Wittenberg University

Faculty Manual

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I. Mission Statement for Wittenberg University

Wittenberg University provides a liberal arts education dedicated to intellectual inquiry and wholeness of person within a diverse residential community. Reflecting its Lutheran heritage, Wittenberg challenges students to become responsible global citizens, to discover their callings, and to lead personal, professional, and civic lives of creativity, service, compassion, and integrity.

II. Bylaws of Wittenberg University Faculty and Student Government

These Bylaws establish procedures for exercising those duties and responsibilities conferred upon the Wittenberg University Faculty by Article V of the Bylaws and the statement of shared governance below in the areas of faculty personnel, academic policies, campus activities, and student life.

The Faculty shall directly exercise responsibilities in those areas herein assigned to its Executive Board or Committees or to the Faculty as a whole, and in other areas which in the judgment of the Provost, are appropriate for exclusive consideration by the Faculty.

Except where otherwise stated in these Bylaws, the Faculty shall exercise its authority and make decisions in meetings of the faculty.

Separability
Should any Section of these governance provisions be found in conflict with the Constitution and Bylaws of the Board of Directors of Wittenberg College, the balance of the document shall remain in effect. Any change to these provisions recommended by the Faculty requires the approval of the Board of Directors, which retains final authority over its contents.

[*Nota bene*: Although AAUP statements as a whole are not binding on the University, Wittenberg has here adopted as policy numerous AAUP statements, in whole or in part.]

A. Membership

The following shall enjoy voice and vote in all meetings of the Faculty of Wittenberg University:

- Members of the Faculty holding or sharing full-time positions at the rank of Instructor, Assistant Professor, Associate Professor, or Professor, including those who hold such appointments but are working part-time as a transition to retirement;
- Members of the Faculty holding the position of Professor of Practice
- Members of the Administration holding or sharing full-time positions with faculty status, including the President and Provost.
- Eight student senators, with the specific senators identified in the Bylaws of the Student Senate. The student senators do not vote in faculty elections.

The following shall enjoy voice but not vote in meetings of the Faculty of Wittenberg University:

- Student members of the Faculty policy committees
- Members of the Faculty holding visiting appointments

- Administrators holding the rank of Vice President or higher; and academic administrators holding the rank of Assistant Provost or higher, or the equivalent, as determined by the Provost
- The University Registrar; the Dean of Students; and the University Pastor(s) if they do not have voice and vote as members of the Faculty
- A representative from the Staff Advisory Council
- Other persons to whom the Faculty shall extend voice privileges on a special or standing basis

B. Officers

A tenured member of the Faculty shall preside at meetings of the Faculty. The presiding officer shall be elected by the Faculty to serve a two-year term that begins on August 1. In the absence of the elected faculty officer, the chairperson, or appointee of the chairperson, of the Faculty Executive Board (FEB) shall preside.

The Faculty shall elect a tenured member of the Faculty to serve as Recording Secretary of the Faculty Meeting for a two-year term. The Recording Secretary of the Faculty Meeting shall, with the assistance of the Provost's Office, prepare minutes of faculty meetings and distribute such minutes to all faculty members and to all student representatives with the agenda for the next faculty meeting, and maintain such records as the Faculty shall determine prudent.

C. Meetings of the Faculty

The Faculty shall meet monthly during the academic year, and at any other times as scheduled by the Faculty Executive Board, or as determined by majority vote of the Faculty, or upon a petition to the Faculty Executive Board by at least ten members of the voting Faculty membership. Faculty meetings should be in-person; however, faculty meetings may be held virtually in cases of extenuating circumstances as determined by the Faculty Executive Board.

At meetings of the Faculty, a quorum shall consist of a majority of the voting members.

All standing Boards and Policy Committees with the power to make recommendations to the Faculty may bring business items to faculty meetings, as may any group of at least ten voting faculty members. An agenda, prepared by the Faculty Executive Board, shall be distributed by the Office of Provost to all faculty members and to all student representatives to the Faculty at least seven calendar days prior to each meeting.

Proposals to be submitted to the Faculty for approval must be printed in the agenda seven days before the scheduled meeting. Amendments to proposals should be distributed at least three days prior to the meeting; however, this shall not preclude voting upon an amended version of a proposal when, in the judgment of the presiding officer, such amendment does not substantially change the sense of meaning of the proposal. The Faculty may waive either the seven-day or the three-day advance notice requirements by a two-thirds vote of those present.

When a committee, in its discretion, believes that its potential proposal to the Faculty will constitute a significant policy change, it is recommended that said committee call for and conduct an open forum on that proposal before submitting it to the Faculty for action.

When a committee, in consultation with the Provost, believes that a matter is of minor importance to the Faculty, it may submit a written report concerning the matter to the Faculty without requiring a vote by the Faculty. Such reports must be included in the agenda for a faculty meeting. When the report is the next item in the order of business, the presiding officer will ask if there is any objection to the report. If there is none, the report will stand approved. If a member objects, the causes for the objection shall be stated together with a motion to open debate on the report and cause a faculty vote on it. The motion to open debate shall be undebatable and require a simple majority. If the motion to open debate fails, the report will stand approved.

Faculty elections are held by electronic ballot using a system administered by IT that will allow FEB and IT to see the vote counts. In the special situation where a non-electronic ballot is required (e.g., a catastrophic computer failure), a mail ballot or secret ballot at the faculty meeting will be used. A separate ballot will be used for positions requiring divisional representation. All ballots will be open to voting members of the faculty.

Parliamentary Authority
Meetings and other business of the Faculty shall be conducted according to the latest revised edition of Robert's "Rules of Order," except as noted in Special Rules of Order adopted by a two-thirds vote of the Faculty.

D. Student Government

1. The student body of Wittenberg University shall establish a constitution governing its composition, organization, and procedure.
2. The Student Senate shall, under the authority of the University Faculty, determine policies pertaining to student social activities, student organizations, and other aspects of student life. Any policy passed by the Student Senate shall be presented to the Faculty Executive Board or to the Faculty floor. If the Faculty Executive Board considers it appropriate for faculty consideration, it will forward the measure to the Faculty for final disposition.
3. The Student Senate shall provide for the selection of student members to occupy those seats on Policy and Task Committees of the Faculty. These shall be selected before the end of the spring term.

E. Amendments to the Bylaws

1. Amendments to the Faculty bylaws may be proposed by a petition to the Provost by 15% of the Faculty or a majority vote of the faculty assembled, or by the Faculty Executive Board. Such proposed amendments must be distributed fifteen calendar days before the faculty meeting in which they will be discussed.
2. Ratification of proposed amendments to the bylaws shall require a majority vote of the faculty assembled, followed within one month by a two-thirds vote of the faculty voting by secret electronic ballot. In the event that an electronic ballot is not feasible, a secret mail ballot will be used.
3. In cases of question, the Provost shall interpret these bylaws; the Provost's interpretation will stand, unless overruled by a two-thirds faculty vote. If such an interpretation occurs outside a faculty meeting, it shall be reported at the next meeting of the faculty.

F. Faculty Governance

1. Principles and Responsibilities of Shared Governance

The Constitution and Bylaws of the Board of Directors of Wittenberg College and the Bylaws of the Faculty govern the organization, management and operation of Wittenberg University. All of these documents are subject to the approval of the Board of Directors ("Board"). Any delegation of responsibilities in these documents is subject to Board oversight consistent with the Board's fiduciary duties and decision-making responsibilities. As a matter of practice, the Board delegates day-to-day management of the institution to the administration, led by the President.

Shared governance is the set of principles and practices through which the Board and various stakeholders at the University – including administrators, faculty, staff, and students – participate in the important decisions regarding the day-to-day operations and long-range planning of the University. This statement focuses on the faculty's role in these decisions.

A purpose of shared governance is to enable thoughtful decision-making based on the idea that responsibility for governance is shared among faculty, administrators and Board members. At Wittenberg, it is expected that all stakeholders actively engage in this process. To work effectively, shared governance depends on the good faith consultation, whenever practically and legally possible, among these colleagues prior to decision-making. Shared governance also depends on maintaining open channels of communication among the faculty, the administration, and the Board. Finally, shared governance works best when roles for decision-making responsibilities are clearly set forth.

At Wittenberg, the work of governance occurs in three general areas. Each is listed below, along with brief examples of the primary functions which fall under each category.

A. Pursuant to the Board's Bylaws and in alignment with the institution's accrediting body, the faculty, including the President and Provost, participate substantially in determining and implementing the academic policies of the University as follows:

- The curriculum—faculty are expected to oversee its development and implementation, academic substance, currency, and relevance for internal and external
- constituencies;
- Assurance of consistency in the level and quality of instruction and in the expectations of student performance;
- Analysis of data and appropriate action on assessment of student learning and program completion;
- Establishment of the academic qualifications for instructional personnel;
- Aspects of student life that relate to the academic experience as Wittenberg, including the development and maintenance of the co-curricular[1] aspects of a Wittenberg education;

[1] Co-curricular activities are activities that contribute to the curricular aspects of the educational experience of the student but take place outside of the classroom. They may be part of a course (*e.g.*, field experience, study away), academic program (*e.g.*, student research, attending/participating in a conference) or exist outside of these

- Standards for evaluating teaching, research and service as they apply to tenure and promotion considerations that lead to a recommendation to the Provost, the President, and the Board as to whether a faculty member should be granted tenure and/or promoted and the process by which tenure and promotion decisions can be appealed;
- Development, implementation and maintenance of the structures of faculty governance;
- Academic advising;
- Student academic appeals;
- Champion faculty professional interests that leads to recommendations to the Provost, the President, and Board on issues related to the welfare of the faculty as a whole;
- Policy and procedures for faculty development resources including the review
- of requests and recommendations to the Provost for faculty development grants
- and sabbaticals;
- Recommendations to the administration and Board to carry out their duties to authorize academic programs and degrees

B. In the following areas, the faculty provide input to the decision-making responsibility, which is delegated to the Administration.

- The policies and procedures to meet admissions and retention goals;
- The policies and procedures related to international education and study away that exceed curricular matters (e.g., risk management);
- The process by which new faculty and academic administrators are recruited and hired;
- Matters associated with accreditation, especially as related to the academic program;
- Long-range planning, especially as related to the academic program;
- Ensuring that the extra-curricular[2] aspects of a Wittenberg education do not interfere with the delivery of the academic program, the primary function of the university;
- Selection of key administrative officers in areas where the academic mission of the University is considered (e.g., President, Provost)
- Special events and programming (e.g., convocation and commencement).

C. In the following areas, the faculty have the opportunity to consult in the decision making responsibility, which is delegated to the Administration, but may require Board approval

- The authorization of academic units, programs, and degrees.
- Faculty-related personnel policies that fall outside the expectations for tenure and promotion and the process by which faculty are recruited and hired (e.g., salary, benefits, hiring processes that apply to all employees);
- University budgeting, especially as related to the academic program;
- Advancement and alumni relations;
- Extra-curricular activities, including, but not limited to, Athletics;

structures (*e.g.*, honor societies and curriculum-related student clubs) and are designed to enhance and extend the curriculum. These activities could potentially contribute toward the requirements for graduation (*e.g.*, experiential learning) and are designed to align with, augment and enhance the curricular goals of the university. Similar to the curricular program, the Higher Learning Commission requires that the University assesses the achievement of the learning outcomes that it claims for its co-curricular programs.

[2] These are activities that contribute to the educational experience of the student and are aligned to the mission of the University but do not need to be aligned with or enhance the standard curricular goals and do not fall within the scope of the curriculum.

- Campus safety and infrastructure;
- Compliance with local, state, and federal laws and regulations;
- Selection of key administrative officers in areas beyond the academic mission of the University (e.g., other Vice Presidential appointments).

2. Rules Governing Faculty Boards and Committees

Nominations and Elections
Faculty governance can only function with the participation of the voting members of the faculty. Thus, regular participation on faculty Boards and Committees is an expected element of a faculty member's responsibilities. Unless otherwise noted, faculty with vote at faculty meetings may be nominated to all elected positions on all Faculty Boards and Policy Committees. A final call for nominations will be held at the regular April meeting; vacancies in elected positions that extend beyond the end of the academic year also will be filled by election at that time. Nomination slates shall be drawn up by the Faculty Executive Board and distributed in the agenda for this meeting. Faculty Executive Board shall endeavor to provide at least two nominations for each vacancy and to have representation from across campus on each committee.[3] The Provost and FEB, in consultation with the committee chair, may choose to leave a position vacant for up to one year. Additional nominations may be made from the floor. Elections shall be conducted by secret electronic ballot as soon thereafter as possible, with the results reported and declared at the May faculty meeting. In the event that an electronic ballot is not feasible, a secret mail ballot will be used. Newly constituted Boards and Committees will meet at least once before the end of the spring semester to elect a chair from among the members with vote, to set initial fall meeting dates, and as necessary, to organize and prepare for operations in the fall. All terms shall begin at the beginning on August 1. Student members of the Faculty Policy and Task Committees will be selected by the Student Senate.

Except where otherwise noted in the Bylaws, elected and appointed faculty shall have voice and vote on the Committees on which they serve and ex-officio members shall have the right to attend meetings and speak in debate.

Ad hoc committees (also occasionally known as "task forces")
In cases where no existing Board or Committee has responsibility, or has responsibility but lacks either adequate resources or time for special projects or purposes, an ad hoc committee may be established by the Faculty on the recommendation of the Faculty Executive Board or the Board or Committee in question, or shall be established by the Board or Committee in question. The size, composition and manner of selection of such ad hoc committees shall be determined by the establishing agent. Normally, ad hoc committees will be temporary, serving until the assigned purpose is accomplished.

[3] The FEB will strive to have representatives from across campus on all boards and committees using a divisional model. For this purpose, there are three divisions: Natural/Physical Sciences and Mathematics (including Biology, Chemistry, Environmental Science, Mathematics and Computer Science, Nursing, Physics), Social Sciences (including Business and Economics, Communication and Digital Media, Education, Psychology, Political Science, Sociology, Health and Sports Studies and the Library) and the Humanities and Fine Arts (including Art, English, World Languages and Cultures, History, Music, Philosophy, Religion and Theater and Dance). In particular, it is critical that there be representation on the following major committees: Faculty Executive Board, Educational Policies Committee, Faculty Personnel Board, Budget Compensation and Advisory Board and the Faculty Hearing Board on Academic Freedom and Tenure.

Exclusions
No faculty member may serve in elected positions on more than two Faculty Boards and Faculty Policy Committees at the same time. This rule includes faculty appointed to elected positions by the Faculty Executive Board as replacements. An exception to this rule is as a Board of Directors Liaison Committee members. No student may serve on more than two Faculty Boards and Faculty Policy Committees at the same time. No faculty member shall serve on more than one of the following at one time; the Faculty Executive Board, the Faculty Personnel Board, the Educational Policies Committee, the Budget and Compensation Advisory Board, the Hearing Board on Academic Freedom and Tenure. No Board or Committee should include more than one faculty member from a single department in elected and appointed positions. This rule does not apply to *ex-officio* members.

The following boards, policy committees and task committees will be established under the authority of the faculty. Boards and policy committees will report to the faculty at its regular meetings. All boards and committees should report the activities of their board/committee to the faculty in writing for the regular May meeting.

3. List of Faculty Boards

FACULTY EXECUTIVE BOARD
Membership
Five tenured faculty members, each with at least five years of service at Wittenberg; one or two to be elected each year for three-year terms; two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. The membership shall consist of one representative from each division with two at-large members. *Ex-Officio*: a representative of the Staff Advisory Council.

Duties
a. To represent the Faculty in the interim between meetings of the Faculty;
b. To initiate discussion and to recommend action on matters of Faculty interest which are not delegated to other committees, including proposed changes in the bylaws.
c. To prepare, in consultation with the Provost, an agenda for each Faculty meeting, that may be altered in the meeting by a 2/3 vote
d. To serve in an advisory capacity to the President, the Provost, and the Board of Directors; meeting at least once per semester with the President, at least once per month with the Provost, and meeting annually with the Executive Committee of the Board, President, and Provost to discuss campus initiatives and concerns.
e. To represent the Faculty within the planning process of the University;
f. To nominate candidates for Faculty Boards, and Faculty Policy Committees and to conduct the elections (to seek in all nominations and appointments broad representation of academic disciplines, variety of viewpoints, continuity in terms of service, equitable distribution of committee work load, and accommodation of individual interests and expertise);
g. To fill by appointment faculty vacancies on such Boards and Policy Committees created by resignation, leaves of absence, or other causes, for a period of time not to exceed beyond the end of an academic year. Vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year may be filled by election.

h. To propose to the faculty, on an annual basis, the calendar dates for each academic year in consultation with the Provost. Such calendar proposals are subject to a majority vote of the faculty assembled.
i. To propose to the faculty, in consultation with the Provost and the Educational Policies Committee, changes in the basic characteristics of the academic calendar, such as total number of contact hours, daily schedule, number of weeks, days, and holidays observed. Such proposals are subject to a majority vote of the faculty using an electronic ballot.
j. To serve as a conference committee between faculty and students for communication and policy review regarding matters of common interest
k. To approve or refer to the faculty measures submitted to it by the faculty or by the Student Senate in accordance with X. B. A matter submitted to the Committee must be referred to the faculty upon the petition of at least 10 members of the faculty.

FACULTY PERSONNEL BOARD

Membership

Six tenured faculty members elected by the Faculty for three-year terms, two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. The membership shall consist of one representative from each division with three at-large members.

Duties

a. To make recommendations regarding policies and criteria for the evaluation of faculty members with respect to rank, salary and tenure; to review the annual personnel recommendations by department chairpersons and to make recommendations to the Provost and the President; to suggest changes in existing policies to the Faculty for review, discussion and endorsement.
b. To make recommendations on appointments and dismissals.
c. To make recommendations regarding sabbatical leaves and leaves of absence for faculty members.

PROGRAMMING BOARD

Membership

Four faculty members elected for three-year terms; one or two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. *Ex-Officio*: Wittenberg Series Coordinator and the Vice President for Student Development or their designee (for conversations involving the Wittenberg Series)

Duties

a. To review and select proposals to bring the campus scholars and artists who will make a significant contribution to the intellectual and cultural life and climate of the University using the Faculty Endowment Fund. The management of the Faculty Endowment Fund is done only by faculty members.
b. To program for and present a distinguished speakers and artists series, the Wittenberg Series
c. To advise the administration and the faculty in order to limit competition with events, major and minor, including the Wittenberg Series.
d. To assist in long-range planning and promotion of all major cultural and intellectual events, including their contribution to the academic program

e. To consult with faculty in disciplines appropriate for topical lectures of performances.
f. To coordinate with Science and Mathematics department chairs and designated faculty or student representatives in planning the annual IBM Lecture Series.

FACULTY HEARING BOARD ON ACADEMIC FREEDOM AND TENURE

Membership

Five tenured faculty members elected for three-year term; one or two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. The membership shall consist of one representative from each division with two at-large members.

Duties

a. To serve as Hearing Committee (as provided in Article V, Section 3 of the Restated and Amended Bylaws of the Board of Directors) whenever a faculty member who has been notified of impending dismissal requests a hearing. The services of the board will be available to only faculty members of the University.
b. To serve as a Hearing Committee in other cases which individual faculty members may bring to it.

BOARD OF ACADEMIC STANDARDS

Membership

Five elected faculty members elected for three-year terms; one or two elected each year as needed with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. *Ex-Officio*: the *Associate Dean for Student Success and Retention*, the Registrar, and an appointee from the Provost's Office.

Duties

a. To monitor and recommend changes in all policies with respect to academic standards, including but not limited to:
    i. standards for probation and suspension,
    ii. standards for academic performance (the grading system) and,
    iii. the academic environment.
b. To apply the University's standards in cases of academic suspension and dismissal
c. To serve as a first level of appeal after academic dismissal or academic suspension by the Board. When the Board acts in its appellate capacity, the Dean of Students and an appointee from the Provost's Office also vote. Further appeals may be made to the Provost, as determined by policy.
d. To determine academic criteria for student eligibility to participate in intercollegiate athletics.

FACULTY DEVELOPMENT BOARD

Membership

Four elected faculty members elected for three-year terms, one or two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. *Ex-Officio*: the Director of Faculty Development.

Duties

a. To promote effective teaching on campus through programming, workshops, New Course and Course Revision grants, Faculty Aides, formative evaluations and recommendations to the faculty and the Provost on ways to promote the effectiveness of Wittenberg teaching.
b. To recognize and support worthy teachers and their work through the Edith B. and Frank C. Matthies Award, the Wittenberg Collegium Award for Excellence and Innovation in Teaching, and the Provost's Award for Outstanding Teaching;
c. To assist in the redirection/retraining of faculty moving to another department or out of academe through Redirection Grants;
d. To initiate discussion and recommend action on matters related to faculty development.
e. To collaborate with the Director of Faculty Development to foster faculty development (teaching and professional development) by sponsoring regular events such as workshops and faculty lunches using funds from Faculty Development.
f. To review proposals and make recommendations for the disbursement of institutional resources for faculty research, conference presentations, or professional development to deepen and broaden faculty competence in their chosen fields through Professional Enrichment, Faculty Project, Faculty Research Grants and Faculty Growth Project Grants. These resources also support faculty members' contributions to the academic community and enhance departmental offerings and the academic strength of the University.
g. To initiate discussion, to advocate for, and to recommend action on matters related to faculty development.
h. To form periodically, in consultation with the Provost, a task force to evaluate the standardized faculty teaching evaluation processes and forms, and in conjunction with the Faculty Personnel Board, to make recommendations to the faculty concerning those processes and forms.

STUDENT DEVELOPMENT BOARD

Membership

Three faculty members elected for three-year terms, one elected each year, with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year; *Ex-Officio*: an appointee from the Provost's Office, faculty liaisons for national scholarships (the Faculty Fulbright Representative, Goldwater Representative, Marshall Representative, Rhodes Representative, etc.) appointed by the Provost.

Duties

a. To review proposals and make recommendations for the disbursement of institutional resources for student research and other scholarship opportunities.
b. To work with the faculty liaisons for national scholarships to conduct interviews and identify student applicants for Fulbright, Goldwater, Marshall, and Rhodes (and other national fellowships) on campus.
c. To appoint subgroups for external funding interviews or special student opportunities, when required.
d. To advise and advocate for student scholarship and development opportunities.

BUDGET AND COMPENSATION ADVISORY BOARD

Membership

Four faculty members elected for four-year terms, one elected each year with additional members elected for one, two- or three-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. The membership shall consist of one representative from each division with one at-large members *Ex Officio*: The Provost, the Vice President for Finance and Administration, a representative from the Staff Advisory Council.

Duties

a. To participate with the appropriate members of the University administration in the formulation of the proposed University budget.
b. To annually aid in the Provost and President in determining how any faculty salary pool monies are distributed. To aid the Provost and the President in identifying and addressing any systemic group-level inequities and to determine any changes to salary guidelines that should be brought to the faculty for information or for endorsement.
c. To annually review any changes to benefits and advise HR in communicating any changes to campus.
d. To report to the faculty on the state of the budget each semester at a faculty meeting or other public forum, or more frequently in the event of changing fiscal circumstances. To also report annually the distribution of any salary pool, any analysis to determine systemic salary inequities, the dollar amount of increase that individuals will receive for promotional raises at each rank, and any changes made to the guidelines that were or should be brought to the faculty for their endorsement.

ENROLLMENT MANAGEMENT ADVISORY BOARD[4]

Membership

Four faculty members elected for three-year terms, one or two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year *Ex-officio*: Vice President for Enrollment Management, the Director of Financial Aid, a Provost-designee, and the Registrar.

Duties

a. To provide feedback and aid the appropriate offices in making decisions regarding admissions requirements
b. To provide feedback and aid the appropriate offices in making decisions regarding financial assistance and other financial aid given to students
c. To report to the faculty upon request regarding admission standards, registration, enrollment, financial aid and grades
d. To advise the offices of the Registrar, Admissions and Financial Aid on issues related to recruitment and retention, the implementation of new initiatives involving the faculty and faculty engagement in these areas.
e. To provide feedback and aid the appropriate offices in making decisions regarding annual reporting on retention
f. To coordinate with the Directors of Graduate Programs on issues of common interest

[4] By faculty action March 17, 2008

4. List of Faculty Policy Committees

EDUCATIONAL POLICIES COMMITTEE

Membership

Five faculty members elected for three-year terms; one or two elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year; the Provost. The faculty membership will consist of one representative from each division with two at-large members *Ex-officio*: an academic administrator as designated by the Provost, the Director of General Education, and two students.

