to the Faculty Meeting and the Academic Council, and include:

- Changes of course prerequisite(s)
- Change contact hours/credits for an existing course.
- Change course from upper to lower or lower to upper division.
- Change in total credits in an existing program
- Creation of a new (non-experimental) course
- Creation, change, or deletion of a course cross-listing
- Deletion of an existing course
- Substantial changes to course content

**Level 3** These changes require approval by the Academic Council. LCC & PEC serve as reviewing authorities. PEC forwards recommendations for approval or disapproval to the Faculty Meeting and the Academic Council.

- Changes in Leadership Core requirements
- Changes in Leadership Core course content
- Changes in Leadership Core course prerequisites.

**Level 4** These changes require approval by the President’s Cabinet and may require approval by the Board of Trustees. PEC serves as the reviewing authority and forwards recommendations for approval or disapproval to the Faculty Meeting and the Academic Council. Academic Council forwards recommendations to the President’s Cabinet. The Cabinet acts as approval authority or forwards recommendations to the Board of Trustees.

- Introduction of a new academic program (major, minor, emphasis, or certificate)
- Dissolution of an existing academic program



**WILLIAM PENN UNIVERSITY**

**6.8 Course Creation or Modification**

Name and number (actual or proposed) of course:

Expected enrollment for this course.

Frequency of offering, also indicate which course(s) will be offered less frequently.

Where will these students come from, which existing courses will have their enrollment deleteriously impacted?

Explain where this course will fit into an existing major, emphasis, minor, or certificate program.

On an attached sheet, describe how student outcomes will be assessed. Also describe how the assessment plan for this course interacts with the assessment plans for the area of study, division, and university.

Provide a course outline/ schedule of topics and the proposed catalog copy for this course.

Demonstrate that there already exists the requisite number of qualified faculty for this course.

Resources:

Faculty:

Budget Impact (sources of funding):

Computer:

Equipment:

Library:

Other:

**WILLIAM PENN UNIVERSITY**

**6.9 Course Elimination**

Name and number of course:

Historical enrollment for this course: (3-5 years):

Present frequency of offering:

What alternative courses will students need to replace the lost content?

Impact on students/faculty of other divisions/programs:

Rationale for course elimination:

**WILLIAM PENN UNIVERSITY**

**6.10 Program Review**

Division: \_\_\_\_\_

Program: \_\_\_\_\_

Year: \_\_\_\_\_

Executive Summary

Date: \_\_\_\_\_

To: William Penn University’s Academic Council and President’s Cabinet

From: \_\_\_\_\_ Division, submitted by \_\_\_\_\_

Re: Program Review Executive Summary

The enclosed review of the \_\_\_\_\_ housed within this Division has shown us several strengths and weaknesses. In particular, these programs are very good at [include strengths with brief data point to evidence the strength].

On the other hand, we struggle with [include weaknesses, again with a brief data point to evidence the weakness].

However, we have detailed a plan to help turn our weakness into a strength, all the while maintaining what it is we do well. That plan is detailed in the full Program Review; however, we urge the Academic Council and President’s Cabinet to consider our request for [here include what it is that will most benefit the major/minor/endorsement, with an explanation that will show how the granting of the request will, in fact, help solve the problem/strengthen the weakness].

[1 page]

-----  
\_\_\_\_\_ Division, submitted by \_\_\_\_\_

Program Review

Program History [and/or] Relevance to the University’s Mission

Here the writer would explain how the major/minor/teaching endorsement helps fulfill the University’s Mission. One way to do this would be to develop a comparison between the University’s Mission Statement and the Division’s Mission Statement. Also, if the Division revised its mission/vision, then an explanation as to why those changes were needed would be appropriate.

As appropriate, the Division could explain the history of the major/minor/teaching endorsement and how it helps support the University Mission.

[1-2 pages]

-----

\_\_\_\_\_ Division, submitted by \_\_\_\_\_

Program Review

General Review

In this section, the previous Program Review’s findings (as they pertain to the major/minor/teaching endorsement) —particularly goals and action steps—should be noted. Then, a response as to what happened when the Division worked to complete the action steps and accomplish the goal. Were the steps accomplished? Was the goal achieved? If the steps were accomplished, but the goal was not achieved, why not? If nobody did anything, why not, and how will that inaction be different this time?