Duties

a. To examine periodically the overall education program of the University.
b. To recommend proposed changes in the University curriculum.
c. To be responsible for policies under which task committees operate.
d. Review all proposed changes in the total number of faculty members in a department or program to determine the effect of the proposed change on the educational program and to submit recommendations as may seem appropriate.
e. To review new programs after three years for viability.

ATHLETIC POLICY AND RECREATION COMMITTEE[5]

Membership

Three elected faculty members elected for three-year terms, one elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year; two Faculty Athletics Representatives. *Ex-Officio*: the Vice President and Director of Athletics and Recreation, the Senior Woman Administrator, the Assistant Athletic Director (or designee), the Compliance Coordinator and the Dean of Students (or designee), and three students.

Duties

a. To recommend to the faculty general intercollegiate athletics related to the rules for eligibility, the maximum number of athletic events in each sport, the time of absence of athletic teams from campus, and the participation in events not on the regular schedule.
b. To advise, and make recommendations to, the President, athletics administrators, and Faculty Athletics Representatives regarding the determination of priorities in the intercollegiate athletics program, the intercollegiate sports in which the college participates, the basis for selecting intercollegiate opponents, and schedules for each sport; and to report regularly to the faculty on such advice and recommendations.
c. To recommend to the President faculty members for appointment as the Faculty Athletics Representatives to the North Coast Athletic Conference and the NCAA, with appointment for three years with the possibility of reappointment.
d. To encourage campus-wide participation in strong intramural, recreational and club sports programs.
e. To consult with Board of Academic Standards in regards to determine the criteria for academic eligibility for student athletes.

[5] Amended by faculty action, March 19, 1996; December 10, 1996, January 14, 2003; March 17, 2008, April 7, 2015

FACILITIES AND ENVIRONMENT COMMITTEE

Membership

Four faculty members elected for three-year terms, one elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. *Ex-officio*: the Vice President for Finance and Administration, the Provost or designee, and the Director of Facilities Management (for issues related to the campus and buildings), the Chief Information Officer (for issues related to IT) and the Director of the Library (for issues related to the Library), and two students.

Duties

a. To advise the administration on matters relating to current and future usage of the University's facilities and environment; including the campus, buildings, computing services and resources (software and hardware), and library facilities and services.
b. To hear, discuss, and make recommendations on matters relating to facilities and environment, including present and future use of the campus, buildings, computing services and resources (software and hardware), and library facilities.
c. To periodically assess the current state of the University's facilities and environment; including the campus, buildings, computing services and resources (software and hardware), and library facilities.

DIVERSITY ADVISORY COMMITTEE[6]

Membership

Five elected faculty members elected for staggered three year-terms; *Ex-Officio*: Director of the McClain Center for Diversity, Pastor to the University, and two students, one of whom is a student who represents the William A. McClain Center for Diversity and is selected by the student organizations in the Center for Diversity. At least one elected faculty member also serves as a delegate to the President's Council on Diversity, Equity, and Inclusion (PCDEI).

Duties

a. To advocate for, promote, and propose diversity initiatives throughout campus.
b. To identify and recommend policy changes and organizational actions which promote equity and inclusivity and increase diversity of our students, faculty, and staff.
c. To collaborate with the Director of Faculty Development and the Faculty Development Board to plan and implement faculty workshops and trainings around promising pedagogical practices that increase equity, inclusivity, and belonging in the classroom and other academic spaces.
d. To work in an advisory capacity with various campus constituencies (Enrollment Management, Admissions, Office of Multicultural Student Programs, Human Resources, Witt Series, Academic Departments and Programs, etc.) to promote a more diverse campus.
e. To work in partnership with the PCDEI, Concerned Black Students, Programming Board, and the Wittenberg Series to coordinate the Martin Luther King Day, Jr. Day of Observance.
f. To provide periodic analysis of curricular offerings around diversity-related course content.

[6] By faculty action March 17, 2008

PROGRAM REVIEW AND ASSESSMENT COMMITTEE[7]

Membership

Five faculty members, a minimum of three who are tenured. Three faculty members are to be elected, one to be appointed by the Provost, and one to be appointed by the Faculty Executive Board. One of the tenured faculty members will be appointed as Chair by the Provost in consultation with the committee. The members will serve three-year terms. One faculty member elected each year with additional members elected for one to three-year terms as needed in order to fill vacancies created by resignations, sabbaticals, leaves of absence or other causes that span more than one year. *Ex-officio*: the Provost (or designee), the Associate Provost for Academic Affairs and Institutional Research, and two students one of whom is the Faculty Student Coordinator, an officer of the Student Senate.

Duties of the Chair

a. Act as a liaison between the committee and the program faculty and the administration
b. Call and preside over meetings
c. Ensure that an evaluation report is completed and forwarded to the program faculty and Provost

Duties of the Committee

a. Monitor the review cycle for the evaluation of Program Review 5th -Year Reports and determine the cycle for external reviews of programs.
b. Notify program faculty a year in advance of the due date and upcoming review of the Program Review 5th –Year Report
c. Review Program Review 5th –Year Reports in a timely manner
d. Review external review reports when provided
e. Evaluate key components of the Program Review 5th –Year Report using the program review criteria for evaluation
f. Provide a written evaluation that may include recommendations on opportunities for improvement to the program faculty and Provost
g. Assess the program review process, communicate issues or gaps in the process to the Provost, and bring proposed changes to the faculty.
h. To oversee the implementation of department and program assessment activities;
i. To review the effectiveness of University efforts to assess student achievement and to make recommendations for policy changes, as it deems appropriate, to the Faculty;
j. To review the utilization of assessment information in ongoing efforts to improve the effectiveness of the University's educational program;
k. To serve as a clearinghouse for information, and identify resource people, helpful to our ongoing assessment efforts.

GENERAL EDUCATION ADVISORY COMMITTEE

Membership

Four faculty members elected for three-year terms; one or two (as needed) elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year. *Ex-officio*: the Director of General Education, the Director of Writing Across the Curriculum, the Director of the First-Year Seminar, and the Provost or designee, and two students.

[7] By faculty action, April, 2019

Duties

a. To advise the Director of General Education in activities of advocacy for the General Education Program on such issues as budget resources, external funding, administrative support, program and course development.
b. To advise the Director of General Education on suggested changes in the General Education Program and to recommend changes in the program to the EPC when warranted.
c. To approve courses proposed to help students achieve learning goals in the General Education Program, to advise faculty desiring to submit such proposals, and to inform the faculty of courses approved for general education credit at the monthly faculty meeting.
d. To work with the administration in adjudicating transfer credits to be counted toward General Education requirements.
e. To receive and act on petitions from students regarding the General Education Program.
f. To assist the Director of General Education in the compilation of yearly reports assessing the state of General Education at Wittenberg and advise the Director and other faculty committees on the assessment of the General Education Program in general.

BOARD OF DIRECTORS LIAISONS[8]

Up to two faculty representatives consisting of the Chairpersons, or their designees, and a second member from the faculty boards or committees which correspond to the Standing Committees of the Board of Directors will represent the faculty and have voice at meetings of Standing Committees of the Board. These representatives will be responsible for informing the Faculty regarding policies and plans of the Board. In addition, three faculty serving three-year terms, one elected each year, will serve as an advisory board for the Honors Nominating Subcommittee of the Committee on Governance and Board Affairs. Additional faculty members can be elected for one- or two-year terms as members of an advisory board for the Honors Nominating Subcommittee of the Committee on Governance and Board Affairs as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes.

Duties

a. To attend appropriate sessions of the Board of Directors meetings three times per year.
b. To serve as a channel of communication between faculty and the Board of Directors.
c. To provide advice on the choice of recipients of honorary degrees.
d. To report to the Faculty when appropriate.

5. List of Faculty Task Committees and Boards

The following make curricular proposals to the Educational Policies Committee and/or advise the faculty and/or the administration on matters under their purview. All faculty members of Task Committees shall have voice and vote in Committee deliberations. Administrative Members shall serve in an ex-officio capacity with the exception of the Student Conduct Hearing Board where they shall have both voice and vote. Members will serve three-year terms, and faculty members will be appointed by the Provost, in consultation with the Faculty Executive Board. The Provost and Faculty Executive Board, in consultation with a committee chair, may choose to leave a position temporarily vacant.

[8] Revised by faculty action, December, 2018

GRADUATE AND PROFESSIONAL STUDIES COMMITTEE[9]

Membership

Faculty members serving as Directors of the existing graduate programs and the Provost or the Provost designee. *Ex-officio*: three graduate students appointed by the Directors of the graduate programs.

Duties

a. To recommend to the Educational Policies Committee academic policies related to credited graduate programs.
b. To advise the Provost on matters related to existing graduate programs.

CIVIC ENGAGEMENT COMMITTEE

Membership

One faculty member appointed for a three-year term by the Provost in consultation with the Faculty Executive Board, the Director of the Hagen Center, the Director of Community Service and a student coordinator from the Hagen Center

Duties

a. To work with the Director of the Hagen Center on suggested changes in the Civic Engagement general education requirement and to recommend changes in the requirement to the Educational Policies Committee when warranted.
b. To make recommendations to the General Education Advisory Committee on courses and experiences proposed to fulfill the civic engagement general education requirement and to advise faculty desiring to submit such proposals.
c. To assist faculty in the development of civic engagement experience.
d. To work with the Director of Hagen Center on program aims and policies related to civic-engaged experience.
e. To work with the Director of the Hagen Center in the compilation of reports assessing the civic engagement general education program.

INTERNATIONAL AND FIELD STUDIES COMMITTEE

Four faculty members serving three-year terms, two elected and two appointed by the Provost in consultation with the Faculty Executive Board with experience directing field study programs. *Ex- officio*: the Director of International Education, the Registrar, and three students, at least one of whom should be an international student and at least one with experience as a participant in field study or study away programs.

Duties

a. To oversee all Wittenberg owned or operated field study programs (including study abroad, domestic and embedded programs) as well as to monitor domestic field studies not owned or operated by Wittenberg, whether credit-bearing or not.
    i. To advise program directors in planning and implementation of programs.
    ii. To approve program proposals including review of academic, staffing and logistical concerns
    iii. To evaluate and assess field study programs after completion

[9] By faculty action, May 2017; vote results presented September 2017

iv. To oversee financial aid for field study programs
v. To advise the Provost on the continued operation of field study programs in the event of political crisis or natural disaster
vi. To oversee safety and liability issues for field study programs with the Provost and Vice President for Finance and Administration.
vii. To recommend policies for field study program including domestic, foreign, and embedded programs.

b. To form an advisory committee consisting of six students, at least 3 of whom should be international students, to advise the Administration on issues pertaining to Wittenberg's international student populations, including recruitment, housing, orientation, programming, registration, retention, and general welfare.
c. To advise the Provost on matters related to student participation in international programs not owned or operated by Wittenberg University.
d. To select study aboard scholarship recipients and the Global Awareness Award recipient.
e. To approve non-Wittenberg study abroad programs for individual students

UNIVERSITY HEARING BOARD

Membership

Four faculty appointed by the Provost in consultation with the Faculty Executive Board for three-year renewable terms and five staff appointed by the Dean of Students for one-year renewable terms; eight student members selected by a process of application to the Dean of Students or designee and subsequent interview by a University Hearing Board selection committee. No faculty member shall serve simultaneously on the University Hearing Board and on the Faculty Hearing Board on Academic Freedom and Tenure.

Duties

a. To designate from its members, students, staff and faculty to serve as a committee to adjudicate formal complaints of sexual harassment or sexual misconduct committed by students, consistent with institutional policy.
b. To periodically review policies in the Student Handbook related to sexual harassment or sexual misconduct, and to make recommendations as appropriate.
c. To hear cases referred to it by the Office of Student Development involving violations, by students and/or student organizations, of University policies other than those that fall under the jurisdiction of the Honor Council.
d. To hear and conduct appeals submitted by students after a hearing with the Board has been completed and processed. Appeals panels, comprising three members, are drawn from the board membership, the only requirement being that they did not serve on the panel that conducted the initial hearing.

HONOR COUNCIL[10]

Membership

Two elected faculty members elected for three-year terms, one elected each year with additional members elected for one- or two-year terms as needed in order to fill vacancies created by resignations, sabbaticals, other leaves of absence or other causes that span more than one year; one administrator, appointed by the Provost in consultation with the Dean of Students, typically the Director of Student

[10] Created by faculty action, January 14, 2003; Revised January 2022

Conduct; and four students, selected by a committee consisting of members of the Honor Council and the Faculty Advisor, representing each class whenever possible. Once selected, student members will serve until they graduate.

From among its membership, the Honor Council will elect a chair and vice-chair. The chair will be a student with at least one year's service on the Council. The vice-chair will be a faculty member with at least one year's service on the Council.

Honor Council Faculty Advisor. The Provost, in consultation with the Faculty Executive Board, will appoint a faculty member as Honor Council Faculty Advisor, a position without vote except when an elected member of the Council is also named as Advisor. The advisor will be responsible, in cooperation with the Dean of Students, for the oversight of the Honor Council and its processes.

Duties

a. To maintain and enforce standards of academic integrity
b. to create and conduct educational programming designed to promote academic integrity
c. To advise and consult with the student body, faculty members, and administrative officers on matters pertaining to academic integrity
d. To designate from its members, students and faculty to serve on honor boards
e. To consider petitions for removal of the grade of XF from University records
f. To issue an annual report to students, faculty and staff, which would typically include a summary of cases and a description of the Council's activities.
g. To review policies and procedures of the Code of Academic Integrity and the Honor Council at least on a bi-annual basis and to recommend changes to the faculty and students

HONORS PROGRAM BOARD

Membership

Three faculty members with one representative from each division appointed for three-year terms by the Provost in consultation with the Faculty Executive Board. *Ex-Officio*: the Director of the Honors Program.

Duties

a. To recommend to the Educational Policies Committee academic policies related to the Honors Program
b. To coordinate the Honors Program in conjunction with the Director of the Honors Program and the Provost

6. List of Faculty Task Boards/Committees for Compliance with Federal Law

The following task boards and committees serve external legal requirements; as such, their composition and duties are subject to change as determined by the President. All members will be appointed by the President or Provost in accordance with federal guidelines. Unless otherwise noted, all members of these boards or committees shall have voice and vote in Committee deliberations.

INSTITUTIONAL ANIMAL CARE AND USE COMMITTEE[11]

The Institutional Animal Care and Use Committee (IACUC) was created to assure that the care and use of all live, nonhuman, vertebrate animals used for research, research training, biological testing activities, or related purposes meets current standards. The IACUC is concerned with care and use by Wittenberg faculty members, students, and staff, both on and off campus. The standards Wittenberg has adopted are:

- The Animal Welfare Act of 1966, as amended
- Implementing regulations in the Code of Federal Regulations
- U.S. Government Principles for the Utilization and Care of Vertebrae Animals Used in Testing, Research, and Training, 1996 (issued by the Public Health Service)
- Guide for the Care and Use of Laboratory Animals, 1996 (revised edition, issued by the National Research Council

Should there be any conflict between the latter two publications, the University's procedures will be governed by the U.S. Government Principles for the Utilization and Care of Vertebrate Animals Used in Testing, Research, and Training, 1996, and ultimately by the Animal Welfare Act as amended.

Membership

The Institutional Animal Care and Use Committee (IACUC) shall have at seven members, including three faculty members, one student member, one veterinarian with training or experience in laboratory animal science and medicine, one community representative and the Assistant Provost for Academic Affairs and Institutional Research (or Provost-designee) who serves in an *ex-officio* capacity. All members are appointed by the Provost for renewable two-year terms, except the student member who is appointed for a one-year term. All members should have an expressed concern for the humane care of animals. Among the membership, there must be at least (1) one veterinarian, with training or experience in laboratory animal science and medicine, who has direct or delegated program responsibility for activities involving animals at Wittenberg University, (2) one faculty member who is a practicing scientist experienced in research involving animals, (3) one faculty member whose primary concerns are in a nonscientific area, (4) one individual who is not affiliated with Wittenberg University in any way other than as a member of the IACUC, (5) and one person whose role it will be to serve as an ombudsman for animals. The veterinarian will have special responsibilities on the committee, which shall include, but not be limited to, (a) providing professional advice to the IACUC on laboratory animal science and technology required by a contemporary animal care program and (b) suggesting alternatives to the practices and procedures related to animal care and use that come to the committee for review.

Duties

a. Review once every semester (i.e., twice per year) the institution's program for humane care and use of vertebrate animals.
b. Conduct an on-site assessment at least once every semester of all institutional housing facilities for vertebrate animals. With respect to off-campus programs, the IACUC should require and review a report which evaluates the satellite facility in light of these guidelines for animal care and use. Off-campus reports should be written for each semester during which an off-campus program is conducted.

[11] Created by faculty action, September 15, 1999

c. Receive and review a report from a veterinarian every semester about the state of Wittenberg's institutional facilities. The veterinarian should make visits to Wittenberg's housing facilities during those periods when animals are used to assess their health and welfare, especially in situations where animals are subjected to surgery, painful stimuli, or deprivations of food or water. The veterinarian should monitor surgical programs and postsurgical care and provide guidance in the use of anesthesia, analgesia, and euthanasia.
d. Review and ascertain the merits of reported concerns involving the care and use of vertebrate animals. These concerns should be submitted in written form to the chair of the IACUC. A report of the IACUC's response to the concern should be forwarded to the party originating the concern and should also be included in the meeting minutes and the semi-annual report.
e. Make recommendations to the Provost regarding any aspects of the animal program, facilities, or personnel training.
f. Submit to the Provost semi-annual reports of Wittenberg's animal care and use program and animal facilities. These reports should be made available to any faculty member upon request. The reports include the following information:
    i. A brief summary of the approved protocols. The summary includes the following: a general description of the research or pedagogical objectives; the rationale for using vertebrate animals as opposed to using other techniques; species and number of vertebrate animals used; how the animals were housed; the manner of their disposal; the supplier(s) of the animals used; and any variance from the *Guide for the Care and Use of Laboratory Animals*.
    ii. A statement indicating approval or non-approval of each protocol and, in case of non-approval, a summary of reasons for the decision.
    iii. A summary of any written communications expressing a concern about the use of vertebrate animals on campus brought to the attention of the IACUC, whether each communication was assessed, and the results of the assessment.
    iv. A description of the nature and extent of the institution's adherence to the established policies on the care and use of vertebrate animals and a report of any deficiencies in its compliance with such policies.
g. Review any externally funded grant proposal and recommend to the Provost approval, modification, or the withholding of approval of any sections related to the use of vertebrate animals (according to *NIH Guide for Grades and Contracts and the University's Guidelines*).
h. Review proposed significant changes regarding the use of vertebrate animals in ongoing activities and recommend to the Provost approval, modification, or the withholding of approval.
i. Request the Provost to initiate suspension of any activity involving vertebrate animals if the activity is inconsistent with the regulations of these Guidelines.
j. Monitor the following functions of departments using vertebrate animals:
    i. Regarding the care and use of vertebrate animals, the department may reaffirm such policies as are adopted by the University, adding further provisions or requesting variances for special circumstances.
    ii. All research personnel are encouraged to complete online training provided by the University consisting of relevant modules available on the IRB website.
    iii. The department should provide that students engaged in the use of animal subjects are instructed in the ethical and legal principles governing their use. This instruction should be offered as a fundamental part of professional training and as an aspect of the social context of the discipline. Distribution of these Guidelines to students should be an integral part of such instruction

iv. The department course description should indicate if vertebrate animals are used in laboratory exercises for a particular course and if alternate learning exercises are available to students taking the course. Available alternatives should be offered upon request and should not be contingent upon religious affiliation.

k. Submit to the faculty an annual report summarizing actions taken by the Committee and itemizing all reports and recommendations deposited with the Provost.
l. Record and keep minutes for all meetings of the IACUC.
m. Review and approve written protocols for animal care and use from each faculty member engaged in or supervising the use of vertebrate animals for instructional or research purposes. A protocol for the use of live vertebrate animals must be submitted to the IACUC no later than October 16 for consideration during the November meeting and no later than Mar 16 for consideration during the April meeting. IACUC will notify the author of the protocol of approval or non-approval by the second week of November or April respectively. In the case of non-approval, a revised protocol may be submitted, and a final decision is provided to the author within two weeks of receipt of the revision. IACUC approval for course or research use of vertebrate animals is required prior to beginning use of animals and is granted for a 3-year period, contingent on annual updates being filed with the IACUC. An approved course protocol may be used in all sections of the course.

PROTOCOLS FOR ANIMAL CARE AND USE

Protocols for the care of animals used in research will be designated in reports to and by the IACUC in ways that do not compromise the original nature of the research program or the specific location of field research. Each protocol for vertebrate animal care and use submitted by a faculty member should address the following topics in light of the standards of the field:

a. Rationale and purpose for the proposed use of vertebrate animals. If the study is a replication, the rationale for duplication should be discussed.
b. Species and number of vertebrate animals planned for the laboratory activity.
c. Whether invasive procedures are used. In case of invasive procedures, consideration should be given to the availability or appropriateness of the use of less invasive procedures or other species, isolated organ preparation or cell tissue culture, or computer simulation.
d. Description of sedation, analgesia, or anesthesia, if applicable.
e. Postoperative care, if applicable.
f. Housing and dietary requirements.
g. Criteria and process for timely intervention, removal of vertebrate animals from a study, or euthanasia if painful or stressful outcomes are anticipated.
h. Method of euthanasia or disposition of vertebrate animals.
i. Adequacy of training and experience of personnel in the procedures used, and safety of working environment for personnel.

The IACUC may ask for additional information or may request alterations in the research protocol. If strong objections or disagreements arise, or if additional information is needed, the IACUC will likely want to meet with the author of the protocol. Disagreements have been extremely rare and, in all instances, they have been satisfactorily resolved. A protocol petition form is available on the Research and Ethics website.

INSTITUTIONAL REVIEW BOARD[12]

The Institutional Review Board (IRB) is the body charged with reviewing, prior to its commencement, all research, whether funded or not, involving human subjects conducted under the auspices of Wittenberg University. The procedures for IRB review are described in the *Policy on the Institutional Review Board and Procedures* located on the Research and Ethics website.

Membership[13]

The Institutional Review Board (IRB) shall have at least five members serving for three-year terms, with varying backgrounds to promote complete and adequate review of the research activities typically undertaken at Wittenberg University. The IRB shall be sufficiently qualified through the experience, expertise and diversity of its members, including consideration of race, gender, cultural backgrounds and sensitivity to issues such as community attitudes, to promote respect for its advice and counsel in safeguarding the rights and welfare of human subjects. Among the membership, there must be at least (1) one member whose primary concerns are in scientific areas, (2) one whose primary concerns are in nonscientific areas, (3) one who has a medical background, (4) one who represents the perspective of research participants, and (5) one who is not otherwise affiliated with and who is not part of the immediate family of a person affiliated with Wittenberg University. The IRB members may not all be from a single profession. When reviewing research proposals involving prisoners as subjects, a prisoner or prisoner representative will also serve as a voting committee member. *Ex-officio*: Associate Provost for Academic Affairs and Institutional Research.

Duties

a. To review and determine approval for all research involving human subjects, regardless of sponsorship, that uses Wittenberg facilities or resources or that is conducted by Wittenberg faculty members, staff, or students.
b. To assure that the rights and welfare of participants are adequately protected, in compliance with the Code of Federal Regulations, Title 45 public Welfare, Department of Health and Human Service, Part 46, Protection of Human Subjects (45 CFR 46) (effective July 14, 2009)
c. To prepare and maintain adequate documentation of IRB activities.
d. To consult with individuals with subject matter expertise outside the Board if that expertise is not resident on the Board when reviewing research that involves a vulnerable category of subjects, such as children, prisoners, pregnant women, or handicapped or mentally disabled persons.
e. To ensure that faculty, staff and students conducting human subject research have demonstrated research ethics training.

7. List of Faculty Directors of Institution-wide Programs

DIRECTOR OF GENERAL EDUCATION

A tenured member of the faculty selected by the Provost. Serves as an ex-officio member of the General Education Advisory Committee and the Educational Policies Committee.

[12] Created by faculty action, March, 1996; Revised 2015

[13] Membership on the Institutional Review Board is dictated by the Code of Federal Regulations, Title 45 Public Welfare, Department of Health and Human Service, Part 46, Protection of Human Subjects (45 CFR 46), and Title 21 Food and Drug Administration, Department of Health and Human Services, Part 56 (21 CFR 56).

Duties:

a. Facilitate consideration of student petitions regarding general education requirements and the review of transfer courses for general education credit
b. Promote knowledge and understanding of general education learning goals and advocate for the general education program
c. Analyze course offerings and scheduling of general education courses
d. Assess of the general education program by (1) facilitating faculty assessment of general education learning outcomes, (2) reviewing assessment methods and suggesting improvements when needed and (3) preparing assessment reports
e. Provide proposals to address challenges in the general education program

DIRECTOR OF FACULTY DEVELOPMENT

A tenured member of the faculty nominated by the Faculty Development Board and appointed by the Provost. Reports to Faculty Development Board and serves as an *ex-officio* member of the Faculty Development Board.

Duties

a. To implement and collaborate with the Faculty Development Board on programs and initiatives
b. To serve as a resource for faculty or groups on current issues related to faculty development, career development, and teaching
c. To meet with academic departments as well as special groups to determine needs for information, programming, workshops, materials, etc.
d. To organize workshops, lunches, etc., geared to faculty needs
e. To work with individual faculty members, confidentially, on improvement of their teaching as requested by the faculty members themselves
f. To develop and implement formative methods of teaching evaluation
g. To manage the Board's faculty development program for new faculty
h. To maintain a library of information on teaching and professional opportunities for faculty

DIRECTOR OF THE FIRST-YEAR SEMINAR

A tenured member of the faculty selected by the Provost.

Duties:

a. Develops, in collaboration with various groups on campus as appropriate, the curriculum, policies and course materials for the First Year Seminar course.
b. Oversees the budget for the First Year Seminar
c. Recruits Orientation Aides and Peer Mentors (with Residence Life), co-facilitators (with Human Resources) and faculty to participate in the First Year Seminar. Forms the First Year Seminar teams consisting of a faculty member, co-facilitator and a peer mentor.
d. Organizes and leads the training and orientation for the First Year Seminar.
e. Leads the assessment of the First Year Seminar.
f. Attends the Retention Working Group and Orientation Planning Committee meetings.
g. Maintains clear, concise, and regular communication with FYS teams and various groups across campus.

DIRECTOR OF HONORS PROGRAM

A tenured member of the faculty selected by the Provost.

Duties:

a. To work in close collaboration with the Honors Program Administrative Assistant on all administrative decisions and procedures as needed.
b. To collaborate with the Faculty Honors Program Committee on Honors admissions procedures and decisions and Honors Program Academic Policy initiatives, and other Honors Program faculty/academic business as needed.
c. To collaborate with the Student Matthies House Honors Advisory Committee on Honors Program Policies and Programming.
d. To serve as liaison from the Honors Program to the Provost's Office (on budget and other issues), the Registrar's Office and Office of Admissions, Housing and Student Life, the Faculty Executive Board, the Educational Policies Committee and any other faculty governance committee of campus office as needed.
e. To work with faculty to schedule Honors Seminars each semester and to facilitate the creation of new Honors Seminars among interested faculty.
f. To oversee and approve constituent parts of the Honors Academic Program, including Honors Seminars, Honors Contracts and Honors Theses.
g. To facilitate promotion of the Honors Program across campus.
h. To serve as a resource for information about the Honors Program for faculty and students, and to provide honors advising for students as needed.
i. To participate in Honors Convocation each Spring.
j. To engage with students, faculty, and staff associated with the Honors Program.

DIRECTOR OF WRITING ACROSS THE CURRICULUM

A tenured member of the faculty selected by the Provost. Serves as an ex-officio member of the General Education Advisory Committee.

Duties:

a. To serve as a resource for faculty or groups on current issues related to writing and the teaching of writing
b. To work with GEAC to assess writing-intensive course proposals
c. To meet with academic departments as well as special groups to determine needs for information, programming, workshops, materials, etc. as related to writing and the teaching of writing
d. To organize workshops, lunches, etc., geared to faculty needs around writing and the teaching of writing
e. To work with individual faculty members on designing writing assignments, responding to writing, and/or evaluating writing
f. To maintain a library of information on best practices in teaching writing
g. To offer opportunities for professional development/publication on topics related to writing and the teaching of writing

Department Chairpersons and Program Directors

A chairperson/director of a department or of an area program shall be appointed by the Provost, who first shall consult with members of the department or program. A chairperson shall be appointed for a term of three years and may be reappointed for successive terms.

The chairperson/director shall be the administrative officer of the department/program but it is expected that, by means of departmental/program meetings and personal consultation, that departmental/program faculty will be involved in decision making. The chairperson/director may also delegate administrative duties. Among the chairperson's/director's responsibilities are the following:

Duties

a. The chairperson/director shall take the initiative in seeking to enhance the academic and scholarly vitality of the department/program as a whole, and shall encourage and facilitate professional growth of departmental/program faculty and staff members with special attention to the needs of new members.
b. The chairperson/director shall, in consultation with department/program members, make recommendations to the Faculty Personnel Board and the Provost relative to selection, retention, promotion and tenure of department members.
c. The chairperson/director shall, in consultation with department/program members, plan courses and course changes, prepare schedules, make teaching assignments, and supervise the advising of majors.
d. The chairperson/director shall prepare budget requests for departmental/program needs and related library needs, and shall requisition budgeted items and authorize budgeted expenditures.
e. The chairperson/director shall represent the department/program in relation to general college matters, prepare departmental statements for the catalog, conduct correspondence, and maintain such files as the welfare of the department may require.

III. Work of the Faculty—Professional and Ethical Responsibilities

A. Professional Responsibilities of the Faculty (Overview)

1. Teaching, Curriculum Development, and Advising

a. Teaching

Good teaching is essential for tenure and advancement in rank. Good teaching includes:

- Effective classroom performance (clear expression, organized presentation, current content),
- Rigorous content and performance standards,
- Opportunities for teacher/student consultation outside the classroom,
- Prompt feedback to students on their performance,
- Teaching methods appropriate to class size and level, and
- General concern for the student's well-being.

b. Curriculum Development

Faculty members share responsibility for curriculum development. Such responsibility implies the faculty member will cooperate with other members of the department/ program in:

- Regular evaluation and revision of requirements for departmental or cross-disciplinary majors and minors,
- Regular evaluation and revision of courses in the department/program, both those that serve general education and that serve the major,
- The incorporation of appropriate new materials and teaching techniques into existing courses,
- Periodic development of new courses within or between departments.

c. Advising (For more information on advising, see part C below.)

The faculty member should demonstrate effective advising to non-majors and majors. Effective advising requires:

- Availability to students
- Ability to relate the concept of a liberal arts education to the advisee's educational needs
- Familiarity with the academic requirements, policies, regulations, and services of the department/program and of the university, as well as with the student support services of the university
- Knowledge of current graduate school and professional opportunities in the advisor's field

In the performance of these duties, faculty members will display a strong commitment to liberal arts education, including interest in, and support of, other disciplines.

2. Professional Activity (For more information on faculty development resources, see section D below.)

Although first and foremost a teacher, the Wittenberg faculty member is expected to engage significantly in professional activity beyond the campus. While it cannot be demanded that all faculty members publish extensively, it is expected at the very least that they will stay current in their fields. In

the case of joint appointments, interpretation of “field” should be clear to all parties in the appointment. Beyond this, Wittenberg faculty members should be scholars seriously interested in and contributing to their disciplines, establishing, and maintaining a professional identity beyond the Wittenberg community.

Means by which this end may be achieved include:

- publication;
- the presentation of professional papers;
- the creation, public performance, or exhibition of artistic works;
- service as discussants or session chairs at professional conferences;
- service as an officer of a professional association;
- completion of significant research, consulting, or artistic projects;
- submission or administration of grants;
- and similar activities which enhance the professional stature of the faculty and contribute to the quality of education at Wittenberg.

3. Campus and Community Service

The Wittenberg faculty member is expected to participate, in a collegial manner, in other activities that benefit the university community. “Collegial participation" includes the freedom to express dissent. (See the University Policy on Dissent and Disorder.)

Such activities should include:

- Appropriate participation in departmental governance and in the implementation of departmental programs, including, in the case of joint appointments, participation in one’s secondary department or program.
- Appropriate participation in university governance, such as faculty meetings and committee work.

Such activities could include:

- Coordinating or contributing to campus groups/events
- Assisting in the efforts of other university offices, such as admissions, the chapel, advancement.

Such activities could also include, if accompanied by an explanation of their contribution to Wittenberg:

- Coordinating or contributing to community groups/events

4. Professional Conduct

The Wittenberg faculty member is expected to act in accordance with the standards of conduct in the Statement of Professional Ethics and Faculty Participation in Wittenberg-Affiliated Student Groups or Organizations in section F below.

B. Teaching

1. Faculty Workload

All tenure track and visiting faculty, with the exception of department chairs and certain special appointments, are expected to teach 24 teaching credits per academic year. Professors of Practice

generally teach up to 32 teaching credits per academic year. Credit for serving as department chair will vary by department.

It is recognized that this description of university expectations is incomplete in that it both overstates and understates current faculty workloads.

a. It overstates faculty workloads in that there are recognized circumstances other than serving as department chairperson which result in teaching loads of less than 24 teaching credits.
b. It understates faculty workloads in that there are a number of activities expected of all faculty members that are not reflected in this description. These activities may take place outside the traditional academic year. Such activities include but are not limited to:

- academic advising
- supervision of independent study and internships
- meeting students and interacting with students
- research, attendance at professional meetings, seminars, and workshops, presentation of papers,
- publications, and other creative activities contributing to the faculty member's professional growth and development
- planning for new courses and revising existing courses
- serving the University community through committee and board membership, through assisting the Admission office, or through activities planned by the Advancement Office

2. Absence from Classes

When it is necessary to miss a class, a faculty member should notify the department chairperson. Any extended absence from the campus which involves missing classes should be approved by the Provost prior to such absence if possible.

3. Special Appointments and Agreements[14]

A. Academic Department Chairpersons

Academic department chairpersons receive four, six, or eight teaching credits reduction and a stipend. The amount of load reduction is determined in the following manner:

i. For every department, the following data is gathered for the most recent three years and an average is calculated for each:
   - Number of declared majors as of fall census (taken from Registrar's Office records)
   - Number of student credits generated (taken from Registrar's Office records)
   - Operating budget allocations (minus salaries, wages, and benefits)
   - Headcount of tenured faculty members
   - Headcount of tenure-track faculty members
   - Headcount of visiting faculty members
   - Headcount of adjunct faculty members

ii. A mean and standard deviation is calculated for each set of values, from which z-scores are calculated for each department.

[14] Approved by Ad Hoc Committee on Load Reduction for Chairperson, January 27, 2000; Revised May 3, 2016.

iii. Each department's four z-scores are summed, producing an aggregate score.
iv. Departments are ranked according to their aggregate z-score and divided into three groups based on natural gaps in the list of aggregate z-scores.
v. Chairpersons of the departments with the highest aggregate scores receive an eight-credit teaching load reduction. Chairpersons of the departments with the next highest aggregate scores receive six teaching credit reduction. All others receive four-credit teaching load reduction. Every three years, when a chair appointment is signed or renewed, or when substantial change occurs within a department, Institutional Research will compile the new data, apply the formula for ranking departments, and submit to the Provost. The Provost will make the workload decisions.
vi. On occasion, special factors which are not part of the formula may affect a chairperson's workload to the extent that an additional load reduction for the year should be considered. In such a case, the chairperson may petition to the Provost for a special, one-year load reduction. A chairperson's petition should demonstrate two things:
    a. The quantitative measures for workload do not adequately take the special factors into account.
    b. The special factors justify moving the department high enough in the departmental rankings to justify, in turn, additional teaching load reduction.
vii. In the case of the small department, the Provost may assign one person to perform the function of chair for more than one department. In such cases, the computations mentioned above should be carried out for the department involved as if they are one department, with the release time assigned accordingly.

B. Directors of Student and Faculty Support Programs

Programs include: Faculty Development, First-Year Seminar, General Education. The directors of these programs may receive an eight teaching credit reduction per year or receive a stipend.

C. Special Educational Projects

Wittenberg offers some special educational opportunities for students that benefit from or require faculty supervision. These programs offer special educational opportunities to students outside the classroom experience. These are quite varied, and depending on the time spent working with students, managing equipment and facilities, and helping students negotiate with outside groups, may be assigned a teaching load reduction of from 2-4 credits yearly or a stipend.

D. Phased Retirement

A faculty member who is interested in teaching a reduced load in anticipation of retirement should consult with the Provost.

E. Other issues related to faculty workload: Outside Employment by Full-Time Faculty

1. Full-time self-employment or acceptance of full-time employment offered by an employer other than Wittenberg University is permissible only with Provost approval.
2. Any part-time employment during the academic year must not be in conflict with the interests of Wittenberg University or compromise the effectiveness of the faculty member in the

discharge of those responsibilities for which the faculty member is obligated to Wittenberg University.

3. The Provost is responsible for adjudicating all matters to which the guidelines pertain and appeals to such decisions are to be brought to the Faculty Hearing Board on Academic Freedom and Tenure.
4. Full-time faculty members may accept part-time teaching responsibilities at other institutions with prior permission from the Provost.

C. Information on Student Evaluations of Teaching[15]

Student evaluations of teaching serve two distinct but interdependent purposes (described below). They provide feedback to the instructor for the purpose of course improvement and information regarding teaching effectiveness for the purpose of making personnel decisions.

1. To improve teaching, instructors are strongly encouraged to solicit feedback from students during the semester. Questions for "formative evaluation" forms may be obtained from the Director of Faculty Development. Results of such formative evaluations are to be used in personnel decisions only if presented by the candidate.

2. To assess teaching effectiveness, every instructor is required to evaluate each course using forms approved by the faculty as a body that contain at least some standardized questions. This "summative evaluation" form includes items consistent with descriptors of effective teaching. Students respond to each item and may also make written comments. These forms and the information derived from them will be used in the personnel review process. Summative evaluations for the following courses will NOT be included in the personnel review process unless the candidate elects to include them: First-Year Seminar and courses taught solely in the summer or solely for non-traditional students.

3. Policy Governing Administration of Instructional Course Evaluations

All courses, whether taught by non-tenured or tenured faculty members, must be evaluated.

A. Faculty members are strongly encouraged to use their own formative evaluation forms or those available through the Director of Faculty Development. Such optional evaluations are confidential and the property of the instructor; they may be used for personnel decisions only at the instructor's initiative.
B. All courses must be evaluated using summative items to be used in personnel review.
C. Administration of summative evaluations:
    i. The summative evaluations shall be available to students following a standardized procedure. Faculty members and students will be notified by e-mail when evaluations are available for responses.
    ii. In most cases, the evaluations will be available during the last two weeks of the semester. Courses that meet for the first half of the semester should be evaluated during the final week of the course.
    iii. If the Faculty Development Board, out of concern for response rates, approves such action, individual student course grades may be withheld until the online evaluation is completed.

[15] Revised by faculty, September l, 2011

iv. The summative evaluation forms and statistical reports will be available electronically to the faculty member and the chair of the relevant department(s).

D. Access to summative evaluation forms, and statistical reports will be as follows: Summative evaluation forms and statistical reports may be accessed by the individual faculty member, department chair, the Provost, and the President. Faculty Personnel Board also has access to summative evaluation forms when a faculty member is undergoing a multi-year review.

D. Support for and Recognition of Teaching

1. Curriculum Development

A. New Course Proposals, New Program Proposal Section

More information on new program and course proposals can be found in section VII. Forms for new course proposals, a revised course, and for the revision of a major or minor program.
The process for proposing a new program is also reviewed in section VII. More information and templates can be found on the Provost's website.

B. Funding Administered through the Faculty Development Board

i. Description of FDB Programs
Information about applying for each program can be found on the FDB website including details on what the proposal should entail and how to submit it.

Please note: While more detailed information about this topic appears on the linked website rather than in the Faculty Manual itself, any changes must be presented to, and approved by, the faculty.

Specific deadlines will be posted on the Faculty Development website and distributed annually. Each proposal should be submitted electronically by midnight on the day of a stated deadline.

The following grant programs are available to support teaching development:[16]

- New Course Grants
- Course Revision Grants
- Matthies Award
- Professional Enrichment Grants

ii. Recognition of Teaching

- Collegium Award for Excellence and Innovation in Teaching – recommendation to the Provost by the Faculty Development Board (FDB)
- Provost's Award for Outstanding Teaching by a Visiting or Adjunct Faculty Member – recommendation to the Provost by FDB
- The Alumni Distinguished Teaching Award (selected and awarded by the Alumni Board)
- Omicron Delta Kappa Faculty Excellence in Teaching Award (selected by ODK members)

[16] Amounts for these grants will be published annually by the Office of the Provost.

2. Support for Teaching: Teaching Assistants/Peer Mentors[17]

Classes at Wittenberg will be taught by university faculty. Teaching assistants, often referred to as (lab) peer mentors, may be utilized only in those cases where it can be shown that their use improves the effectiveness of the instruction. All teaching assistants/peer mentors must be under the close supervision of the faculty member assigned to the course and be approved by the department chairperson or program director. Deviations from these guidelines require consent of the Provost. Because of the Family Educational Rights and Privacy Act (FERPA), teaching assistants/peer mentors may not grade the work of other students.

E. Academic Advising—Philosophy, Expectations, and Resources for Faculty

1. Philosophy

Basic to Wittenberg's mission is a deep and abiding concern for the welfare of each of its students and the education of the whole person. Accordingly, an important responsibility of its faculty and staff is to provide professional, competent advice for students with respect to their sense of vocation and educational planning. The approach is person-centered, treating each student as a distinct individual.

Wittenberg recognizes that personal growth and maturity are reached through acceptance of responsibility. The university, therefore, affirms that the primary responsibility for the pattern and outcome of the student's educational program and for the development of social responsibility lies with each student. The role of the advisor is supportive; the student is responsible for knowing institutional policies and programs and has full responsibility for all decisions made. Having said that, advisors must also be particularly aware of new students who have little knowledge of the culture and expectations of higher education and not make assumptions about what students know.

While Wittenberg recognizes the interest and concerns of parents, it considers the student to be a young adult and a responsible agent, acting in the pursuit of educational goals and social responsibility. The university believes that its relationship with the student complements the students' changing relationship to the parents. Accordingly, the University does not assume the role of parent. Rather, the institution works along with the parents to cultivate independent and responsible action of the part of the student.

2. General Advising Responsibilities

For the objectives of the academic advising program to be achieved, the faculty advisor should seek to exercise the following basic responsibilities:

- Being acquainted with the advisee. Know the advisee's academic abilities and background, become familiar with objectives, interests and motivations of the advisee. (This may extend to some acquaintance with the advisee's non-academic background, such as home influences, financial needs, campus residence, hobbies, etc.).
- Establishing a rapport with the advisee by showing interest, understanding and respect. (In this connection it may be appropriate for the faculty member to make the student aware of the possibility of changing faculty advisor).

[17] By faculty action, June 4, 1974

- Clearly outlining the advisor's role and responsibilities in the advising process and help the student define and understand responsibilities.
- Being available, keeping office hours for appointments.
- Providing accurate information on university requirements, procedures, and policies related to the academic program.
- Being familiar with courses in the curriculum (prerequisite, content, availability) and the registration system.
- Keeping accurate records on the advisee's profile, academic program and progress, conferences, and conversations.
- Being familiar with graduate education possibilities.
- Understanding the nature of student development and the relationship of liberal education opportunities to student development.

3. Objectives

The objectives of the academic advising program are as follows:

- To help the student understand the nature of a liberal education
- To help the student obtain maximum benefit from the total educational experience by discussing emerging interests and relating these interests to university opportunities and opportunities beyond the classroom
- To help the student determine career goals based on the student's aptitudes and interests and outline a course of study that will enable the student to achieve these goals
- To assist students in understanding the policies and regulations which give structure to the students' educational experience
- To offer support to a student as academic and developmental problems arise by counseling or referring the student to appropriate resources

4. Assignment of Advisors

Academic advising at Wittenberg is provided by members of the Wittenberg faculty. The advising role is viewed by the institution as an integral part of the faculty member's responsibilities. Each student entering the university is assigned to a faculty advisor.

Students may request a change of advisor at any time by submitting an advisor change form to the Registrar's office. Most students retain their originally assigned advisor until they declare a major at some point prior to registering for classes for the Fall of their third year, usually during the sophomore year. At that time the student requests an advisor from the department in which the student has declared a major. Each department determines how it wishes to work with its major advisees. Students who opt for double majors will have an advisor for each of their majors, and students who declare a minor will have an advisor for the minor course of study.

Transfer students with declared majors are assigned directly to the chairpersons of the major department. After the initial conference, the chairperson may reassign these students to a faculty advisor within the department. Transfer students who have not identified a major are assigned initially by the Office of the Provost.

In all cases of advisee assignments, the advising responsibility will be considered within the context of the faculty member's total set of responsibilities and commitments.

5. Advisor Resources

To assist the faculty member in the advising role, Wittenberg provides advising resources on the Academic Advising website. This site includes references to other offices of the institution where students can find assistance on a variety of matters.

6. Special Advising

THE ADVISING PROGRAM FOR FIRST-YEAR STUDENTS—Overview
The advising program for first-year students reflects the philosophy and objective of Wittenberg's academic advising program. However, since this program is specifically designed to assist the entering student in the process of adjusting to the college experience, it has the following special features:

A Summer orientation program and New Student Days are held prior to the fall semester for first-year and transfer students. The program provides several opportunities for first-year students to meet with advisors. Topics of discussion include the nature of a liberal arts education, making the transition to college, results of placement exams, fall semester course schedules, and institutional academic requirements. Additionally, special activities are arranged for transfer, minority, commuter, and international students.

ADVISING UNDECIDED FIRST-YEAR STUDENTS—Detailed Description[18]
First-year students who arrive at Wittenberg undecided about their major will need special help in planning their class schedules. They may also need clear indications from the advisor that it is normal and acceptable to be undecided at this entry point, coupled with advice on how to get closer to a decision over the course of their first year. This will be especially important to those who want to take advantage of Wittenberg's Four-Year Graduation Guarantee.

THOSE WAVERING BETWEEN TWO MAJORS
Those who are wavering between two majors should consider scheduling the suggested first year courses in both majors while completing general education requirements where possible. This may assist them to clarify which major best suits their capabilities.

PRE-MAJOR STUDENTS
Those who are undecided (or are considering three or more majors) should probably be advised to design their schedules so that at least three courses taken each semester fit General Education requirements. Their other course can be used to explore possible majors. These courses can be used as electives later if the discipline is not chosen as a major or minor. Undecided students might also be encouraged to visit lower-level classes in subject areas in which they think they might have some interest, and perhaps to visit upper-level classes in that major, before scheduling classes for the coming semester. These visits can serve as mini explorations into a discipline, and help students determine how deep their interest in a particular discipline runs.

[18] Revised April 1997

It is important to encourage undecided students to widen their interests first and narrow them only after considerable exploration of majors and careers, since choices made from among a wide range of alternatives tend to be the most stable choices in the long run. However, the semester system makes it important to begin exploring majors earlier to allow students to complete graduation requirements on time while still making it possible to take advantage of many experiential learning opportunities.

Community Engagement experiences often provide opportunities for undecided students to test out environments in which they are interested in building careers - potential education majors can get experience in the classroom; possible management majors can work with Junior Achievement projects; students interested in medicine can volunteer in a hospital emergency room, birthing room, pediatric ward, etc. Advisors are encouraged to suggest early community engagement as a form of career exploration.

Most of all, it is important to undecided students, to our efforts to retain them, to encourage these students to take charge of their educational experience—to gain the information and experiences that will make them feel ready to set academic and career goals for themselves.

GRADUATE STUDY
All departments share the important task of promoting interest in graduate study and advising students for advanced academic work. Faculty with expertise to advise students interested in professional schools—law, medicine, theology, business, library science—are also designated to assist students with those interests.