[1 page]

-----  
\_\_\_\_\_ Division, submitted by \_\_\_\_\_

Program Review

Program Strengths, Weaknesses, & Plans

Economic Impact

On this page explain the Program’s economic impact on the University. Specifically, highlight how much it costs to educate a student in the major/minor/teaching endorsement (including personnel costs), contrasted with the revenue generators supported by the program (enrollment and other revenue sources). Is economic viability a strength or a weakness of the program? What steps has the Division taken to improve the economic impact of the program? What plans will the Division create so as to strengthen the economic position of the program at the University?

The Division should state one goal they will achieve that will help the program’s economic situation. Then, the Division will include action steps that will lead to achieving the goal. Each action step should have a date by when the action will be completed, and a person responsible for making sure the action is completed by the date.

Goal & Action Steps

Division Goal:		
Date When will each action step be completed?	Action What will happen?	Agent Who is responsible for the action?

[1-2 pages]

\_\_\_\_\_ Division, submitted by \_\_\_\_\_

Program Review

Program Strengths, Weaknesses, & Plans

Academic Merit

On this page explain the strengths and weaknesses of the Program’s Academic Merit. Merit includes explaining the strengths and weaknesses of the Program’s faculty credentials, the ratio of full-time to adjunct instructors in the program, the faculty’s credit-load (including overload hours), program effectiveness, innovative teaching and other service opportunities created and implemented that aid student learning.

After reviewing the program’s strengths and weaknesses, the Division should state one goal they will achieve that will help the program’s academic merit. Then, the Division will include action steps that will lead to achieving the goal. Each action step should have a date by when the action will be completed, and a person responsible for making sure the action is completed by the date.

Goal & Action Steps

Division Goal:		
Date When will each action step be completed?	Action What will happen?	Agent Who is responsible for the action?

[1-2 pages]

-----  
\_\_\_\_\_ Division, submitted by \_\_\_\_\_

Program Review

Program Strengths, Weaknesses, & Plans

Contributions to University Culture

The review of the Program’s Contributions to University Culture would include exploring strengths and weaknesses regarding advising load and ability, involvement in committee excellence and innovation, participation in extra-curricular WPU events, monitoring of student persistence (retention, graduation, post-graduation), and other areas that show how the program works to create an atmosphere of good will, good energy, and can-do at the University.

The conclusions from your analysis of the Program’s strengths and weaknesses should, then, help the Division state one goal they will achieve that will help the Program’s contributions to university culture. Then, the Division will include action steps that will lead to achieving the goal. Each action step should have

a date by when the action will be completed, and a person responsible for making sure the action is completed by the date.

Goal & Action Steps

Division Goal:		
Date When will each action step be completed?	Action What will happen?	Agent Who is responsible for the action?

[1-2 pages]

-----

The signature page demonstrates that each person included in the Division has reviewed the Program Review. Faculty comments may be appended. Please include the “reviewed by” portion

Reviewed by: PEC \_\_\_\_\_

Academic Council \_\_\_\_\_

Faculty \_\_\_\_\_

	Name	Signature	Date
Division Chair			
Faculty			

**WILLIAM PENN UNIVERSITY**

**6.11 Faculty Performance and Abilities**

EMPLOYEE NAME:	Rating Scale	
POSITION TITLE:	1= needs improvement	
DATE:	2= acceptable	
	3= very strong	
DATE OF REVIEW WITH DIVISION CHAIR:	4= need more information (for Division Chair use only)	
<b>Administrative Abilities</b>	<b>Faculty</b>	<b>Div. Chair</b>
Good office management/coordination abilities.		
Independent decision making, ability to exercise good judgment, accuracy, flexibility and well developed critical thinking skills.		
Ability to work in an environment of shifting priorities, frequent, interruptions, hectic pace, high level of interaction with students, staff and/or the public.		
Working knowledge of computer software programs which may include Word, Excel, institutional mainframe computer system software, or similar programs.		
Excellent written communication skills including proficiency in business English, grammar, punctuation, and spelling.		
Ability to handle highly confidential matters and materials with discretion.		
Ability to work independently as well as be a collaborative team player in completing assigned tasks and meeting deadlines.		
Excellent customer service skills including phone and in-person reception etiquette.		
Proficiency with computers and office technology.		
Comments:		