STUDY ABROAD
Wittenberg places students in a wide variety of study abroad programs. The University maintains an office of International Education for the purpose of housing a library of pertinent materials, advising students of available programs, counseling them, and facilitating their study abroad. Students should be directed to the Director of International Education.

The International and Field Studies Committee assists and advises the Director of International Education in developing study abroad policy, in counseling students, and in approving credit for their program.

INTERNATIONAL STUDENTS
International students will be assigned routinely for their academic advising. The Director of International Education will counsel international students in matters unique to their status as international students.

PRE-PROFESSIONAL PROGRAMS
Many programs require extensive advising in their first year (Education, Music, Nursing, Pre-Engineering, etc.). Students interested in such programs should be directed to the respective department chair or director. Pre-law, pre-health, and pre-engineering advisors cooperate with the appropriate committees in the counseling of these students. For more information, students should consult the Pre-Professional Programs website.

7. Declaration of Major

It is required that every student declare a major before registering for classes for the fall of their third year. This is one means of helping to ensure that students will finish a major program of study within four years. Before the first registration subsequent to the declaration of a major, the student and the student's advisor must plan a program of studies for the balance of the student's degree program.

The student is free to change the major at any time that it is academically feasible. Application for a change of major should be made to the chairperson of the department to which the student will transfer.

8. Declaration of Minor

A student may declare a minor at any time during the degree program. The chairperson of the department in which the student wishes to minor must be consulted, and the student must prepare a program of studies to accomplish the student's study objective. The department chairperson or the student's requested minor advisor will assist the student in completing the Declaration of Minor form for filing with the Registrar. The student is free to change or drop the minor at any time that it is academically feasible. Application for a change of minor must be made to the chairperson of the department to which the student will transfer.

F. Financial Support for Professional Activity

1. Eligibility

All full-time faculty members are eligible to apply for funding, as are all adjunct faculty in at least their third year of employment at Wittenberg University, subject to the specific rules of each program. Members of Faculty Development Board (FDB) may apply for any FDB-awarded funds except for the Matthies Award but will recuse themselves from voting on their own proposals. Both faculty members in a shared position are eligible to apply for any FDB awards.

2. Annual individual professional development funds

The University will provide faculty each academic year with professional development funds.[19] This amount may be accumulated by an individual faculty member to a maximum of two years.

These funds can be used to pay for expenses incurred by faculty members attending professional meetings, for memberships in professional organizations, or other forms of professional support identified as eligible in the faculty manual guidelines provided for Faculty Development Board grants.

Faculty should notify their department chair in advance of any absence from campus for attendance at professional meetings. Any travel that involves institutional funding requires that faculty file an expense report. The Provost has final discretion on what types of expenses related to professional development are eligible.

[19] Amounts for these grants will be published annually by the Office of the Provost.

In those instances when a faculty member is asked to serve as an official representative of the University, the expenses so incurred will not, of course, be charged against the professional development allowance.

3. Funding Administered through the Faculty Development Board

Description of FDB Programs
As noted above, information about applying for each program can be found on the FDB website including details on what the proposal should entail and how to submit it.

Please note: While more detailed information about this topic appears on the linked website rather than in the Faculty Manual itself, any changes must be presented to, and approved by, the faculty.

Specific deadlines will be posted on the Faculty Development website and distributed annually. Each proposal should be submitted electronically by midnight on the day of a stated deadline.

The following grant programs are available to support research and development:[20]

- Professional Enrichment Grants
- Faculty Growth Projects
- Grants for Redirection of Faculty
- Faculty Research Fund Grants
- Faculty Aide Proposals

G. Campus and Community Service

1. FEB Statement on Participation in Faculty Governance
Faculty governance can only function with the participation of the voting members of the faculty. Thus, regular participation on faculty Boards and Committees is an expected element of a faculty member's responsibilities.

2. Faculty Attendance at Academic Processions
There are a number of occasions when faculty members participate in academic processions and wear caps, gowns, and hoods. All faculty members are expected to be present on these occasions. Requests for permission to be absent must be made to the Provost well in advance of the scheduled time of each event.

H. Professional Conduct

1. Statement of Professional Ethics

In matters pertaining to the professional role of the faculty where there are no institutional rules for guidance, the following statement serves as a guide for the professional behavior of Wittenberg faculty.

[20] Amounts for these grants will be published annually by the Office of the Provost.

Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.

As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student, as limited by the faculty member's responsibilities as a mandatory reporter.[21] They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.

As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas professors show due respect for the opinions of others. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.

As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.

As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to the students, to their profession, and to their institutions. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.[22]

[21] See the institution's Title IX Policy.

2. Faculty Participation in Wittenberg-Affiliated Student Groups or Organizations

Wittenberg University discourages faculty memberships in Wittenberg-affiliated student groups that:

- Do not register with the Wittenberg University Office of Student Involvement and therefore are not officially registered student organizations at Wittenberg;
- Do not make transparent the membership criteria.

When determining whether to accept membership in Wittenberg-affiliated student group, faculty should consider the following criteria:

- The group follows campus policy for registering groups;
- The group follows Student Organization Policies and Procedures as outlined in the Student Organization Manual;
- The group has a formal leadership organization and/or elects a manager. Groups without a formal leadership structure or elected manager could be considered "unincorporated non-profit organizations" under Ohio law. In such organizations, all members may have legal duties to act in the best interest of the group or be found personally liable;
- The group follows campus policy, Ohio law, and federal law regarding any prohibited conduct.
    - The group follows campus policy and Ohio law on underage drinking, alcohol, and other drug use as outlined in the Student Handbook and campus policy for Safe Social Hosting as outlined in the Student Organization Manual and in the Student Handbook;
    - The group follows campus policy and Ohio law on hazing as outlined in the Student Handbook. According to Wittenberg policy, "By definition, an act of hazing includes all conditions described by Ohio statutes and/or any activity or attitude, mental, emotional, or physical, which ridicules, degrades, embarrasses, leads to confusion or frustration, causes discomfort, or jeopardizes the health, welfare, and safety of an individual or a group." Information on the University's anti-hazing policy can be found online at https://www.wittenberg.edu/student-life/student-development/anti-hazing-policy

IV. Faculty Personnel Decisions at Wittenberg

1. Introduction and Explanation of Roles

Decisions regarding appointment to the faculty, tenure, and promotion are among the most critical made by the university. Such decisions require effective, frank, and collegial communication among Faculty, Departments/Programs, the Faculty Personnel Board, the Provost, the President, and – in certain cases – the Board of Directors.

The policies that follow are designed to foster such communication by providing clear criteria and processes through which such decisions can be made. While the criteria and the processes are intended to be objective, the application of them is necessarily a subjective endeavor. The policies that follow cannot and should not produce uniformity of final judgments, but they do attempt to guarantee consistency and fairness in criteria and process.[23]

This section of the Faculty Manual includes faculty appointments, evaluation (including tenure and promotion guidelines and processes), faculty grievances, and the reduction of faculty lines owing to financial exigency.

[*Nota bene*: Although AAUP statements as a whole are not binding on the University, Wittenberg has here adopted as policy numerous AAUP statements, in whole or in part.]

2. Governance and Roles

Faculty personnel decisions and the policies that govern them are subject to the authority of the Constitution of the University, the Bylaws of the Board of Directors, and the Bylaws of the Faculty, all found elsewhere in this Manual. The most relevant sections of these are:

Faculty, in The Constitution of the Board of Directors of Wittenberg College (Article V, Section 2)
Faculty Tenure Policy, in the Bylaws of the Board of Directors (Article V, Section 2)
Faculty Personnel Board and Department Chairpersons, in the Bylaws of the Faculty

The policies that follow in this document are subordinate to the governing documents cited above. Some of the key principles found in those documents are these:

The Faculty participate in faculty personnel decisions including hiring and evaluation; faculty participation in such decisions lies largely with the administration's consultation with departments (through their chairs or representatives), and the Faculty Personnel Board, both of whose responsibilities are explained in the Faculty Bylaws;

The President, upon the recommendation of the Provost, makes annual probationary appointments to the faculty, and the President and the Provost make tenure and promotion recommendations to the Board of Directors (through the Board's Committee on Academic and Student Life);

The authority to grant tenure and to advance faculty members in rank rests with the Board of Directors.

[23] The policies and procedures that follow were adopted and approved by the President in 1996, in a process that both revised previous policies and combined several older policy statements into one new document.

3. Roles and Responsibilities in the Tenure and Promotion Processes

The roles of individual members of the faculty, departments, the Faculty Personnel Board (FPB), and the Provost and the President vary according to the specific task at hand, as detailed in the Appointment, Tenure, and Promotion sections that follow. Some of those responsibilities are summarized here:

Everyone involved in faculty personnel decisions, from the President to the candidate, must be familiar with and abide by the relevant portions of the governing documents above and the policies and processes outlined below.

Candidates for tenure or promotion are responsible for understanding their own personnel timeline and for cooperating with and supplying relevant information to the department and/or the Faculty Personnel Board to assist the university's assessment of the candidate.

Students are responsible for assisting in the evaluation of faculty members for tenure and promotion, primarily through course evaluations, and also through open student meetings and calls for comment.

Department Chairs are responsible for maintaining a departmental calendar noting the dates of all members' annual reviews, third-year reviews, tenure reviews, and promotion eligibility. They should be aware of all relevant processes and paperwork for hiring faculty members. As mentor-leaders to untenured faculty members, whenever possible they should arrange peer evaluations of teaching from within the department at least annually, and remind and assist tenure-track candidates to invite peer evaluations of teaching from outside the department as well. Department chairs should offer timely advice on what materials should be gathered or prepared for the third-year review and the tenure review and conduct all required meetings of students and department members. Most importantly, the department chair is responsible for writing third-year and tenure reviews that reflect the department's judgment and that make a strong, well-documented case for the department's recommendation.

Departments are responsible for involving the tenured members of the department in decision-making, for familiarizing themselves with all aspects of the candidate's contributions, and for participating knowledgeably in deliberations regarding recommendations for appointment to the faculty, tenure, and promotion.

The Faculty Personnel Board's primary responsibility is to make recommendations to the Provost, on behalf of the entire faculty, concerning the professional merits of candidates for tenure and promotion, as outlined in the Faculty Manual. In order to ensure proper understanding of the process of faculty advancement at the institution, the FPB also participates in meeting with candidates for appointment; the FPB reviews faculty salaries for equity and considers applications for sabbaticals and other leaves of absence—all covered elsewhere in the Faculty Manual. As the chief faculty governance body involved in faculty personnel decisions, the Faculty Personnel Board does bear the responsibility of monitoring and maintaining the integrity of the process.

The Provost, as chief academic officer, works with and receives recommendations from the Faculty Personnel Board and departments concerning appointment, tenure, and promotion; negotiates and includes the timeline for third-year review and tenure review in the appointment letter of each new faculty member; works with the Faculty Personnel Board as they develop their recommendations

concerning tenure and promotion; and submits to the President recommendations for appointments, tenure, and advancement in rank.

The President and Provost are responsible for making tenure and promotion recommendations to the Board of Directors after consultation with the relevant departments and the Faculty Personnel Board. The President and Provost base their tenure recommendations on the recommendations of the department and the FPB, their own judgment of the professional qualifications of the candidate, and curricular, budgetary, or enrollment considerations.

The Bylaws of the Faculty stipulate that formal grievances that arise from personnel processes are heard by the Faculty Hearing Board on Academic Freedom and Tenure.

A. Faculty Appointments

Please see the University Notice of Non-Discrimination at the following link:
http://www.wittenberg.edu/nondiscrimination_notice

1. Procedures for Appointment to Tenure-Track Positions

Appointments to the Wittenberg Faculty are made by the President upon the recommendation of the Provost. The Provost's recommendation is informed by the search committee evaluation, which is forwarded to the Provost by the Department Chair. Search committees should be made up of members agreed upon by the department. The search committee should be responsible for reviewing dossiers and conducting initial interviews.

The chair of the search committee should consult with members of the academic department and (when appropriate) interdisciplinary studies programs by arranging for them to:

- Review dossiers of those invited to campus for interviews;
- Interview finalists during campus interviews;
- Meet to share their judgments about who should be appointed. The chair should then convey the department's recommendation to the Provost.

When the description of the faculty position includes responsibilities for teaching in an interdisciplinary program, the chair of that program or a designated representative must be included in the screening and interview process. The interdisciplinary program responsibilities of the position must be considered in the final recommendation to the Provost.

When the description of an administrative/staff position includes responsibilities for teaching in an academic department or interdisciplinary program, the chair of that department/program or a designated representative should be included in the interview process and should be consulted by the relevant administrator regarding the candidate's potential for meeting the departmental or program responsibilities of the position.

In making temporary or part-time appointments, time considerations may not allow for the use of all of these procedures, but their use is encouraged. More detailed search guidelines are available on the website of the Office of the Provost.

2. Faculty Qualifications Policy[24]

Faculty teaching undergraduate courses, including general education courses, must hold:

- A doctoral or master's degree recognized as a terminal degree in the relevant field or subfield (e.g., Ph.D., Ed. D., MFA, MM, MLIS, etc.); or
- A master's or bachelor's degree and tested professional experience within the field (in the case of specialized adjunct hires and Professors of Practice).

Faculty teaching graduate and post-baccalaureate courses must hold a terminal degree in the discipline or subfield, or in rare cases have sufficient tested experience in the discipline.

Determination by Credentials

Wittenberg University will use credentials as the primary mechanism to establish faculty qualifications and document this evaluation in the faculty personnel file. The department and Provost will determine the required qualifications for each position based on departmental need and level of hire. The department and Office of the Provost will abide by the standard hiring practices in establishing the qualifications and hiring candidates with appropriate credentials for faculty positions. Faculty credentials refer to any coursework and degrees faculty have earned that provide a foundation for knowing what students should learn in a specific discipline or field. Only credit awarded from accredited institutions will be considered for this criterion. Faculty will have completed a program of study in the discipline or subfield in which they will teach, and/or for which they will develop curricula, with coursework at least one level above that of the courses being taught or developed.

Department chairs are responsible for determining whether faculty qualifications for courses in their department have been met. The Office of the Provost will maintain records for faculty qualifications in personnel files.

Determination by Tested Professional Experience

In a small number of cases, faculty may have relevant experience, knowledge, and expertise that is sufficient for determining what students should learn and have learned in the courses for which the faculty members are responsible. The faculty qualifications process will include an evaluation of the candidate's professional documents (e.g., professional publications, creative achievement, public recognition, professional licensure, or certification, teaching excellence, external letters of support, or extraordinary professional experience).

Other Qualifications to Consider in Addition to Credentials

In addition to qualification based on credentials and/or tested experience, faculty must be able to design curricula, develop and implement effective pedagogy, appreciate the breadth of knowledge in quality undergraduate and graduate education, and meaningfully contribute to shared governance. A

[24]By faculty action, 2016

record of ongoing professional development in the field establishes currency in the field and knowledge of best practices.

Verification of Credentials

During the hiring process, candidates must provide verification of their highest degree to the Provost.

The University's Guidelines for Appointment of Faculty to the Ranks of Instructor, Professor of Practice, Assistant Professor, Associate Professor, Professor

To the rank of Instructor, an individual should have the master's degree, or its equivalent in graduate study.

To the rank of Professor of Practice, an individual should have, at a minimum, (1) an advanced degree (e.g. M.A., M.B.A., M.F.A., M.S.) and five years of work experience or (2) professional achievement comparable to these credentials.

To the rank of Assistant Professor, an individual should have the doctorate or recognized terminal degree in the relevant field.

To the ranks of Associate Professor or Professor, the individual should meet the guidelines established for promotion to that rank within the University.

3. Policy on Shared Appointments

A shared appointment is defined as a full-time faculty position in which two individuals share the duties, responsibilities, salary, and fringe benefits of a faculty position more traditionally held by one individual. Each of the individuals is qualified to assume responsibility for the full-time position. Each individual is a voting member of the faculty. In annual evaluations, merit salary reviews, and tenure and promotion reviews, the work of each is assessed separately with reference to the individual's portion of the position and with reference to the usual standards of kinds and quality of work. Annual evaluations and tenure and promotion reviews of each individual occur on the same schedule as for other faculty. Joint appointments may be filled with two individuals in a shared appointment with the agreement of all departments and programs involved in the hire.

Should one of the individuals for any reason (including denial of tenure) fail to assume the duties of the shared appointment, the remaining person will be obligated to assume all the duties of the position or relinquish it.

Faculty members holding shared appointments should not be expected to cover teaching overloads, but they are eligible for overloads if the need arises. Decisions on overloads for members of shared positions shall be based on recommendation of the department, approval of the Provost, and agreement of the faculty member(s). The overload compensation for an individual holding a shared position is determined according to the overload compensation schedule for full time faculty. As is the case for all faculty, retirement plan payments are not available on overload compensation.

In the case of two individuals who share a joint appointment, the duties and terms of the positions and any contingencies regarding failure of one individual to perform the duties of the shared joint appointment must be clearly defined in the job description and appointment letter.

Change in Appointment

A person holding a shared appointment has the opportunity to apply for a full-time position in the University once a search to fill the position has begun. Should the individual be appointed to a full-time position, the other person would be expected either to assume the full load of the shared position or to surrender the appointment. A tenured faculty member in a shared position retains tenure if hired to a full-time faculty position.

Professional Development Opportunities

The sabbatical leave policy for full-time faculty applies to the shared position. Each faculty member sharing the position may elect one of the following: 1) one semester of leave at 100% of that person's portion of the position's salary; 2) two consecutive semesters of leave at 75% of that person's portion of the position's salary; or 3) two separate semesters within a seven-year period at 75% of that person's portion of the position's salary for each semester. All salary compensation percentages apply for the sabbatical terms only.

Each individual in a shared appointment receives the full amount of the professional development funds allocated to each faculty member in the university. Faculty development funds are available to each individual on the same basis as to all other faculty.

4. Policy on Joint Appointments

Joint appointments are tenure track appointments where the responsibility for appointment, reappointment, tenure, and promotion recommendations are shared by two departments or a department and an interdisciplinary program. One department will be identified as the primary department and the other will be the secondary department. If the appointment is between a department and an interdisciplinary program, the academic department will be the primary department and the program will be the secondary department.

Joint appointments may be proposed to the Educational Policies Committee by the two departments (or department and program) affected. Only departments and programs offering majors will be eligible for joint appointments. The specifics of joint appointments (e.g., teaching, professional activity, advising, service requirements, etc.) are determined by a mutual agreement between the affected departments (or department and program) in close consultation with the Provost as candidates are considered. The agreed-upon specifics must be outlined in the appointment letter and should not change during the probationary period. The expectations placed on a new faculty member should not exceed the normal expectations for probationary faculty.

The chair of the primary department will assume all the responsibilities associated with appointment, tenure, and promotion processes as outlined in the Faculty Manual. During the hiring process, the primary and secondary departments have an equal number of members on the search committee. Decisions require the support of a majority of both the primary and secondary department

representatives. During the tenure and promotion process, tenured chairs of secondary departments or programs, or their designated tenured representatives, will be considered tenured members of the primary department for tenure and promotion decisions regarding the joint appointment. Decisions on tenure and promotion are made by a majority vote. Chairs (or directors) of secondary departments (or programs), or their designated representatives, act as representatives of the secondary department (or program) and should consult with the tenured members of that department (or program) to ensure accurate representation.

5. Policy on Library Appointments

The primary responsibilities of library faculty are providing instructional and research support to faculty and students, facilitating access to library resources, preserving institutional archive materials, and developing the collection. Ranks among librarians are Assistant Professor, Associate Professor, and Professor. Librarians may be hired as tenure-track or non-tenure-track faculty members; non-tenure-track librarians are eligible for renewable appointments and for promotion. Criteria for evaluation are addressed below. Non-tenure track librarians are at-will employees.

Library faculty who are tenured will continue to follow the sabbatical policies laid out for tenured faculty as outlined in the Faculty Manual (VI.B.8), with the Director of the Library acting as department chair.

Assistant professors in the library will receive annual reviews in writing by the Director of the Library; non-tenured associate professors in the library will receive written biennial reviews by the Director of the Library; untenured full professors in the library will receive written triennial reviews by the Director of the Library. Annual, biennial, and triennial evaluations will be sent to the Office of the Provost by July 1 of the year in which they are due.

Furthermore, the third annual review of non-tenure-track librarians shall be conducted by the Director of the Library using the guidelines for the third-year review of tenure-track faculty. This third-year review should include a frank appraisal of the candidate's likelihood of earning promotion in a timely manner. The third-year review should follow the guidelines, timelines, and requirements (as far as possible) of the third-year review for tenure-track faculty, and should be submitted to the Faculty Personnel Board along with other third-year reviews.

The following chart notes important deadlines and information for the years leading up to eligibility for promotion for non-tenure-track librarians:

Review Year	**Initiated by**	**Includes classroom visits?**	**Sent to and reviewed by**	**Deadline for department's report**
First	Department	Yes	Provost	July 1
Second	Department	Yes	Provost	July 1
Third	Department	Yes	Provost, FPB	October 1
Fourth	Department	Yes	Provost	July 1
Fifth	Department	Yes	Provost	July 1
Sixth	Department	Yes	Provost, FPB	November 1

Promotion: Eligibility, Process, and Criteria for All Librarians

- Assistant Professor: Candidates with a completed master's degree in library science are hired at this rank.
- Associate Professor: Librarians must complete a minimum of six years in the rank of instructor or assistant professor; application for promotion to associate professor would typically be submitted in fall of the sixth year or service as an assistant professor.
- Professor: Librarians must complete a minimum of seven years in the rank of associate professor; applications for promotion to professor could be submitted in the fall of the seventh year in rank as associate professor.

Librarians seeking promotion in rank should be aware of their timeline and consult with the Director of the Library early in the spring semester preceding a possible application for promotion. After that consultation, the Director of the Library, acting as chair of a department, and the candidate for promotion shall follow as closely as possible the procedures described in the Faculty Manual IV.D. for developing and submitting a case for promotion to the Faculty Personnel Board. During this process, other ranked librarians shall be considered members of the candidate's department.

Criteria for a positive review will be effective, collegial, and regular service to the University; innovation in library services; participation in discipline-appropriate professional societies; publications in peer-reviewed journals, and/or presentations at discipline-appropriate professional conferences.

Criteria for Promotion to Associate Professor

1. Continued effective library instruction and librarianship, as defined in the American Library Association's "Core Competences of Librarianship".
2. Professional growth as indicated by a continuing pattern of activities in recognized professional and scholarly associations, as well as through contributions in appropriate areas of subject, language, or technical specialization.
3. Service appropriate to the faculty member's status and time at Wittenberg.

Criteria for Promotion to Professor

1. Continued effective library instruction and librarianship, as defined in the American Library Association's "Core Competences of Librarianship".
2. Professional growth as indicated by a continuing pattern of activities in recognized professional and scholarly associations, as well as through contributions in appropriate areas of subject, language, or technical specialization. Librarians seeking promotion must show evidence of continued intellectual growth and/or increasing reputation in the profession. Examples of increasing professional reputation include, but are not limited to, the following: (i) selection to leadership positions in local, regional, or national professional organizations (ii) involvement in consulting work (iii) assignment to special projects or task forces.
3. A pattern of significant service to the department, the institution, and/or the broader academic community.

6. Policy for Professor of Practice Appointments[25]

A professor of practice is a full-time (teaching up to 32 credits per academic year), non-tenure- track faculty position staffed by an individual who has industry expertise in a specific discipline. The primary responsibilities of the position include teaching, advising, and curriculum development, with some expectation of service and/or professional activity. A professor of practice will have, at a minimum, (1) an advanced degree (e.g., M.A., M.B.A, M.F.A, M.S.) and five years of work experience or (2) professional achievement comparable to these credentials.

1. A professor of practice appointment may only be applicable to a small number of programs and is initiated by the department rather than by the Provost or President.

2. The initial professor of practice appointment is for a five-year term. The five-year term may be renewable. Professors of practice will be evaluated annually, in writing, by their department chairperson. The performance criteria will be based on effective contributions to teaching, advising, curriculum development, and evidence of some service and/or professional activity. The professor of practice should utilize the same measures to demonstrate effective teaching (e.g., peer review, course evaluations, advising summaries, etc.) as all other full-time faculty. The Faculty Personnel Board would not consider evaluations of professors of practice until the renewal years (fifth, tenth, fifteenth, etc.); however, annual evaluations will be sent to the Provost by the department chairperson each year by July 1. The University may decide to terminate the annual appointment prior to the end of the five-year term with written rationale for the termination.

   If a candidate's appointment will not be renewed, the candidate must be so informed in writing by the following deadlines:
   a. March 1, for candidates in their first year at Wittenberg,
   b. December 15, for candidates in their second year at Wittenberg, and
   c. September 15 for candidates with more than two years' service at Wittenberg.

3. To be renewed for subsequent five-year terms, the professor of practice must show effective teaching, advising, curriculum development, continued currency in the field in question, and evidence of some service and/or professional activity. To be renewed for an additional five-year term, the department sends its recommendation, along with relevant professional artifacts, to the Faculty Personnel Board by November 1 during the fall of the candidate's fifth (tenth, fifteenth, etc.) year. The Faculty Personnel Board reviews the artifacts and department recommendation and then forwards a summary of the candidate's strengths and areas for improvement to the Provost by December 15.

4. Any time following the fifth year of service as a professor of practice at Wittenberg, the candidate is eligible for promotion to Senior Professor of Practice by demonstrating continued effective teaching, advising, and curriculum development, continued currency to the specific field, and evidence of some service and/or professional activity. There is only one promotion associated with this appointment. Recommendations for advancement in rank are made by the department and are due to the Faculty Personnel Board by November 1 and generally follow

[25] Revised by faculty action, September 21,2021

the promotion process outlined in the Faculty Manual. The Faculty Personnel Board provides a recommendation on advancement in rank to Senior Professor of Practice utilizing the criteria listed below:

Promotion to the rank of Senior Professor of Practice

Criteria:

1. Continued effective teaching, advising, and curriculum development
2. Evidence of continued currency in professional field.
3. Engagement in service and/or professional activity.

If the department declines to nominate the faculty member for promotion, they may follow the guidelines for self-nomination provided in the promotion section for tenure-track faculty.

5. After six years of continual service as professor of practice, the candidate may apply for a professional study leave. This experience is designed to further professional development in the specific field in question. To qualify for a professional study leave, the candidate must have earned the rank of Senior Professor of Practice. The semester of leave will be at full salary. When applying for a professional study leave, the candidate should consult with the department chair and use the procedures for Applying for Sabbatical Leaves and Leaves of Absence outlined in the Faculty Manual. Similarly, professional study leaves will be subject to the reporting requirement of sabbatical leaves and all other employment expectations.

6. Professors of practice holding the proper academic credentials are eligible to apply for tenure-track positions at Wittenberg. Formal application is mandatory. No more than a total of three years of full-time service at another institution or as a professor of practice at Wittenberg University may be credited toward tenure. Evaluations from time in a professor of practice appointment shall be used should years of service be credited.

7. A professor of practice has voice and vote in meetings of the Faculty of Wittenberg University. In other regards, a professor of practice has the same rights and privileges to which all full-time faculty members are entitled. A professor of practice will enjoy the same guarantee of academic freedom and rights of appeal accorded the full-time faculty.

8. A chart that outlines the five-year schedule for a professor of practice is presented below:

Review Year	Review Initiated by	Includes classroom visits?	Sent to and reviewed by	Deadline for Dept.'s Report	Deadline to notify Candidate of Non-renewal for Next Year
First	Department	Yes	Provost	July 1	March 1
Second	Department	Yes	Provost	July 1	March 1
Third	Department	Yes	Provost	July 1	March 1
Fourth	Department	Yes	Provost	July 1	March 1
Fifth	Department	Yes	Provost, FPB	November 1	March 1

7. Policy for Visiting Faculty Appointments

a. There are five sets of circumstances in which it is appropriate to make a visiting faculty appointment:

i. When the search for filling a faculty position does not provide a pool of applicants which will adequately fill the needs of or meet the qualifications for the position;
ii. When a vacancy occurs too late in the academic year to allow for a search that would result in a pool of applicants with optimal qualifications;
iii. When it is necessary to replace a faculty member who has been granted a leave of absence or a sabbatical leave;
iv. When a decision is pending concerning the continuation of a position or the establishment of the position as a tenure-track position;
v. When the decision is made to appoint an established teacher/scholar for a limited term.

b. A visiting faculty appointment is a one-year appointment; a visiting faculty member's appointment may be renewed annually for a total of no more than three years. Visiting faculty members whose appointments are eligible to be renewed in the following year should be evaluated annually, in writing, by their department chairperson. Others may request a written evaluation by their department chairperson. For visiting faculty whose appointments are renewable for up to three years or who are likely to be renewed, the evaluation should be filed with the Provost prior to reappointment.

The following stipulations apply:

i. Department chairpersons should model reviews of visiting faculty members on the procedures stipulated for the normal first- and second-year reviews for probationary faculty members on tenure-track appointments.
ii. The Faculty Personnel Board normally does not consider evaluations of visiting faculty members.
iii. If the visiting faculty member later becomes a probationary (tenure-track) faculty member, these evaluations may be used as a part of any later reviews.

c. Any person receiving such an appointment is eligible to reapply for consideration in an extended search to fill a vacant position. To become part of the expanded pool of applicants under consideration, formal reapplication is mandatory. In some cases, if a national search was done to fill the visiting position, such a position may be converted to tenure-track if the department and the Provost are in agreement.

d. A visiting faculty member has voice but not vote in meetings of the Faculty of Wittenberg University. In other regards, a visiting faculty member has the same rights and privileges to which all full-time faculty members are entitled. (Benefits for which visiting faculty members qualify are explained elsewhere.)

e. Full-time service as a visiting faculty member may be credited toward tenure. However, no more than a total of three years full-time service at another institution or as a visiting faculty member at Wittenberg may be credited toward tenure.

8. Guidelines and Procedures for Appointment of Faculty Members to Named and Endowed Chairs

a. The Provost will inform the appropriate department chairs of the vacancy in a named chair and request the recommendation of one or more nominees to fill it.

b. Each nominee normally will have achieved the following:

i. Tenure
ii. Rank of professor or associate professor clearly qualified to be promoted to the rank of professor
iii. Distinguished teaching
iv. Scholarly and/or professional achievement
v. Significant contributions to church, community, and/or society

c. The chair or professorship will normally be filled from within Wittenberg University. However, if, in exceptional cases, the position is to be filled from outside the University, the nominee must recently have met all of the above guidelines at some other institution of higher learning.

d. A decision to waive any of these guidelines will be made in consultation with the Faculty Personnel Board.

e. The appropriate department chair should send nominations to the Provost, (including self-nominations), which will be forwarded with the Provost's recommendations to the President. The President may nominate one person for the professorship or chair to the Board's Academic and Student Life Committee, which may submit the name of the nominee to the Board for its vote.

f. The Provost and/or President may recommend approval or disapproval, may pass that name forward without recommendation, or may refuse to pass a name forward. If the Provost and President decline to pass the candidate's name forward, they must explain their reasons in writing to the department chair and the candidate. The Committee on Academic and Student Life and the Board may approve or disapprove.

g. The person holding a chair or professorship will be expected to adhere to the guidelines formulated for that position with respect to teaching and/or research obligations, and to the length of appointment to that position.

h. Special Guidelines for *The Kenneth E. Wray Chair* in the Humanities follow below.[26]

Criteria[27]

Appointment to the Kenneth E. Wray Chair in the Humanities is for five years. The individual will be selected from among Wittenberg faculty holding the rank of Professor in the departments of English, History, World Languages and Cultures, Philosophy, and Religion. These criteria determine the selection:

[26] Originally adopted May 28, 1980.
[27] Added to the Faculty Manual, Fall, 2001 - Recommended by a Committee of Humanities faculty and approved by the President, Fall, 2000 and amended April 2021.

demonstrated teaching excellence; breadth and excellence of scholarship; and a distinguished record of publication. A selection committee will recommend the appointment to the Provost and the President. The committee will be composed of individuals who are not eligible for the chair, one from each of the humanities departments; in its deliberations the committee will gather and weigh information it deems pertinent to making an informed recommendation. The faculty member holding the chair will receive an annual travel/supplies/materials allowance and an annual stipend. During the first year after an individual is appointed to the chair, the University will sponsor an "inaugural" event to honor the individual and to bring attention to the Wray Chair.

9. Tenure and Appointment to Administrative Positions

a. Guidelines for Tenure for Full-time Administrators[28]
The faculty recommends that, with the exception of the chief academic officer, an administrator neither be hired with tenure as a faculty member nor advanced to tenure during that faculty member's term of service as an administrator.

b. Policy for Tenured Faculty Who Accept Full-Time Administrative Positions
Should a tenured faculty member at Wittenberg University accept an administrative appointment, AAUP guidelines regarding tenure will apply. The "Recommended Institutional Regulations on Academic Freedom and Tenure" state that all regulations regarding tenure "apply to administrative personnel who hold academic rank, but only in their capacity as faculty members."

Tenured faculty members who accept full-time administrative positions will be subject to the following:[29]

i. Such a full-time administrator will lose academic rank if during three consecutive academic years in an administrative role the person does not teach or administer an academic program.
ii. Such a full-time administrator will retain academic rank if he/she is engaged in some teaching or academic administration, but no guarantee of a teaching position can be given after three years unless there is a position available at the time the person wishes to return to full-time teaching.
iii. If such a person loses academic rank and wishes to return to the department after three years, that department and the administration may at their discretion, rehire with tenure and rank.

B. Tenure

Introduction

An appointment to permanent tenure is an act of faith. In making such an appointment, an institution is expressing its confidence that a faculty member is, and will continue to be for the rest of that faculty member's professional life, a valuable asset to the institution. The future effectiveness of the

[28] The faculty, at its meeting of May 2, 1978, adopted these recommended guidelines, which were amended at the April 9, 1991 faculty meeting.
[29] These guidelines apply as of September 1, 1982.

institution's program may depend, in large part, upon the degree to which appointments to permanent tenure are made wisely. Such decisions must be based on reliable evaluations of the candidate at work in the academic situation over an extended period of time.

For these reasons, probationary appointments (commonly referred to as "tenure-track") are essential to preserving the integrity of the tenure system. Such appointments carry with them neither the same securities as tenure nor the guarantee of such at a future date, but they nonetheless imply a greater commitment on the part of the university than would a one-year appointment.

During the probationary period, those who are responsible for the evaluation should show continuing concern for the progress of the faculty member and give all reasonable guidance, assistance, and encouragement. But at the end of the probationary period, if tenure is recommended, the burden of proof rests with the candidate and/or those recommending tenure.

1. Non-Renewal of Probationary Appointments

The ultimate power to make, renew, or not to renew appointments to the Wittenberg faculty rests solely with the President upon the recommendation of the Provost, and not with the faculty, whose constitutional authority is limited to a right to participate in such decisions. If a probationary faculty member's appointment is not to be renewed, the appointee must be notified in writing not later than March 1 in the first year of teaching at Wittenberg and not later than December 15 during the second year; Faculty members must be notified of non-renewal by September 15 in subsequent years of service. (See Article V, Section 1 of the Restated and Amended Bylaws of the Board of Directors.) In such cases, the faculty member should be notified of the *reasons* for the decision in writing. Common reasons the University may choose not to renew a probationary/tenure-track appointment or not to grant tenure include the following:

a. Professional Qualifications and Performance

The university judges the professional performance of the candidate as inadequate or unsatisfactory. (See the Guidelines for Assessing Professional Qualifications for Tenure, the Statement of Professional Responsibilities of Wittenberg Faculty, and The Statement on Professional Ethics). If such a decision not to reappoint occurs before the fifth year of probationary service, it typically involves consultation between the department (or primary and secondary department/program if a joint appointment) and the Provost. The Provost should inform the Faculty Personnel Board of the decision not to renew the probationary faculty member's appointment, but otherwise FPB consultation is not required in cases of non-renewal due to performance or qualifications.

If a decision not to reappoint or not to recommend tenure occurs late enough that the candidate will remain on faculty during what would be the tenure-decision year (usually the sixth year, except when prior service has been credited), then the probationary candidate still may be reviewed by the FPB, if the candidate so requests.

b. Elimination/Redefinition of the Faculty Line

The university may eliminate the faculty member's position or redefine the line due to curricular, financial, or enrollment concerns. Such elimination or redefinition should not occur without prior consultation with the Educational Policies Committee and the relevant department (or primary and secondary department/program if a joint appointment). The faculty does not envision other circumstances in which non-renewal of a probationary appointment or failure to grant tenure would occur. But if such other circumstances should arise, the decision should be made in consultation with the appropriate faculty body. If the matter does not fall under the purview of other committees, the Faculty Executive Board should be consulted.

The faculty has no formal decision-making power over non-renewals of probationary appointments for reasons related to elimination/redefinition of the line, but in consultations related to such non-renewals, the faculty expects that the faculty consultative bodies (e.g. Educational Policies Committee, Faculty Hearing Board on Academic Freedom and Tenure):

i. will notify the faculty at the initiation of the consultative process
ii. will have adequate access to pertinent data
iii. will determine if they agree or disagree with the course of action taken, and will be free to propose alternative courses of action
iv. will report on these consultations, with explanations, at the faculty meeting following their conclusion.

While observing these principles and this procedure will not guarantee that all probationary/tenure-track appointments are maintained, such will ensure that the Wittenberg community better understands decisions that interrupt the tenure process. While the final decisions will rest with the President and the Provost, these procedures help to preserve confidence in the integrity of the process. Through them, the faculty can participate in difficult decisions without necessarily consenting to the outcome.

2. Guidelines for Assessing Professional Qualifications for Tenure

Briefly stated, appointment to tenure on the Wittenberg faculty should occur when the faculty member has completed the appropriate terminal degree necessary for the rank of Assistant Professor and has demonstrated:

a. excellence of pertinent professional preparation
b. effective teaching and advising[30]
c. scholarly and/or professional achievement
d. appropriate service to the department (or primary and secondary department/program if a joint appointment), the university, and/or the academic community

[30] Tenure decisions for librarians will be based on the guidelines listed above, with the understanding that librarians' educational role may be fulfilled through means other than direct classroom teaching and advising. Librarians participate in formal research and publication to a lesser degree than classroom faculty due to the nature of librarians' responsibilities and work schedules.

e. strong indications of promise for continued professional growth in the above qualities and of the capacity for making significant contributions to the department (or primary and secondary department/program if a joint appointment), the institution, and the academic community

For a fuller explanation of the meanings of criteria a-d, see the statement of "Professional Responsibilities of the Faculty of Wittenberg University" (III.A). (Note: Not everything found therein will apply to tenure decisions). In the case of joint appointments, expectations about how criteria b-d will be carried out in the two departments (or department and program) must be identified in the original appointment. These expectations should not change from the time of the hire to the time of the tenure decision.

C. The Tenure Process

1. The Six-Year Schedule

Tenure-track faculty members are reviewed annually during their probationary service, which normally lasts six years. Candidates for tenure may receive up to three years' credit toward those six years for full-time teaching at other colleges/universities. Such a decision is made by the candidate, in consultation with the department chair [or, in the case of joint appointments, both the primary department chair and secondary department (or program) chair (or director)] and the Provost, at the time of appointment. In such cases, the schedule of annual reviews is modified accordingly, and the individual timeline, including the due dates for the third-year review and the tenure review, shall be included in the original appointment letter to aid the department in its stewardship of the tenure process and will be shared with the department chair. The language used below to denote the reviews, however, assumes the normal process culminating in a tenure decision at the end of the sixth year. In effect, candidates with credit toward tenure skip the initial year(s) of the process, although all candidates participate in the third-year process. If granted, tenure becomes effective at the beginning of the seventh credited year. In unusual situations, the Provost may recommend that the Faculty Personnel Board consider a tenure case early. In no case, however, will candidates be considered before the beginning of their sixth year of full-time teaching experience and the beginning of at least their third year at Wittenberg. Once submitted to the Faculty Personnel Board, such tenure cases are subject to the standard tenure processes and timelines.

All annual reviews are conducted by the department, include classroom visits prearranged with the candidate, and are reviewed by the Provost. In the case of joint appointments, the chair or director of the secondary department or program must be involved in all annual reviews (see Section IV.A.3). Of special significance are the third-year review, in which the department must give the candidate a frank assessment of the prospects for tenure, and the sixth-year review, in which the department must recommend to the Faculty Personnel Board whether the candidate be tenured. (A tenure candidate who remains in service into the sixth year is eligible for this latter, extensive review, even if already notified that the department will not recommend the candidate for tenure, subject to the stipulations outlined in Section IV.B.2 above, or that the university will not renew the candidate's appointment.) The Faculty Personnel Board evaluates the special third- and sixth-year reviews before forwarding its recommendations to the Provost. Copies of the third-, fourth-, and fifth-year reviews should accompany the tenure recommendation.

The first-, second-, fourth-, and fifth-year reviews are due by July 1. For candidates with one year or less credited toward tenure, the third-year review is due by March 15. For candidates with two or three years of credit toward tenure, this review is due by October 1 following the candidate's first year of tenure-track service at Wittenberg. The tenure recommendation, which is the sixth-year review, is due by November 1 of the candidate's sixth year.

If a faculty member qualifies for a paid or unpaid leave under the Family and Medical Leave Act of 1993 (FMLA) or Wittenberg parental leave policy guidelines, that person is entitled to stop the tenure clock or extend the probationary period, with or without taking a full or partial leave of absence. The tenure clock may be stopped for up to one year for each event and no more than twice during the probationary period. A candidate granted an extended probationary period under these criteria will be reviewed under the same academic standards as a candidate who has not extended the probationary period. The institution will not impose greater demands on the candidate as a consequence of the longer probationary period. The proposed policy is based on "qualification" for FMLA leave rather than acceptance of paid or unpaid leave. Qualifications for FMLA and a change in the tenure clock will be evaluated on a case-by-case basis in consultation with the Provost and Human Resources.[31]

If a candidate's appointment will not be renewed, the candidate must be so informed in writing by the following deadlines, regardless of any credit toward tenure for service elsewhere:

a. March 1, for candidates in their first year at Wittenberg,
b. December 15, for candidates in their second year at Wittenberg, and
c. September 15 for candidates with more than two years' service at Wittenberg.

A tenure candidate who remains in service into the sixth year is eligible for a sixth-year review to be considered by the Faculty Personnel Board, even if already notified of non-renewal, subject to the stipulations outlined in Section IV.B.2 above.

This chart outlines the six-year review schedule.

Review Year	**Review Initiated by**	**Includes Classroom Visits?**	**Sent to and Reviewed by**	**Deadline for Dept's Report**				**Deadline to Notify Candidate of Non-Renewal for Next Year**			
Years Credit				***0***	***1***	***2***	***3***	***0***	***1***	***2***	***3***
First	Department	Yes	Provost	July 1	N/A			Mar. 1	N/A		
Second	Department	Yes	Provost	July 1		N/A		Dec. 15	Mar. 1	N/A	
Third	Department	Yes	Provost, FPB	March 15			Oct. 1	Sept. 15	Dec. 15	Mar. 1	
Fourth	Department	Yes	Provost	July 1				Sept. 15		Dec. 15	N/A
Fifth	Department	Yes	Provost	July 1				Sept. 15			Dec. 15
Sixth	Department	Yes	Provost, FPB	November 1				Sept. 15			

[31] Approved by faculty, Provost and Faculty Personnel Board, April 2004 faculty meeting

While the table above references specific deadlines for notifying candidates of non-renewal, uncertainty about the viability of a particular position may play out in other ways than a straightforward non-renewal. The President and the Provost will notify the candidate immediately in the event that they determine that a significant possibility exists that tenure may be denied for reasons other than professional qualifications. Such notification may occur before or after November 1, when tenure cases are due to the Faculty Personnel Board. Consultations will be required, in accordance with section IV.B2. Regardless of such a warning, the candidate and department may submit their case, and the FPB should proceed to evaluate tenure recommendations. If a candidate is, indeed, denied tenure and was not notified of non-renewal by September 15, that candidate will be granted a terminal appointment for an additional year.

2. The Responsibilities and Roles of the Department Chair, and Peers in the Tenure Process: Some Basic Principles

The Chair

The Board of Directors' Bylaws require the President to consult with the Provost, a faculty personnel committee, and "the appropriate departmental chair or representative as specified in the Bylaws of the Faculty" when developing recommendations for tenure (V.2.a). The Faculty Bylaws designate the chair as the chief administrative officer of the department, one who is required to consult with colleagues on departmental business (II. Faculty Bylaws, Department Chairpersons). In particular, the chair is required to "make recommendations to the Provost and the Faculty Personnel Board relative to selection, retention, promotion, tenure, and salaries of department members (II. Faculty Bylaws, Department Chairpersons).

The chair is responsible for communicating to the candidate what "probationary/tenure-track" means and for conveying departmental and university expectations of tenure candidates. (This responsibility is shared by the FPB members involved in the search and by the Provost.) However, the candidate bears the ultimate responsibility for learning and meeting these expectations and for asking questions when clarification is needed.

As the "chief administrative officer" of the department, the chair serves as representative of the department in both administrative and governance processes. As described below, the chair may or may not be chosen as the departmental representative in tenure cases, but if and when preparing reports relative to the tenure process as chair, the chair must act purely as a representative of the department and should not represent merely the chair's own opinion or evaluation of the candidate. Any tenured member of the department, including the chair, may submit an additional written evaluation, but such an evaluation, even when written by a faculty member serving as chair, shall not be considered as the department chair's/representative's evaluation that is called for in the Board of Directors Bylaws.

In the case of joint appointments, the chair of the primary department serves as the representative of the department and the program in both administrative and governance processes. The chair (or director) of the secondary department (or program) is a voting member of the primary department for tenure and promotion reviews and decisions. When preparing reports relative to the tenure process, the chair of the primary department must act purely as a representative of the department (including the input of the secondary department or program) and should not represent merely the chair's own opinion or evaluation of the candidate. Any tenured member of the primary department or tenured

member of the secondary department or program may submit an additional written evaluation, but such an evaluation, even when written by the chair (or director) of the secondary department (or program), shall not be considered as the department chair's evaluation that is called for in the Board of Directors Bylaws.

Great weight is placed on departmental evaluations and recommendations in the tenure process. Moreover, such departmental evaluations of a candidate may be consulted not only by the Faculty Personnel Board, but also by the Provost, the President, the Academic and Student Life Committee, and even the full Board of Directors. Therefore, it is essential that these formal written reports and recommendations concerning a tenure candidate be departmental evaluations, not chair evaluations.

Peers

Peer review is a crucial component in the tenure process. Broadly construed, it can refer to all of the ways Wittenberg involves other faculty members in the process of evaluating tenure candidates. The practices of requiring full departmental evaluation and of inviting input from the rest of the faculty are both forms of "peer review." The items that follow here refer only to peer review in the tenure process. Of note, peer review includes both peer review of teaching (described in more detail below) as well as review of the candidate's progress in other areas, such as advising, professional development, and service to Wittenberg and the broader community.

Peer review of tenure candidates requires the participation of all the tenured department members, though it may also include voluntary input from non-tenured members. Department members need not necessarily all do the same things; for example, some may visit the classroom, while others may become more knowledgeable about the candidate's professional development. But the departmental judgments about probationary/tenure-track candidates must be made by the tenured members of the department, and they must be knowledgeable about the candidate's strengths and weaknesses. In the case of joint appointments, the chair (or director) of the secondary department (or program) is considered a tenured member of the primary department and must be included in peer review. Members of the department who are close relatives, immediate family members, or business associates of persons who are recommended for tenure, or have other substantive conflicts of interest with candidates for tenure, must recuse themselves from discussions of those cases and are ineligible to vote.

A critical component of peer review is yearly visits (with written reports) to the classes or other on-site teaching locations of a tenure candidate by tenured members of the faculty. Such peer reviews of teaching must begin the first year of a six-year track (when the purpose is primarily formative) and continue through the probationary period. Such visits should be coordinated with the candidate and should include tenured faculty members from both inside and outside the candidate's department (in the case of joint appointments, primary department) in time for the tenure review. Faculty Personnel Board recommends an average of two peer reviews per year, at least one from inside the department and one from outside. In a larger department, FPB encourages a broad representation of tenure members of the department in the peer reviews.