General Performance Responsibilities	Faculty	Div. Chair
Provide an education with a Leadership and Technology focus, and enliven that provision through adherence to the Quaker principles of simplicity, peace-making, integrity, community, and equality.		
Represents the College in a positive manner with prospective, current, and former students, employees, and the community.		
Demonstrates enthusiasm, self-motivation, and a positive attitude in meeting and dealing effectively and courteously with students, other personnel, and all members of the community.		
Interprets departmental and/or college policies and procedures.		
Works harmoniously with others.		
Performs in a manner which benefits student learning.		
Comments:		
Specific Performance Responsibilities	Faculty	Div. Chair
Teaching and Advising		
Works productively and skillfully to promote student learning and progress toward graduation. Develops positive, encouraging, and interactive relationships with students in and out of the classroom		
Inspires students to learn, persevere, and succeed.		
Employs effective classroom management strategies and learning theories.		
Plans and prepares class activities, discussions, projects, and other learning opportunities.		
Grades and returns student work in a timely manner. Maintains grades for students to review using the university systems (LMS).		
Maintains accurate and timely records including attendance, advisee meetings and communications, etc. Maintains current advising folders and records. Communicates concerns regarding student progress to advisors, coaches, administration, etc.		
Maintains a presence on campus (35+ hours per week), including generous office hours.		
Creates syllabi that clearly state course policies in harmony with university policies. Uses university template for syllabi.		
Holds final exams during university-assigned exam periods for each course.		
Advises and mentors students regarding academic majors, progress toward graduation, and career goals. Assists students with registration, applying for graduation, applying for graduate school, negotiating university processes, etc.		
Respects student potential and the mission of the university.		

Professional Development	Faculty	Div. Chair
Works cooperatively to support recruiting, retention, and student development.		
Participates in and supports university and educational assessment processes. Completes assessment activities for course, area, and division assessment.		
Completes Annual Performance Evaluations, including annual review with division chair. Achieves goals set forth in the review.		
Documents progress toward professional goals, commitment to excellence, and development of intellectual and pedagogical skills.		
Attends conferences. Maintains a research-learning agenda. Documents and shares the results of conferences and research.		
Supports and encourages other faculty; is willing to share expertise to assist and train others.		
Accepts criticism and counsel from peers, division chair, and dean.		
Remains current intellectually and pedagogically, including learning theories and the productive use of technology.		
Supports the university performance management system.		
Demonstrates a TEAM mindset.		
Service	Faculty	Div. Chair
Actively participates in the academic, athletic, and social life of the campus.		
Actively participates on campus committees and/or student groups.		
Actively supports student recruiting, retention, advising, and documentation processes to meet university goals and support student progress.		
Ethics & Collegiality	Faculty	Div. Chair
Represents the University in a positive manner with prospective, current, and former students, colleagues, and the community. Works effectively with students, colleagues, and the Oskaloosa community.		
Demonstrates enthusiasm, self-motivation, and positive attitudes.		
Follows division and college policies and procedures.		
Works harmoniously and cooperatively with others.		

Comments:

Things you do well:

Things you will work to improve:

Goals for next year:

Division Chair Comments:

Faculty Member \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Division Chair \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

Academic Dean \_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_

3.25.2015

WILLIAM PENN UNIVERSITY

6.12 Academic Misconduct Report

Date: \_\_\_\_\_

Student: \_\_\_\_\_

Student ID Number: \_\_\_\_\_

Course: \_\_\_\_\_

Assignment: \_\_\_\_\_

Description of the students' academic dishonesty: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Penalty: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Check here if a response from the student is attached. \_\_\_\_\_

Student: Read this report and sign to indicate that you understand the description and the penalty.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Instructor: Read this report and sign to indicate that it is your report and that you have seen whether the student has responded.

Instructor Signature \_\_\_\_\_ Date \_\_\_\_\_

Vice President for Academic Affairs: \_\_\_\_\_

Copy to be maintained in the Vice President for Academic Affairs' Office until the student graduates.