The evaluator will discuss their conclusions with the faculty member, using the evaluator's written summary as the basis for discussion. That summary and any written response the faculty member wishes to add should be copied to the department chair (in the case of joint appointments, primary department chair) for subsequent use in the tenure process.

Some forms of peer review are not required at Wittenberg and may not be required unilaterally by the department, such as letters of evaluation from outside Wittenberg, or confidential evaluations of teaching. Such may be used if the candidate and the department both agree on their use.

Candidates also are encouraged to use formative peer reviews that remain off the record, unless offered by the candidate.

A chair should consult with department members (including the chair (or director) of the secondary department (or program) in the case of joint appointments) and students in making an annual review and evaluation for each untenured member of the department. Individual faculty members who deem it advisable should feel free to communicate directly with the Faculty Personnel Board on personnel matters. It is the ongoing responsibility of individual faculty members to provide their chairs with information that may be relevant to their status.

3. First- and Second-Year Reviews

The department chair should hold an annual conference with each faculty member on probationary appointment. Before scheduling the conference, the chair should consult with tenured members of the department (and when relevant the chair or director of any secondary department or program), students (including student evaluations, and/or student groups such as honorary societies), and information submitted by the faculty member. In the conference with the candidate the chair should use the criteria outlined in the "Guidelines for Assessing Professional Qualifications for Tenure" to discuss the probationary faculty member's strengths, weaknesses, and progress toward advancement for tenure. The department chair should complete this form and show it to the candidate, and both should sign it. The completed form should be sent to the Provost's Office no later than July 1.

4. The Third-Year Review

Like the second-year review, the third-year review is conducted by the department, written by the chair, and includes supporting materials provided by the candidate and the department.

In the case of joint appointments, the chair of the primary department will write the review. The chair (or director) of the secondary department (or program) should be an active participant in the third-year review.

The third-year review is normally due by March 15; for candidates with two- or three-years' credit toward tenure, this review is due by October 1 following the candidate's first year of tenure-track service at Wittenberg. The third-year review also must be forwarded to the Faculty Personnel Board, which reviews the document and responds candidly in writing to it, with copies going to the department (in the case of joint appointments, primary department), the candidate, and the Provost by June 1. For candidates with two or three years of credit toward tenure, the Faculty Personnel Board will respond by January 31.

The third-year review is intended to give the candidate a clear sense of that person's progress toward tenure and should include a frank assessment of the candidate's potential for tenure. This assessment must be frank and candid enough to be useful; at the same time, the university does not and cannot

commit to tenure at this stage. If the Faculty Personnel Board finds the departmental review to be vague or incomplete, it will require a revised review.

The formal written third-year review documents should represent the majority view of the tenured members of the department. The review should be signed by all tenured members of the department to demonstrate that they have read it. (Exceptions are allowed for faculty members who cannot participate due to leave or illness.) The preparation of such reviews must include a joint meeting of the tenured members of the department and should address the qualifications for tenure described in the Faculty Manual. In the case of joint appointments, the chair (or director) of the secondary department (or program) is a tenured member of the department. The chair (or director) of the secondary department (or program) should consult with the tenured members of the secondary department (or program) to ensure accurate representation.

In most cases, the chair will present the department's recommendation in a single letter. In some cases, other tenured members may wish to append to this letter additional letters in order to more fully convey the range of views within the department; in these cases, the chair's letter and the appended letters will constitute the departmental evaluation. In extreme circumstances, when it proves impossible to represent the view of the department, the tenured members of a department may opt to write only individual letters and to write no single departmental evaluation; in such cases, all these letters together will constitute the departmental evaluation. If the chair is in the minority, the majority may choose to assign to one of its own members the task of preparing the report. In the case of joint appointments, only the members of the primary department and the chair (or director) of the secondary department (or program) may append a letter that will be considered part of the departmental evaluation.

In writing the review, the "Form for Third-Year Review of Probationary Faculty" should be used. Additionally, the following items must be submitted as part of the third-year review package:

a. a current vita for the candidate in the format specified in the Faculty Vita section of the faculty manual (see Appendix C)
b. a list of all courses taught at Wittenberg each semester (this list should match the courses for which summative teaching evaluations are being submitted)
c. student evaluations of teaching including statistical comparisons of the candidate with the department and the university
d. peer reviews of teaching from both inside and outside the department
e. sample artifacts of teaching such as, but not limited to, syllabi, lesson plans, instructional videos and audio recordings, and assignments that support the department’s recommendation, and demonstrate the candidate’s contributions to teaching and curriculum development at Wittenberg University
f. copies or documentation of the candidate’s professional work as appropriate/possible.

In addition, the candidate may, if desired, submit a response to the third-year review if additional context, clarification, or explanation is needed.

All materials should be submitted electronically to the Provost’s Office and will be made available to FPB electronically. Documents or items (such as some artworks) that are impractical to share electronically may be placed for FPB’s review in a secure room in the library. Additionally, the signed review with the original signatures should be sent to the Provost’s Office for the candidate’s permanent personnel file.

5. The Fourth- and Fifth-Year Reviews

The third-year review serves as a baseline for future evaluations. It is especially important that fourth- and fifth-year reviews provide updates on information recorded in the third-year review. Although generally not reviewed by the Faculty Personnel Board, these reviews can be shared with the FPB as information. Under unusual circumstances, the FPB may respond to the fourth-year review, but it will not respond to the fifth-year review. Choosing not to respond does not imply agreement or disagreement with the review.

A copy of the completed Form for Fourth- and Fifth-Year Review of Probationary Faculty and the candidate's response should be sent to the Provost's Office no later than July 1. The Provost will provide a written evaluation of the Fourth-Year Review to the candidate and department chair by September 1. This written evaluation should be included with the sixth-year (tenure) review.

6. The Sixth-Year (Tenure) Review

a. The Schedule of Deadlines

In the spring before the tenure-review year the department chair should call a meeting of interested students to gather feedback on the candidate's teaching and advising and collect written student feedback.

Deadline	Action
Mid-late September	The chair and candidate should make the file of materials for the tenure review (see below) available to tenured members of the department for their review prior to the departmental meeting.
October 15	The department should have completed its review and voted on what recommendation to make, and it should notify, briefly and in writing, the candidate, the Provost, and the chair of the Faculty Personnel Board of its intentions. For joint appointments, the department includes the participation of the chair (or director) of the secondary department (or program). The chair (or director) of the secondary department (or program) must consult with the tenured members of their department (or program) prior to voting on the recommendation.
October 25	Candidate not recommended by department requests review by the Faculty Personnel Board.
November 1	The tenure recommendation and file of materials are due from the department. (This deadline is extended to December 1 for a candidate not recommended for tenure by the department but who requests review by the FPB).
February 15	Faculty Personnel Board notifies the President and Provost, briefly and in writing, of its intentions, with copies to the candidate and department chair. If the FPB's recommendation differs from the department's, the FPB should offer to meet with the tenured members of the department to discuss the matter.
March 10	The FPB's complete recommendations must be forwarded to the President and Provost.
March 31	The President and Provost inform the Faculty Personnel Board of their intentions regarding tenure recommendations. (Other consultations may be required, in accordance with section IV.B.2).

b. Process: The Department

As with the written third-year review, the tenure-year review documents should represent the majority view of the tenured members of the department. In addition, the tenure-year review documents must include the departmental vote. The review should be signed by all tenured members of the department to demonstrate that they have read it. (Exceptions can be made for faculty members who cannot participate, e.g., due to leave or illness). The preparation of such reviews must include a joint meeting of the tenured members of the department and a meeting with students.

In most cases, the chair will present the department's recommendation in a single letter. In some cases, other tenured members may wish to append to this letter additional letters in order to convey more fully the range of views within the department; in these cases, the chair's letter and the appended letters will constitute the departmental evaluation. In extreme circumstances, when it proves impossible to represent the view of the department, the tenured members of a department may opt to write only individual letters and to write no single departmental evaluation. If the chair is in the minority, the majority may choose to assign to one of its own members the task of preparing the report.

In the case of joint appointments, the tenure-year review documents should represent the majority view of the tenured members of the primary department and the chair (or director) of the secondary department (or program). The chair (or director) of the secondary department (or program) has one vote that should not be interpreted to have any more or less weight than the votes of primary department members. The tenure-year review must include the vote. All tenured members of the primary department and the chair (or director) of the secondary department (or program) should sign the review to demonstrate that they have read it. (Exceptions can be made for faculty members who cannot participate, e.g., due to leave or illness.) The preparation of such reviews must include a joint meeting of the tenured members of the department, including the chair (or director) of the secondary department (or program) and a meeting with students from both departments (or department and program). The chair of the primary department will represent the recommendation of the tenured members of the primary department and the chair (or director) of the secondary department (or program) in a single letter. In cases where additional letters are appended (as explained in the preceding paragraph), only tenured members of the primary department and the chair (or director) of the secondary department (or program) can write letters that are considered part of the departmental evaluation.

In preparing tenure-review documents, departments and candidates should follow this protocol:

<u>During the spring before tenure-decision year,</u>
The department should hold an open meeting for students to meet with members of the department to convey their impressions of the candidate. All department majors should be notified via email of this meeting, and the student body at large should be notified through appropriate means (e.g., an email to the student body through the Dean of Student's office to all students). Such notice should include the date, time, and purposes of the open meeting. The notice also should invite written responses or verbal conversations, noting that such responses cannot be assured confidentiality. In the case of joint appointments, this should include meeting with students from both departments (or department and program). If such a meeting does not occur in the spring preceding the tenure year, the department must hold such a meeting (following the same procedures) early in the fall semester of the tenure year.

The department chair should meet with the candidate to describe exactly what materials he or she will be expected to provide at the beginning of the next academic year (see below).

Fall of Tenure-Decision Year, the department chair should

- Notify all faculty, staff, and students via email that the candidate will be considered for tenure this year and invite written responses evaluating the candidate; departments should also contact appropriate alumni (e-mail lists sorted by majors and graduation years are available from the Office of Advancement). Such written responses cannot be guaranteed confidentiality.
- Request of the candidate materials to be used in the evaluation.
- Make evaluation materials available to tenured members of the department (or primary and secondary department/program if a joint appointment).
- Hold a meeting with tenured members of the department to determine whether the department will recommend the candidate for tenure and to draft a rough outline of the recommendation. (The departmental vote will be reported to the FPB in the departmental recommendation.) If the chair will not be writing the recommendation, the person who will do so should be chosen at this meeting. For joint appointments, this meeting will include the chair (or director) of the secondary department (or program).
- Inform the candidate of the departmental decision.
- Provide to the candidate a copy of the departmental recommendation.
- Submit all supporting materials requested by the Faculty Personnel Board electronically to the Provost's Office; the materials will be shared electronically with the FPB.
- Required supporting materials include:

    i. a current vita for the candidate in the format specified in the Faculty Vita section of the faculty manual (see Appendix C)
    ii. the candidate's brief personal reflection on their challenges and growth in the areas of teaching, professional activity, and service in their time at Wittenberg
    iii. copies of the third-, fourth-, and fifth-year reviews, along with the FPB's response to the third-year review and the Provost's response to the fourth-year review
    iv. all letters received in response to the department's request for such input
    v. a list of all courses taught at Wittenberg each semester during the probationary period (this list should match the courses for which summative teaching evaluations are being submitted)
    vi. student evaluations of teaching for probationary period including statistical comparisons of the candidate with the department and the university
    vii. peer reviews of teaching
    viii. sample artifacts of teaching such as, but not limited to, syllabi, lesson plans, instructional videos and audio recordings, and assignments that support the department's recommendation, and demonstrate the candidate's contributions to teaching and curriculum development at Wittenberg University
    ix. copies or documentation of the candidate's professional work as appropriate/possible
    x. artifacts or documentation of service activities, if feasible (e.g., authored reports, year-end reports of relevant committees, publicity regarding public appearances or talks, etc.)

In addition, the candidate may, if desired, submit a response to the departmental recommendation if additional context, clarification, or explanation is needed.
Reminder: All materials consulted or received by the FPB, directly or indirectly, shall be made available to the candidate and to the department representative who presented the department's recommendation.

- Forward a copy of the signed review with the original signatures to the Provost's Office for the candidate's permanent personnel file.

7. Appointed Tenure Committees for Special Circumstances

In departments with only one or two tenured members, it may be necessary to empanel an appointed tenure committee to shepherd tenure-track faculty members in that department through the tenure process. In such cases, the provost, with advice from the department in question, will empanel a committee with the following structure and duties.

Three tenured faculty members will be appointed to participate formally in pre-tenure and tenure review, essentially acting as tenured members of an appointed "department" for the purposes of mentoring the candidate and shepherding the candidacy. The members of the appointed committee should include tenured members of the department, and one of those members (if any), will be designated to fulfill the responsibilities of the department chair as laid out in the Faculty Manual, including all the duties described below as shared with the other appointed tenure committee members. The members will function as an appointed tenure committee

- by providing at least one peer review of teaching each semester from a member of the appointed "department" (not by all three members each semester);
- by reminding and encouraging the candidate to schedule addition peer reviews of teaching from beyond the appointed "department";
- by offering guidance on the preparation of the dossier;
- by reviewing and voting on the candidate's third-year review and tenure and promotion cases along with any tenured members of the candidate's department. If such a vote is unanimous, the chair of the committee shall submit a collective letter. If there is not unanimity, each individual may submit a separate letter, as provided in the Faculty Manual;
- by signing the department review that is submitted to the Office of the Provost.

In order to ensure that all parties have formally agreed to this process, all participants will sign an agreement to this arrangement using a document outlining the members of the committee and their duties. Such agreements will be preserved in the candidate's file in the Office of the Provost.

8. Guiding Principles for Faculty Personnel Board

a. Basis for Evaluation: The Personnel Board shall discuss tenure cases thoroughly and confidentially in official meetings prior to forwarding a positive or negative recommendation to the Provost and the President. The FPB shall follow the "Guidelines for Assessing Professional Qualifications for Tenure" and shall follow the schedule outlined above (see IV.B.3).

b. Conflicts of Interest: Members of the Faculty Personnel Board who are close relatives, immediate family members, or business associates of persons who are recommended for tenure, or have other substantive conflicts of interest with candidates for tenure, must recuse themselves from discussions of those cases and are ineligible to vote. In the event of a possible substantive conflict of interest, the other members of the Faculty Personnel Board shall determine by a simple majority vote whether the situation constitutes a substantive conflict of interest. Faculty Personnel Board members are not expected to recuse themselves in cases related to their own departments absent the aforementioned conflicts.

c. Confidentiality: While the internal conversations about the merits of a tenure case are confidential, all materials consulted or received by the FPB, directly or indirectly, shall be made available to the candidate and to the department representative who presented the department's recommendation.

d. Late Material: While the FPB will receive additional materials after the deadline for tenure recommendations, it cannot guarantee that such late materials will be utilized in rendering judgments.

e. Voting: The FPB's decision to recommend a candidate for tenure requires a simple majority vote, determined in a secret ballot; the actual vote will be shared only with the FPB members. Otherwise, the results of such FPB votes will remain confidential. A tie vote is not considered a majority vote.

f. Ranking: The FPB shall not provide a ranking of candidates for tenure.

9. Process for Faculty Personnel Board, the Provost, and the President

a. Before discussing actual tenure candidacies, the FPB and the Provost will meet and review the criteria for tenure.

b. After reviewing departmental recommendations and supporting materials, the FPB will conduct discussions concerning each tenure candidacy, using the materials presented as a part of the tenure package.

c. The members of the FPB and the Provost then will engage in frank and complete discussions on each candidacy in order to understand the full range of views on the professional qualifications of each candidate. In such meetings, all the participants should convey to one another any information relevant to the assessment of a candidate's professional qualifications for tenure, their own tentative assessments of the strengths and weaknesses of tenure candidacies, and any concerns about issues pertinent to the evaluation of such candidacies.

d. The FPB then will meet for final discussions and voting. If the FPB's recommendation differs from that of a department, the FPB will offer to meet with the tenured members of the department to discuss the differences before proceeding to the next step (this meeting will include the chair [or director] of the secondary department [or program] if this is a joint appointment). Although the department’s recommendation cannot be changed at this point, the department representative will have the opportunity to append to the departmental

recommendation a response to the FPB recommendation before both recommendations go to the Provost and the President. (The provision for an FPB-department meeting at this stage does not preclude such a meeting at an earlier stage.)

e. The FPB will forward to the Provost and the President its written recommendations, positive or negative, concerning each candidate for tenure. If the FPB forwards a positive recommendation in a case in which the department did not recommend the candidate, the FPB's recommendation must include a thorough statement of the candidate's qualifications for tenure. At the same time, the FPB will send a written summary of its recommendation to the department representative and to the candidate.

f. After a period of time to allow for the President and the Provost to consult, the FPB will meet with the President and the Provost to address any remaining questions about the FPB's recommendations.

g. After the President and Provost have determined their recommendation to the Committee on Academic and Student Life of the Board of Directors, they will inform the FPB of their recommendation in writing. The FPB is not at liberty to reveal the President's and Provost's recommendation to other parties before the meeting of the full Board of Directors except in the circumstances described in the following paragraph.

If, at this time, the FPB learns that the administration's recommendation differs from that of the FPB, the FPB will prepare a written response. If the reasons for the differing recommendations include matters other than professional qualifications (e.g., discontinuing or redefining the line), the FPB will request from the appropriate board or committee (usually the EPC) its recommendation. The FPB will consider this additional information when framing its response.

h. The Board of Directors' Committee on Academic and Student Life will receive copies of the FPB's recommendations and departmental responses (if any), as well as the department's recommendation, when the President and Provost present their report and their recommendations to that committee.

i. The Provost will inform the candidate, the department, and the FPB of the Board of Directors' final decision.

D. Promotion - Eligibility, Criteria, and Process[32]

Promotion in academic rank recognizes publicly the work faculty members do in a variety of contexts, including teaching in the classroom, mentoring independent study, evaluating students' work, meeting with students and advisees, pursuing, presenting, and publishing individual scholarly work and scholarly work conducted with students, administering programs, and serving on committees, among other activities. Promotion thus honors those who fulfill the tenets of the statement on "Professional and Ethical Responsibilities of the Faculty" (see ... "The Work of the Faculty") over a period of years and is not granted lightly or automatically for longevity of service. To that end, the process outlined below, which roughly parallels that for tenure, seeks a true measure of the substance of the career in question

[32] By faculty action, February 26, 2002

while allowing for interpretation of that career in the context of a specific discipline and a particular set of individual circumstances and assuring comparable expectations of well-roundedness.

1. Eligibility for Promotion

Full-time faculty who possess the appropriate terminal degree are appointed at the rank of Assistant Professor or higher. Those who have not completed the appropriate terminal degree are usually appointed at the rank of Instructor. Tenured faculty who do not possess the appropriate terminal degree are not normally considered for promotion.

Candidates for promotion may be reviewed during the year in which they meet the eligibility requirement (i.e., by earning the terminal degree and completing the minimum years in rank). The promotion, if granted, takes effect the following year. When determining eligibility for time in rank for promotion, time spent on sabbatical, FMLA, and maternity/paternity leave are counted toward time in rank. Other sorts of leave are generally not counted toward time in rank.

Promotion to the rank of Assistant Professor
Eligibility: Completion of the terminal degree, usually the Ph.D., is required. Promotion to the rank of Assistant Professor is usually effective the year after the completion of the degree, contingent upon the reappointment of the candidate to the faculty. These promotions need to be reviewed by the Faculty Personnel Board but are handled administratively by the candidate, the department, and the Provost.

Promotion to the rank of Associate Professor
Eligibility: Completion of a minimum of six years in the rank of Instructor or Assistant Professor at Wittenberg and/or a comparable institution, with no more than two years at the rank of Instructor counted toward the six years.

Promotion to the rank of Professor
Eligibility: Completion of a minimum of seven years in the rank of Associate Professor at Wittenberg or a comparable institution.

2. Criteria for Promotion

Normal Criteria for Promotion
Wittenberg University is first and foremost an institution that emphasizes excellence in teaching. While promotion decisions are approached holistically, the primary criterion is continued teaching effectiveness. Members of the Wittenberg faculty are teacher-scholars. Professional activity and institutional involvement and service are also important criteria for advancement in rank. Somewhat more emphasis is placed on professional activity and service in promotion decisions (especially to the rank of Professor) than in tenure decisions. There are a variety of ways by which one's professional identity can be established, including but not limited to publication, the presentation of professional papers, and the creation, public performance, or exhibition of artistic works. The Faculty Personnel Board shall consider work published or presented with students as part of a candidate's professional work, including works where a student is first or presenting author. For all levels of promotion, the burden of proof that the candidate has met the criteria rests with the candidate and those recommending advancement.

Promotion to the rank of Assistant Professor
Criteria: Completion of the appropriate terminal degree, effective teaching and advising.

Promotion to the rank of Associate Professor
Criteria:

a. Continued effective teaching, advising, and curriculum development.
b. Professional growth as indicated especially by a continuing pattern of scholarly, artistic, scientific, or similar professional achievement.
c. A pattern of substantive service to the department, the institution, and/or the broader academic community, commensurate with the faculty member's time at Wittenberg.

Promotion to the rank of Professor
Criteria:

a. Continued effective teaching, advising, and curriculum development.
b. Professional growth as indicated especially by a continuing pattern of artistic, scholarly, scientific, or similar professional achievement that is recognized by the candidate's peers beyond the Wittenberg University community.
c. A pattern of significant service to the department, the institution, and/or the broader academic community.

NOTE: *The relative amounts of time faculty members spend on teaching, professional work, and service will vary from person to person and from year to year. Requiring "patterns" of professional achievement or service does not mandate equal contribution in all areas at all times.*

3. The Promotion Process

a. The Department's Role in the Review of Candidates for Promotion to the Rank of Professor

Promotion recommendations prepared by departments may vary. However, in preparing promotion recommendations, the following protocol should be followed (in the case of joint appointments, the department chair is the chair of the primary department):

i. Faculty members should know when they will have achieved eligibility for promotion based on years in rank, and department chairs should also keep a table of the eligibility of people in their departments. At the suggestion of either party, the department chair and the faculty member should discuss the decision to be considered for promotion, including a consideration of the likelihood for departmental recommendation and strategies for presenting the case. In cases in which the department chair believes, contrary to the candidate, that promotion is inappropriate at that time, the chair is still obliged to meet with the tenured members of the department to discuss the candidate's prospects for promotion. [In the case of joint appointments, this meeting must include the chair (or director) of the secondary department (or program)]. If the candidate considering promotion is the department chair, the chair should consult with the provost. The provost should then, if possible, designate another tenured department member, or, where that is not possible, an appropriately senior faculty member in a related department, to act as chair in the preparation of the case. Typically, these discussions would occur before April 1 prior to the year when the faculty member will be considered for promotion.

ii. If the faculty member decides to be considered for promotion, the department chair should advise that member about what materials the department and the Faculty Personnel Board will need to support the case (see below).
iii. The department shall invite the candidate to prepare a statement to support the nomination.
iv. The department chair should notify all faculty, staff, and students that the candidate will be considered for promotion and invite written responses evaluating the candidate. Such responses cannot be guaranteed confidentiality. Typically, this would occur before September 15 of the year when the faculty member is being considered for promotion.
v. All materials related to a candidate's promotion case should be addressed to the relevant department chair or the appropriate department representative.
vi. The department chair should announce the time and place of an open student meeting for the purpose of discussing the candidate's qualifications for promotion, notifying department majors in writing and the student body at large by appropriate means (e.g., by email to the candidate's past and current students as well as faculty and staff, etc.). In the case of joint appointments, the student meeting should include students in the secondary department (or program). Such notice should also invite written responses or verbal conversations, noting that such responses cannot be assured confidentiality. Typically, such a meeting would occur in the prior spring semester, but not later than October 1 of the year when the faculty member is being considered for promotion.
vii. Once the candidate's materials have been assembled, the department chair must make these evaluation materials available to tenured members of the department and the candidate to view but not to copy.

Required supporting materials include:

a. a current vita for the candidate in the format specified in the Faculty Vita section of the faculty manual (see Appendix C)
b. the candidate's brief personal reflection on their challenges and growth in the areas of teaching, professional activity, and service in their time at Wittenberg
c. all letters received in response to the department's request for such input. This may include letters from peers outside of Wittenberg, if the candidate and department wish to include them
d. a list of courses taught at Wittenberg each semester for at least the past four years (this list should match the courses for which summative teaching evaluations are being submitted)
e. student evaluations of teaching for at least the last four years including statistical comparisons of the candidate with the department and the university
f. peer reviews of teaching from both inside and outside the department within the past four years
g. artifacts of teaching such as sample syllabi, assignments, handouts, etc.
h. copies or documentation of the candidate's professional work as appropriate/possible
i. artifacts or documentation of service activities, if feasible (e.g., authored reports, year-end reports of relevant committees, publicity regarding public appearances or talks, etc.)

In addition, the candidate may, if desired, submit a response to the departmental recommendation if additional context, clarification, or explanation is needed.

Reminder: all materials consulted or received by the FPB, directly or indirectly, shall be made available to the candidate and to the department representative who presented the department's recommendation.

In the case of joint appointments, these materials must additionally be available to tenured members of the secondary department (or program). Typically, materials should be made available prior to October 15 of the year when the faculty member is being considered for promotion.

viii. The department chair must then hold a meeting with tenured members of the department to determine whether the department will recommend the candidate for promotion and to draft a rough outline of the recommendation. Members of the department who are close relatives, immediate family members, or business associates of persons who are recommended for promotion, or have other substantive conflicts of interest with candidates for promotion, must recuse themselves from discussions of those cases and are ineligible to vote. The promotion recommendation should represent the majority vote of the tenured members of the department. (Note: This does not include the candidate if already tenured.) If the chair will not be writing the recommendation, the person who will do so should be chosen at this meeting. Recommendations must be signed by all tenured members of the department to demonstrate that they have read it. Exceptions can be made for faculty members who cannot participate, e.g., due to leave or illness. For joint appointments, the chair (or director) of the secondary department (or program) is considered a tenured member of the primary department and must be included in the voting and sign the final recommendation. The vote of the chair (or director) should not be interpreted to hold any more or less weight than the individual votes of the tenured members of the primary department.

ix. The department chair must then inform the candidate of the departmental decision. In most cases, the chair will represent the department's recommendation in a single letter. In some cases, other tenured members may wish to append to this letter additional letters in order to convey more fully the range of views within the department. In these cases, the chair's letter and the appended letters will constitute the departmental evaluation. For joint appointments, only members of the primary department and the chair (or director) of the secondary department (or program) may append a letter to the departmental evaluation. In addition, the candidate may, if desired, submit a response to the departmental recommendation if additional context, clarification, or explanation is needed.

x. In extreme circumstances, when it proves impossible to represent the view of the department, the tenured members of a department may opt to write only individual letters and to write no single departmental evaluation; in such cases, all these letters together will constitute the departmental evaluation to be used. If the chair is in the minority, the majority may choose to assign to one of its own members the task of preparing the report. For joint appointments, only members of the primary department and the chair (or director) of the secondary department (or program) may write a letter that can be included as part of the official departmental evaluation.

xi. If the department declines to recommend promotion, the candidate may consider the option of self-nomination (see process below). If the department declines to recommend

promotion, the department chair must inform the candidate with a letter that details the reasons for the department's decision. Copies of this letter should be sent to the Faculty Personnel Board and the Provost. Candidates for promotion should be notified of the departmental decision no later than November 1.

xii. The department chair must submit all supporting materials (enumerated above) requested by the Faculty Personnel Board by the requested date, usually November 1. Whenever possible, these materials should be submitted electronically to the Provost's office to be shared with FPB. If there are materials that are difficult, if not impossible, to submit electronically, they need to be taken to the library by the requested date to be placed in a secure room reserved for FPB members to review.

xiii. The department chair or department representative must send a copy of the recommendation to the candidate and submit both a copy of the signed review to the Provost's office by the requested date, usually November 1.

b. Process for the Faculty Personnel Board, the Provost, and the President

Guiding Principles for the FPB (4.B.8) are the same as for tenure reviews

i. Before discussing actual promotion candidacies, the Faculty Personnel Board and the Provost will meet and review the criteria for promotion.

ii. After receiving departmental recommendations, the Faculty Personnel Board will conduct preliminary discussions concerning each promotion candidacy, using the materials presented in the case, as described above.

iii. The members of the Faculty Personnel Board and the Provost will then engage in full and frank discussions on each candidacy in order to understand the full range of views on the professional qualifications of each candidate. In such meetings, all the participants should convey to one another any information relevant to the assessment of a candidate's professional qualifications for promotion, their own tentative assessments of the strengths and weaknesses of promotion candidacies, and any concerns about issues pertinent to the evaluation of such candidacies.

iv. The FPB then will meet for final discussions and voting. If the FPB's recommendation differs from that of a department, the FPB will offer to meet with tenured members of the department to discuss the differences before proceeding to the next step (this meeting will include the chair [or director] of the secondary department [or program] if this is a joint appointment). After this meeting, FPB shall conduct an additional vote (to confirm or change their initial decision) and will report the results of this vote to the Department. If the FPB reconfirms their original decision, the department representative will have the opportunity to append to the departmental recommendation a response to the FPB recommendation before both responses go to the Provost and the President. (The department's recommendation cannot be changed at this point.) (The provision for an FPB-department meeting at this stage does not preclude such a meeting at an earlier stage.) Typically, these tasks should be completed by March 15.

v. The FPB will forward to the Provost and the President its written recommendations, positive or negative, concerning each candidate for promotion. If the FPB forwards a positive recommendation in a case in which the department did not recommend the candidate, the FPB's recommendation must include a thorough statement of the candidate's qualifications

for promotion. At the same time, the FPB will send a written summary of its recommendation to the department representative and to the candidate.

vi. After a period of time to allow the President and the Provost to consult, the Faculty Personnel Board will meet with the President and the Provost to address any remaining questions about the Faculty Personnel Board's recommendations. The President and/or Provost may also elect to meet directly with the department, its representative, or the candidate to address remaining questions if they so desire.

vii. After the President and Provost have determined their recommendation to the Board's Committee on Academic and Student Life, they will inform the FPB of their recommendation in writing. The FPB is not at liberty to reveal the President's and Provost's recommendation to other parties before the meeting of the full Board of Directors.

viii. The Academic and Student Life Committee will receive a copy of the Faculty Personnel Board's recommendations and responses when the President and Provost present their report and their recommendations to the Board's Committee on Academic and Student Life.

ix. The Provost will inform the candidate, the department, and the FPB of the Board of Directors' final decision.

c. Self-Nomination

Typically, nominations and recommendations for advancement in rank are made by departments according to the process outlined below. However, it is possible for individuals to self-nominate for advancement in rank when, contrary to the view held by the majority of the tenured members of a department, they feel that they meet the relevant criteria. The procedure for self-nomination is described below.

In preparing self-nominations the following protocol should be followed:

i. A candidate whose department declines to recommend them for promotion after the meetings typically held prior to April 1 between the candidate and the chair and the tenured members of the department may choose to self-nominate for promotion. In the case of joint appointments, the department includes the chair (or director) of the secondary department (or program). The candidate is responsible for arranging an open student meeting to be monitored by another faculty member, for composing a letter of self-recommendation to be sent to the Faculty Personnel Board, and for submitting all supporting materials requested by the Faculty Personnel Board by the requested date, usually November 1.

ii. A candidate whose department declines to recommend them for promotion in the fall, prior to November 1 should inform the department chair, the Faculty Personnel Board, and the Provost of their intention to self-nominate with a letter to be delivered no later than November 15. In the case of joint appointments, the primary department chair should notify the chair (or director) of the secondary department (or program). The candidate is then given direct access to all the materials gathered as part of the process described above.

iii. The candidate will then compose a letter of self-recommendation and submit all relevant supporting materials requested by the Faculty Personnel Board electronically to the Provost's office to be shared with FPB. If there are materials that are difficult, if not impossible, to submit electronically, they need to be taken to the library no later than December 1 to be placed in a secure room reserved for FPB members. The candidate's letter of self-recommendation is to be copied to the department chair and the Provost. Tenured members of the department will be granted access to the self-recommendation and the

supporting materials. In the case of joint appointments, the chair (or director) of the secondary department (or program) also will be granted access to the supporting materials.

iv. If the department chooses to respond to the candidate's self-recommendation, it must do so in a letter to the Faculty Personnel Board and the Provost no later than January 15. This letter must be copied to the candidate. In the case of joint appointments, the chair (or director) of the secondary department (or program) is considered part of the department.

v. If the candidate chooses to respond to the department, he or she must do so in a letter to the Faculty Personnel Board and the Provost no later than February 1. This letter must be copied to the department chair.

If a self-nominated candidate is denied promotion, they may self-nominate in subsequent years after the department again declines to recommend the candidate for promotion, only if the candidate demonstrates convincingly to the Faculty Personnel Board that significant changes in their record have occurred since the last review. When compelling evidence is not present, the Faculty Personnel Board may refuse to consider the self-nomination.

E. Emeritus Status

"Emeritus" is an honorary title which recognizes retiring faculty who have served Wittenberg. Benefits include participation in University ceremonies, if desired, and tuition waiver for courses taken at Wittenberg.

The Faculty Personnel Board shall review applications for emeritus status annually. The FPB shall recommend annually that the title "emeritus" be conferred upon a faculty member in good standing who retires while in full-time service at Wittenberg (see list below for age and length of service requirements), who has served Wittenberg for ten or more years, who has attained tenure, and who holds the faculty rank of Assistant Professor or higher. A faculty member with a reduced load is eligible for emeritus status (requirement for full-time service to the University in the year prior to retirement shall be waived).

To be considered a retiree of the university, employees must attain the age and years of service requirement below:

- Age 55 but less than age 65; and have 25 years of continuous service; OR
- Age 58 but less than age 65; and have 20 or more years of continuous service; OR
- Age 60 but less than age 65; and have 15 or more years of continuous service; OR
- Age 65 or above; and have 10 or more years of continuous service.

Each recommendation will be considered on its individual merit, and the Faculty Personnel Board will submit its emeritus recommendations to the Provost, President, and Board of Directors.

To apply for emeritus status, the candidate's department should electronically submit a substantive letter highlighting the candidate's noteworthy accomplishments and contributions to Wittenberg's campus and community. A copy of the candidate's current CV should also be submitted. If the recommendation does not come from the department, candidates may self-nominate by the same process.

Deadline for submission is March 25.

Administrative personnel at the rank of associate dean (its equivalent or higher) who are not covered by the provisions of tenure and who have met the criteria for age and length of service (see above) may be granted "emeritus" title and rank upon the recommendation of the President.

F. Wittenberg University Faculty Hearing Board on Academic Freedom and Tenure Procedures[33]

1. Guidelines

The Faculty Hearing Board on Academic Freedom and Tenure serves as the Hearing Committee provided for in the University's Bylaws and has two main duties as outlined in the Faculty Bylaws. These duties are to serve as a hearing committee in cases of faculty dismissal and in other professional grievances which individual faculty members may bring to it. The Hearing Board's ruling takes the form of a recommendation to the Provost, to the President (if the Provost's Office has been directly involved in the case), or to the Chair of the Board of Directors (if the President's and Provost's Office have both been directly involved in the case). Except for appeals directly to the Provost, President, or University Board of Directors, there is no provision within the University governance structure for appeals beyond this Board.

The disposition of each case brought before the Hearing Board shall be included in the Board's annual report to the faculty. Such reports shall identify the case and provide a brief summary of the Board's ruling and reasoning.

The Hearing Board has developed separate processes (described below) to handle the three types of cases (dismissal, denial of tenure or non-renewal of a probationary appointment, and all others). The following definitions apply to all processes:

a. Probationary appointment - an appointment in which the faculty member has not been granted continuous tenure, but which will be renewed automatically on an annual basis unless the faculty member is notified otherwise, often referred to as a tenure-track appointment.
b. Day - a 24-hour period, including weekends but not official breaks, during which school is in session (excluding the summer sessions).
c. Grievant - any individual with faculty status initiating a grievance under these procedures.
d. Respondent - the faculty member(s), administrator(s), committee (s), or board(s) against whom the complaint leading to a grievance is lodged.
e. Faculty Grievance Officer - a faculty member selected by the chair of the Faculty Hearing Board on Academic Freedom and Tenure from the current membership of the Faculty Hearing Board on Academic Freedom and Tenure. The Grievance Officer serves for the duration of a specific grievance case and will not vote on issues related to the outcome of that case. When either the grievant or the respondent alleges conflict of interest with the Faculty Grievance officer, the Hearing Board shall appoint a substitute Grievance Officer from its remaining membership. The

[33] Revised, 1998; revised to 2016-2017 version; revised 2020

allegation of conflict of interest shall be made in writing to the chair of the Faculty Hearing Board on Academic Freedom and Tenure.

f. Temporary appointment - an appointment for a limited term (usually one semester or academic year) which will not be automatically renewed and in which there is no possibility of the faculty member being considered for tenure.

Public statements and publicity about the case by either the administration or Hearing Board members are prohibited until the proceedings have been completed, including consideration by the Board of Directors. To facilitate the work of the Hearing Board, the faculty member is also advised to refrain from making public statements until the proceedings have been completed.

The procedures described below follow the Recommended Institutional Regulations on Academic Freedom and Tenure, as published by the American Association of University Professors.

2. Dismissal

As used in this section, the term "dismissal" refers to the discharge of (1) a tenured faculty member, or (2) a faculty member with a temporary or probationary appointment before the end of the specified term, in which the faculty member is not permitted to finish the term of their appointment. It does not include cases in which tenure has not been granted or in which a temporary or probationary faculty member has been notified that their appointment will not be renewed, but who is permitted to finish the appointment term. Dismissals due to a declaration of financial exigency are described elsewhere in the Faculty Manual.

Dismissal of a faculty member is an extremely serious undertaking and requires substantial grounds. The possible grounds for dismissal may include demonstrable professional incompetence (as described elsewhere in the faculty manual), failure to fulfill assigned duty outside the parameters of medical or FMLA leave, conviction of a felony, or sexual harassment, moral turpitude or other conduct which falls below minimum standards of professional integrity. Consistent with the University's Bylaws, Article V, Section 3(b), the proposed termination for cause of any faculty member that involves violations of the University's policies and procedures to investigate discrimination or harassment on the basis of a protected trait shall be handled only pursuant to the procedures outlined in the applicable policy. In particular, dismissal will not be used to restrain faculty members in the exercise of academic freedom or other rights of American citizens. If the Hearing Board finds that the dismissal was not based on the possible grounds of dismissal above, it invariably will have to rule in favor of the faculty member. In addition, the Hearing Board can fulfill its duties adequately only if proper procedures have been followed. Unless these initial procedures have been followed, the Hearing Board must support the faculty member's petition against dismissal.

Formal dismissal will be preceded by all of the following:

a. discussions between the faculty member and the Provost to work toward a mutual settlement;
b. informal inquiry by the Faculty Personnel Board which may, failing to effect an adjustment, determine whether in its opinion dismissal proceedings should be undertaken. Such an opinion will not be binding upon the President.
c. a written statement of charges, framed with reasonable particularity by the President of the Provost. This statement will be forwarded to the Hearing Board.

Hearing Board Procedures for Cases of Dismissal

a. Pending a final decision by the Hearing Board, the faculty member may be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to the faculty member or others is threatened by continuance. Before suspending a faculty member, pending an ultimate determination of the faculty member's status through the institution's hearing procedures, the administration will consult with the Faculty Personnel Board concerning the propriety, the length, and the other conditions of the suspension. Salary will continue during the period of the suspension. A suspension that is intended to be final is a dismissal and will be treated as such.
b. A written notice of the hearing with specific charges will be made at least twenty days prior to the hearing. The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Board will evaluate all available evidence and rest its recommendation upon the evidence in the record.
c. The Hearing Board, in consultation with the President and the faculty member, will exercise its judgment as to whether the hearing should be public or private.
d. At the request of either party or the Hearing Board, a representative of a responsible educational association will be permitted to attend the proceedings as an observer.
e. During the proceedings, the faculty member will be permitted to choose an academic and/or legal counselor at their own expense. If the faculty member's legal counsel is present at the hearings, the University's counsel may also be present. The role of academic and legal counsels during the hearings will be limited to advising their clients.
f. All hearings will be tape recorded and a transcription made at the request of either party. The University will bear the cost of the transcription.
g. The University bears the burden of proof that adequate cause exists against the faculty member. The burden of proof shall be established only by clear and convincing evidence in the record considered as a whole
h. In the case of surprise evidence appearing during the hearing, the Hearing Board will grant adjournments to enable either party to investigate the new evidence.
i. The faculty member and the administration, but not their counsels, will have the right to confront and cross-examine witnesses. Where the witnesses cannot or will not appear, but the committee determines that the interests of justice require admission of their statements.
j. The findings of fact and the decision will be based solely on the hearing record.
k. The Hearing Board will report its findings and supporting reasons to the President and the faculty member in writing. Recommendations will fall into one of three categories:
    a. An adequate cause for dismissal has not been established by the evidence in the record. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Hearing Board and to the faculty member and provide an opportunity for response before transmitting the case to the Board of Directors. The President shall also provide a 15-day opportunity for response before transmitting the findings from Hearing Board and the President and any responses received to the Board of Directors for action. In order to protect the right to a final appeal, responses may include dissenting opinions from the Board and/or the faculty member.
    b. The evidence indicates that the faculty member is guilty of the charges but finds that dismissal is too strict and recommends a sanction for the faculty member instead. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Hearing Board and to the faculty member and provide an opportunity for

response before transmitting the case to the Board of Directors. The President shall also provide a 15-day opportunity for response before transmitting the findings from Hearing Board and the President and any responses received to the Board of Directors for action. In order to protect the right to a final appeal, responses may include dissenting opinions from the Board and/or the faculty member.

c. An adequate cause for a dismissal has been established, and dismissal is appropriate

3. Denial of Tenure or Non-Reappointment of Probationary Appointments

a. Complaints of Violation of Academic Freedom

If a faculty member on probationary appointment alleges that a decision for non-reappointment or denial of tenure was a violation of academic freedom the allegation shall be given preliminary consideration by the Faculty Hearing Board on Academic Freedom and Tenure under the authority of the University's Bylaws. *Such allegation must occur within thirty days of the official notification of non-reappointment or denial of tenure.* The faculty shall agree to presentation of reasons and evidence by the University in support of its decision to deny tenure or non-appointment of probationary appointments. If the difficulty is unresolved at this stage and if the Hearing Board so recommends, the case will be heard.

b. Hearing Board Procedures to Be Used in Cases of Denial of Tenure or Non-Reappointment of Probationary Appointments

i. Within ten days of receipt of the grievant' s statement, the Chair will convene the Hearing Board, which shall hold hearings on the grievance. The Hearing Board will rule by a simple majority, within thirty days from the end of the hearings, in favor of the grievant or the respondent. Alternatively, the Board may fashion its own proposal with the consent of two-thirds of its membership.

ii. All hearings will be private.

iii. The burden of proof rests with the faculty member bringing the grievance.

iv. The findings of fact and the decision will be based solely on the hearing record.

v. The final report of the Hearing Board shall summarize the arguments presented by both sides and state its ruling and reasoning. If the Hearing Board recommends that the grievant' s case be reconsidered, it will advise the respondents concerning the materials to be reviewed, the composition of the reviewing body, and the timing of the review. Either party in the grievance may have 15 days to attach an appendix to the report, which will be forwarded to the Provost and/or the President Provost, to the President (if the Provost's Office has been directly involved in the case) or to the Chair of the Board of Directors (if the President's and Provost's Office have both been directly involved in the case).

vi. If the Hearing Board concludes that adequate cause for denial of tenure or non-reappointment of probationary appointment has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, the President will state the reasons for doing so, in writing, to the Hearing Board and to the faculty member within 15 days. An opportunity for response will be provided to the grievant before transmitting the case to the Board of Directors.

4. All Other Cases of Professional Grievances

a. Preface
The affairs of the University should be conducted with scrupulous care and attention to just outcomes. However, an institution may not always achieve these ends and members of the faculty may believe that they have been treated unfairly. It is therefore necessary to establish a procedure for addressing professional grievances. It is expected that the procedure will be initiated only after an individual has made a sincere effort to secure satisfaction through existing informal channels (e.g., discussions with a department Chair, the Provost, the Faculty Personnel Board, or other appropriate places) as soon as the faculty member becomes aware of an event or situation which might lead to the filing of a grievance.

b. Purpose
These procedures have the following general purpose: to ensure that faculty members, in matters involving salary or other matters of professional concern, are not adversely affected by decisions resulting from any of the following: a) failure on the part of others to comply with departmental or University policies and procedures; b) errors of interpretation or perception; c) prejudice or arbitrary and capricious actions: d) violations of academic freedom.

Hearing Board Procedures for All Other Cases of Professional Grievances

1. If negotiations through informal channels fail, the grievant shall notify the Chair of the Hearing Board of intent to begin proceedings as promptly as possible under the circumstances. There are times, however, when the significance of an event is not apparent until its influence on subsequent events is realized. There are also times when a faculty member might feel that a grievance against a particular event might jeopardize an ongoing process. In cases such as these, grievances may be filed at a later time if their connection to current events is made clear by the grievant. The Hearing Board reserves the right to evaluate the reasons for the delay and to decide whether or not to hear the grievance.
2. Within thirty days of the precipitating event, the grievance must be presented as a written document which identifies the respondent, discusses the specific policy, action, or procedural errors, and proposes a suitable remedy to the Chair of Hearing Board.
3. Within ten days of receipt of the grievant' s statement, the Chair will convene the Faculty Hearing Board, which shall hold hearings on the grievance.
4. The Chair of the Hearing Board will send a copy of the grievance to the respondent. If, at this point, the Hearing Board deems that the grievance is without merit or that the grievant has not succeeded in making a prima facie case, the process terminates and the grievance is denied.
5. If the process continues, both parties will meet with the Faculty Grievance Officer, together or separately, to discuss the issues and attempt to resolve them within twenty days after the respondent receives the grievant' s written statement. Other persons may attend these meetings by consent of all parties involved. A record of these meetings will be kept by the Faculty Grievance Officer. If a settlement is reached at this point, the process terminates.
6. If a settlement is not yet reached, the respondent will, within fifteen days of the meeting with the Faculty Grievance Officer, submit to the Chair of the Hearing Board a document addressing the grievant' s claims and outlining a specific resolution to the problem. A copy of this document will be sent to the grievant by the Chair of the Hearing Board.

7. If the respondent fails to comply with these procedures at any stage, the case will proceed to the Hearing Board, which shall propose an appropriate solution. If the grievant fails to comply, the case terminates.
8. If the grievant agrees to the respondent's proposal, the process will end. If no agreement is reached, the grievant will, within seven days after receiving the proposal, notify the Chair of the Hearing Board in writing of the intent to continue the grievance process.
9. The Hearing Board will rule by a simple majority, within thirty days from the end of the hearings, in favor of the grievant or the respondent. Alternatively, the Hearing Board may fashion its own proposal with the consent of two-thirds of its membership.

The final report of the Faculty Hearing Board shall summarize the arguments presented by both sides and state its ruling and reasoning. Either party in the grievance may have 15 days to attach an appendix to the report, which will be forwarded to the Provost to the President (if the Provost's Office has been directly involved in the case) or to the Chair of the Board of Directors (if the President's and Provost's Office have both been directly involved in the case).

G. Program Review, Budgetary Hardship, and Financial Exigency[34]

This section does not apply to instances of non-reappointment, dismissal for cause, resignation, or retirement.

Overview

Academic tenure is a significant commitment between the university and its faculty that occurs after a multi-year process of evaluation, wherein a faculty member is judged to have achieved excellence in scholarship, teaching, and service. Tenure is vital to recruiting and retaining the best teacher-scholars in every field of study, to the recruitment and retention of students, and to academic freedom. However, universities sometimes need to reorder program priorities by eliminating a curricular requirement, an academic program, or by making line reductions within an academic program. Such decisions may be prompted by a significant enrollment decline or serious economic condition that justifies the substantial reallocation of resources to ensure financial viability, including the reduction of faculty lines. These processes rely on the timely participation of the faculty, its governing bodies, the President, Provost, and Board of Directors.

Wittenberg has three possible levels of financial health: 1) good financial standing, 2) budgetary hardship, and 3) financial exigency. The Board of Directors will determine the institution's financial health and place it in one of these three categories at least annually. In order to avoid responding to budgetary developments in an ad hoc fashion and to have an on-going, shared sense of the strength of our curricular offerings, the Provost's Office will create a comprehensive state of the academic program summary from key institutional metrics (see Faculty Governance Policy section below for specific considerations and metrics) that assesses all academic programs annually to guide decisions to strengthen the overall curriculum.

In the event that the financial situation is heading toward budgetary hardship or financial exigency, the Board and Administration should take proactive steps to avoid making cuts to individual tenured faculty

[34] Approved by the Board of Directors, February 2023

lines and/or academic programs. If the university declares budgetary hardship or financial exigency, university-wide temporary and permanent cost savings measures shall be implemented immediately to the extent possible. Termination, or reduction to less than full-time status, of tenured faculty shall occur only when other options have been considered.

Termination of an appointment with continuous tenure, or of a probationary appointment before the end of the specified annual term, may occur under extraordinary circumstances because of a demonstrably bona fide budgetary hardship, i.e., financial challenges that are projected to persist and could soon threaten the viability of the institution, or financial exigency, i.e., an imminent financial crisis that threatens the survival of the institution as a whole. Participation by the faculty governance committees and boards listed below is important in determining whether all feasible alternatives to termination of appointments have been considered, including expenditure of one-time money or reserves as bridge funding.

Termination of a faculty line or discontinuance of an academic program in which faculty positions are affected will be determined based on the current academic needs of the institution and the university's financial health. In an ongoing attempt to protect tenure, the Board, the Administration, and the faculty itself should not discontinue a faculty member with tenure in favor of a faculty member without tenure except in extraordinary circumstances where a serious distortion of the University's academic program would result. In formulating recommendations, the institution's commitment to the diversity of the faculty and student body should be considered. The faculty's recommendations for reduction of faculty lines or academic programs will be made based on evidence of the capacity to continue to make significant contributions to the overall academic program, the institution, and the academic community.

The Board of Directors retains the ultimate authority for approving plans for faculty line and academic program reductions. Once plans have been approved by the Board of Directors, the President will make available to the campus community a full report in writing of all actions taken including all data, processes, and arguments relevant to the decision.

Annual Financial Health and Provost's State of the Academic Program Summary

To ensure our programs align with Wittenberg's mission and our appeal to prospective students in a financially sustainable way, the Provost and the faculty must regularly evaluate academic programs. The goal of the Provost's state of the academic program summary is not to eliminate faculty lines or academic programs, but rather to inform decisions so that the university may continue to offer strong academic programs and achieve and maintain good financial health. Such reviews shall guide both investment and divestment in the academic program. Evaluating how the university allocates its resources is essential to its stability in the higher education marketplace.

By May 1 of each calendar year, the Vice-President for Finance and Administration will create an annual report on the financial health of the university and present it to the Budget and Compensation Advisory Board and the Finance Committee of the Board of Directors at the May Board meeting. The Board of Directors will place the university into one of three categories: 1) good financial standing, 2) budgetary hardship, or 3) financial exigency. The Budget and Compensation Advisory Board will distribute this report to the full faculty along with their assessment of the report by the end of the fiscal year, June 30. In the event that the university faces financial challenges at any time in the year that cannot be reasonably met solely through other university-wide cost saving measures as determined by the

President, Provost, and Board of Directors, the processes and timelines for the implementation of reductions to the faculty as a function of budgetary hardship and financial exigency are outlined below.

By May 1, the Provost's Office will distribute:

1. **Provost's state of the academic program summary**. An annual comprehensive, data-intensive review of all academic programs focusing on mission, contribution to the university, financial health of the university, and resource efficiency (see Faculty Governance Policy section below for specific considerations and metrics). This report will be sent to the Budget and Compensation Advisory Board, Educational Policies Committee, Faculty Executive Board, and the President;
2. **Written feedback on program annual reports**. The Provost will provide feedback to individual programs about their annual report, outlining opportunities and challenges for that specific academic program while there is time for corrective action, if that is necessary.

Termination of Appointment due to Budgetary Hardship or Financial Exigency

The termination of an appointment with continuous tenure or of a term appointment before the end of the specified term may not occur (except for cause) unless the Board of Directors declares 1) budgetary hardship; or 2) financial exigency.

Budgetary Hardship

Budgetary hardship may be declared by the Board of Directors at any time as a pre-emptive measure in order to avoid financial exigency when the financial trend of the university is in a deteriorating condition which, if continued, is likely to lead to financial exigency. Termination, or reduction to less than full-time status, of tenured faculty occurs only as the least preferred alternative and is preceded and accompanied by targeted university-wide efforts across all budget areas as determined by the President, Provost, and Board of Directors to increase revenue and decrease expenditures.

Evidence of budgetary hardship may include, but is not limited to:

- Adverse change in net assets of three percent or more in any six months, coupled with an inability to project a balanced budget without one or more of the following:
    - Reduction in faculty salaries or benefits;
    - Reduction of faculty positions; or
    - Utilization of more than seven percent of the total net asset value of the endowment
- A debt service ratio of 1 or less within any six months, coupled with an inability to project a debt service ratio of 1.2 or higher for the next six months without one or more of the following:
    - Reduction in faculty salaries or benefits;
    - Reduction of faculty positions; or
    - Utilization of more than seven percent of the total net asset value of the endowment
- Sixty or fewer days of cash on hand in the next six months, coupled with an inability to project at least sixty days cash on hand for the next six months without one or more of the following:
    - Reduction in faculty salaries or benefits;
    - Reduction of faculty positions; or
    - Utilization of more than seven percent of the total net asset value of the endowment
- A declaration of default by any lender which is not remedied within sixty days of the declaration

- Any action which freezes university access to a substantial portion of its endowment that is budgeted as an operating revenue source for an existing or future budget for more than 90 days.

Faculty have the primary responsibility for curricular oversight. Before any final plans for faculty line or academic program elimination on grounds of budgetary hardship are made, the appropriate faculty committees and boards will have the opportunity to provide their respective recommendations to the President, Provost, and Board of Directors. Faculty bodies participating in the process should not be appointed by the administration. Specifically, the Budget and Compensation Advisory Board, the Educational Policies Committee, and the Faculty Executive Board will participate alongside the President, Provost, and Board of Directors in this process.

Budgetary hardship may be declared annually.

To represent and protect the interests of the faculty, the following procedures shall be carried out during budgetary hardship if the above conditions are met and cuts to individual tenured faculty lines or academic programs are deemed necessary by the Board of Directors, usually upon the recommendation of the President and Provost. Meeting the deadlines below is essential in this decision-making process. Failure of a faculty committee/board or affected program to submit materials will not stop the budgetary hardship process.

1. The Board of Directors declares budgetary hardship that necessitates cuts to individual tenured faculty lines or academic programs.
2. Within 3 calendar days of the declaration of budgetary hardship necessitating cuts, the President will present information to describe the budgetary hardship to the Budget and Compensation Advisory Board, Faculty Executive Board, and Executive Committee of the Board of Directors.
3. Within 10 calendar days of the declaration of budgetary hardship necessitating cuts, the President will make every effort to meet with the faculty to present information to describe the budgetary hardship.
4. Within 30 calendar days of the declaration of budgetary hardship requiring cuts,
    a. The Provost and Educational Policies Committee will
        i. Create a proposal for cuts to the academic program, including individual faculty lines, if necessary. The proposal will be based on the Provost's state of the academic program summary, program annual and five-year reports, and other materials. Each program will be rated as it relates to sustainability of the university;
        ii. Send their proposal to the President, Budget and Compensation Advisory Board, Faculty Executive Board, and the affected program(s).
    b. The Budget and Compensation Advisory Board will
        i. Provide feedback in relation to the financial health of the institution and advice on the costs and benefits of making cuts to individual tenured faculty lines and/or academic programs;
        ii. Send their feedback to the President, Educational Policies Committee, and Faculty Executive Board.
5. Within 44 calendar days of the declaration of budgetary hardship requiring cuts, the President will submit the University's plan based on the committee/board reports and other data, as necessary. If the plan departs from these recommendations, then the President must append a justification and rationale for any deviation. The University's plan will implement temporary

and/or permanent cost savings to the Budget and Compensation Advisory Board, Educational Policies Committee, and Faculty Executive Board, as well as the affected program(s). This plan shall be sufficient to

   a. Eliminate the forecasted loss by the third year; and
   b. Reduce the losses in the first and second years by implementing temporary and/or permanent cost savings as expediently as feasible.

6. Within 65 calendar days of the declaration of budgetary hardship requiring cuts, separate committee/board deliberations will occur regarding the University's plan and written reports of the acceptance of the plan or recommendations for alternatives will be sent to the President by
   a. The Budget and Compensation Advisory Board, Educational Policies Committee, and Faculty Executive Board based on
      i. Committee/board deliberations as outlined in the Faculty Governance Policy section below
      ii. Input from the full faculty, and especially from the affected program(s);
   b. The affected program(s); and
   c. The Provost, who will have the final responsibility for identifying the faculty lines and/or academic programs to be eliminated and making such recommendations to the President. In cases in which only tenured faculty lines remain to be eliminated within a program, the Provost may also consider factors beyond committee/board recommendations including, but not limited to, effective teaching, curriculum development, and advising; professional activity; and campus and community service (Faculty Manual section III. Work of the Faculty – Professional and Ethical Responsibilities).
7. Within 72 calendar days of the declaration of budgetary hardship requiring cuts, affected academic program(s) and the Provost, the President shall send a revised final plan to implement cost savings to the Board of Directors and Faculty Executive Board, along with the full recommendations of the Budget and Compensation Advisory Board, Educational Policies Committee, Faculty Executive Board, and affected academic program(s).
8. Within 79 calendar days of the declaration of budgetary hardship requiring cuts, the Board of Directors will make a final determination of cost saving actions that will be enacted.
9. Within 30 calendar days of the Board's decision, the President and Provost shall provide a written report to the faculty of their actions based on these recommendations.
10. Notice of termination of a faculty member's appointment due to budgetary hardship shall be:
   a. During the first full academic year of appointment, no later than March 1 for the following academic year;
   b. During the second full academic year of appointment, no later than December 15 for the following academic year;
   c. During a faculty member's subsequent academic years, no later than September 15 for the following academic year.

Financial Exigency

Financial exigency is defined as an imminent financial crisis which threatens the survival of the university as a whole, based upon reliable projections created by the university's financial officers and in the opinion of the Board of Directors, after review with the Budget and Compensation Advisory Board and Faculty Executive Board. In contrast to budgetary hardship, external stakeholders are informed of the university's financial peril, intent to declare exigency, and processes for financial and curricular

reorganization. Financial exigency involves an immediate fiscal emergency that has two characteristics: 1) being long-term in nature, promising to persist by all reasonable projections into the foreseeable future; and 2) threatening the very survival of the institution. In most cases, budgetary hardship would precede financial exigency, but this may not always be true.

Evidence of financial exigency may include, but is not limited to:

- An adverse change in net assets of three percent or more and a budget deficit that persists or is projected to persist even after the actions taken due to budgetary hardship.
- A debt service ratio of 1 or less within any six months, coupled with an inability to project a debt service ratio of 1.2 or higher for the next six months that persists or is projected to persist even after the actions taken due to budgetary hardship.
- Sixty or fewer days of cash on hand in the next six months, coupled with an inability to project at least sixty days cash on hand for the next six months that persists or is projected to persist even after the actions taken due to budgetary hardship.
- A declaration of default by any lender that is unable to be remedied by the actions taken due to budgetary hardship
- Any action which freezes university access to a substantial portion of its endowment that is budgeted as an operating revenue source for an existing or proposed budget for more than 180 days
- Any sudden external event, including natural disasters, that causes substantial damage to the university, prevents student learning, and imminently threatens the survival of the institution as a whole.

Faculty have the primary responsibility for curricular oversight. Before any final plans for faculty line or academic program discontinuance on grounds of financial exigency are made, the appropriate faculty committees and boards will have the opportunity to provide their respective recommendations to the President, Provost, and Board of Directors. Faculty bodies participating in the process should not be appointed by the administration. Specifically, the Budget and Compensation Advisory Board, the Educational Policies Committee, and the Faculty Executive Board will participate in this process alongside the President, Provost, and Board of Directors.

To represent and protect the interests of the faculty, the following procedures shall be carried out during financial exigency if the above conditions are met and cuts to individual tenured faculty lines or academic programs are deemed necessary by the President, Provost, and Board of Directors, except in any case in which a creditor, accreditor, government agency, or other external stakeholder requires faster action. Failure of a faculty committee/board or affected program to submit materials will not stop the financial exigency process.

1. The Board of Directors declares financial exigency.
2. Within 3 calendar days of the declaration of financial exigency, the President will present information to describe the financial exigency to the Budget and Compensation Advisory Board, Faculty Executive Board, and Executive Committee of the Board of Directors.
3. Within 7 calendar days of the declaration of financial exigency, the President will make every effort to meet with the faculty to present information to describe the financial exigency.
4. Within 14 calendar days of the declaration of financial exigency,

   a. The President and/or the Chair of the Board of Directors will inform the external stakeholders of the university's financial health, declaration of financial exigency, and processes for financial and curricular reorganization.
   b. The Provost and Educational Policies Committee will
      i. Create a proposal for cuts to the academic program, including individual faculty lines, if necessary. The proposal will be based on the Provost's state of the academic program summary, program annual and five-year reports, and other materials. Each program will be rated as it relates to sustainability of the university;
      ii. Send their proposal to the President, Budget and Compensation Advisory Board, Faculty Executive Board, and the affected program(s).
   c. The Budget and Compensation Advisory Board will
      i. Provide feedback in relation to the financial health of the institution and advice on the costs and benefits of making cuts to individual tenured faculty lines and/or academic programs;
      ii. Send their feedback to the President, Educational Policies Committee, and Faculty Executive Board.
5. Within 21 calendar days of the declaration of financial exigency, the President will submit the university's plan based on the committee/board reports and other data, as necessary. If the plan departs from these recommendations, then a justification and rationale will be added. The President will submit the university's plan to implement temporary and permanent cost savings to the Budget and Compensation Advisory Board, Educational Policies Committee, and Faculty Executive Board, as well as the affected program(s). This plan shall be sufficient to
   a. Pay off creditors to the extent required by the terms of the contract;
   b. Realign the academic curriculum to maximize the impact of financial resources on student learning; and
   c. Teach out academic programs before closure of the university, if necessary and/or possible.
6. Within 35 calendar days of the declaration of financial exigency, separate deliberations will occur and written reports of their acceptance of the plan or recommendations for alternatives will be sent to the President by
   a. The Budget and Compensation Advisory Board, Educational Policies Committee, and Faculty Executive Board based on
      i. Committee/board deliberations as outlined in the Faculty Governance Policy section below;
      ii. Input from the full faculty, and especially from the affected programs
   b. The affected program(s)
   c. The Provost, who will have the final responsibility for identifying the faculty lines and/or academic programs to be eliminated and making such recommendations to the President. In cases in which only tenured faculty lines remain within a program, the Provost may also consider factors beyond committee/board recommendations including, but not limited to, effective teaching, curriculum development, and advising; professional activity; and campus and community service (Faculty Manual section III. Work of the Faculty – Professional and Ethical Responsibilities).
7. Within 42 calendar days of the declaration of financial exigency, affected academic program(s) and the Provost, the President shall send a revised final plan to the Board of Directors and Faculty Executive Board, along with the full recommendations of the faculty committees/boards and affected academic program(s).

8. Within 49 calendar days of the declaration of financial exigency, the Board of Directors will make a final determination of cost savings actions that will be enacted.
9. Within 30 calendar days of the Board's decision, the President and Provost shall provide a written report to the faculty of their actions based on these recommendations.
10. Notice of termination of a faculty member's appointment due to financial exigency shall be:
    a. During the first full academic year of appointment, no later than March 1 for the following academic year;
    b. During the second full academic year of appointment, no later than December 15 for the following academic year;
    c. During a faculty member's subsequent academic years, no later than September 15 for the following academic year.

Faculty Governance Policy for Budgetary Hardship or Financial Exigency

To ensure that our academic programs continue to align with Wittenberg's mission and our appeal to prospective students in a sustainable way, the Provost will assess every academic program in the Provost's state of the academic program summary. The goal of this report is to take a proactive approach in both evaluating and improving existing programs so that the university may continue to offer a strong academic curriculum while also working to achieve and maintain good financial health. Individual academic programs will also receive annual feedback from the Provost related to their annual program report, and work with the Provost's Office to write improvement plans when necessary. The faculty governance boards listed below will have access to the Provost's state of the academic program summaries, individual program annual reports with feedback from the Provost, program review fifth year reports in addition to institutional research materials as needed. These materials will be used in part to guide financial cuts to the academic curriculum, if necessary, after budgetary hardship or financial exigency is declared.

Educational Policies Committee

During declared budgetary hardship or financial exigency in which cuts to individual tenured faculty lines or academic programs are proposed, the Educational Policies Committee will start the process below. This committee will examine the Provost's state of the academic program summary, individual program annual reports with feedback from the Provost, program review fifth year report in addition to other institutional research materials as needed. They will provide feedback in relation to the mission of the university and contribution to the institution to determine the impact of the individual program on the overall academic curriculum, using at least five years of past data and projections for upcoming student interest areas and demand in current national trends in higher education. Affected programs are invited to submit rebuttal materials.

The Educational Policies Committee will submit a report addressing the following issues to the President, Budget and Compensation Advisory Board, Faculty Executive Board, and the affected program(s):

Mission. A key consideration associated with any program evaluation or change to the academic program will be to preserve the university's essential character by maintaining those programs and activities judged to be central to the university. Questions to address include, but are not limited to:

- How does the program fit with Wittenberg's mission, values, and strategic goals?
- How do we know there is a need for the program?

*Contribution to the Institution***.** Since the primary purpose of Wittenberg University is to provide instruction in the liberal arts and select pre-professional programs through intellectual inquiry and wholeness of person, it must consider the contribution to the institution for each program when making staffing decisions. Contribution to the institution will be defined in terms of both faculty contributions and student outcomes post-graduation. Wittenberg will seek to retain its best faculty and academic programs as a top priority. Questions to address include, but are not limited to:

- Is the academic program attracting students to Wittenberg? Using at least five years of data,
    - How many major/minor students are declared within the program?
    - What is the total number and average number of students enrolled in the program's
        - Majors/minors level courses?
        - General education courses?
- Number of courses provided to interdisciplinary programs
- How many prospective students note an interest in the program during the application process?
- What other administrative services does the program provide to the university, i.e., director of general education, sustainability, etc.
- What is the impact on external requirements of the profession on cutting the faculty line or academic program?
- To what extent does a program contribute to student learning outside of the classroom in service learning, student organizations, programming, and other activities?
- To what extent does a program prepare students to meet their post-graduation plans?
    - What percentage of students enter graduate school as measured by self-report graduation surveys and other materials?
    - What percentage of students are placed in professional and/or service-oriented careers as measured by self-report graduation surveys and other materials?

Budget and Compensation Advisory Board

When budgetary hardship or financial exigency has been declared and cuts to individual tenured faculty lines or academic programs are proposed, the Budget and Compensation Advisory Board will start the process below. In order to make informed recommendations about the financial impact of program closures, the Vice-President for Finance and Administration will provide access to at least five years of audited financial statements, detailed cash-flow estimates for five future years, detailed program budgets, and five-year budget projections, to the extent they are available. In addition, the Director of Institutional Research will provide staffing summaries (administrators, staff, and faculty) for the past 10 years, and the Vice-President for Enrollment Management will provide five-year projections for student enrollment.

The Budget and Compensation Advisory Board will submit a report outlining the financial health of the institution and advice on the costs and benefits of making cuts to faculty lines or academic programs to the President, Faculty Executive Board, and Educational Policies Committee that addresses the following issues:

Financial Health of the University. Context for the financial health of the university is important in making decisions about university-wide budget cuts, including cuts to individual tenured faculty lines or academic programs. Questions to address include, but are not limited to:

- What is the overall financial health of the institution?
- Does the university meet the criteria for the declared budgetary hardship or financial exigency?
    - How has the financial health of the university changed in the past 5 years?
    - Using these standard measures, how does Wittenberg compare with other private universities?
        - Primary Reserve Ratio = expendable net assets / total operating expenses
        - Viability Ratio = expendable net assets / total long-term debt
        - Return on Net Assets Ratio = change in net assets / total net assets
        - Change in Net Assets Ratio = change in net assets / total net assets at beginning of fiscal year
    - Have university-wide cuts already been made and/or are they planned in addition to cuts to individual tenured faculty lines or academic programs?

*Resource Efficiency***.** Cost-effectiveness of academic programs is one key characteristic of a well-run institution. While the university shall not add or subtract faculty lines or academic programs to address short-term fluctuations in cost-effectiveness, it cannot ignore longer, more profound economic shifts as it decides which faculty lines or academic programs to maintain and at what staffing levels. Questions to address include, but are not limited to:

- What is the cost to educate students in each academic program, using faculty and staff salary/benefits and operational budget expenses?
- What is the trend over five years for student FTE/faculty FTE ratio in the program?
- What potential savings are gained by terminating the faculty line(s) or academic program?

Faculty Executive Board

The Faculty Executive Board will oversee the faculty governance process related to reduction of faculty lines or academic programs, if necessary, when budgetary hardship or financial exigency is declared to ensure that the process occurs as outlined in the Faculty Manual. When cuts to individual tenured faculty lines or academic programs are proposed, the Faculty Executive Board will document, report on, and participate in the process in the following ways:

- Facilitate communication amongst all parties: faculty-at-large, appropriate standing faculty governance committees and boards, President, Provost, and Executive Committee of the Board of Directors;
- Seek input from the affected program(s); and
- Seek input from the full faculty through surveys and/or forums.

Guidelines in Cases of Involuntary Separation from the University

If the university determines that it must eliminate or reduce the teaching load (to half-time or adjunct status) of a faculty member pursuant to this section, the university shall provide written notice as soon as possible, with final notification on or before the dates specified above, except in a case in which an external stakeholder imposes a shorter notification period.

The notice shall specify the cause of the termination or reduction, provide a summary description of the facts relied on by the university in specifying the cause, and a reference to the faculty member's right to process a grievance. Notice shall be given in writing, mailed first class, return receipt requested, and addressed to the faculty member at the last address provided by the faculty member to the Human Resources office.

- **Line remains open.** Except in cases of early retirement, if it is necessary to terminate the services of a tenured faculty member under this section, the released faculty member's line will not be filled by a replacement within a period of two years unless the released faculty member has been offered reappointment and declined.
- **Health insurance.** The university shall make available health and major medical insurance equivalent to Wittenberg's current policy consistent with state and federal guidelines for the faculty member and their family for the length of time designated by federal regulations.
- **Placement services.** Employment listings and the services of Wittenberg's Human Resources Office with correspondence relating to employment opportunities shall be provided by the university for up to one year following termination of employment.
- **Alternative Positions.** Faculty members whose employment appointments are eliminated or who are reduced in full-time teaching equivalents will be eligible to transfer to another vacant position at the university for which they are qualified. The hiring manager and area Vice-President will determine whether an individual has the qualifications necessary. Alternative positions will be subject, however, to the terms and conditions of employment attendant to that position.

Timeline for Budgetary Hardship and Financial Exigency

Budgetary Hardship	*Financial Exigency*	*Responsible Party*	*Process*
Day 0	Day 0	Board of Directors	Declaration of budgetary hardship necessitating cuts or financial exigency
3 days[35]	3 days	President	Present information to describe the budgetary hardship/financial exigency to Faculty Executive Board (FEB), Budget and Compensation Advisory Board (BCAB), and Executive Committee of Board of Directors

[35] Days are calendar days and counted from the declaration of budgetary hardship necessitating cuts or financial exigency.

10 days	7 days	President	Make every effort to meet with the faculty to present information to describe the budgetary hardship/financial exigency.
30 days	14 days	Provost & EPC	Create proposal of academic cuts and send to President, Budget and Compensation Advisory Board, Faculty Executive Board, and affected program(s)
		BCAB	Provide feedback about financial health of institution and necessity of cuts to individual tenured faculty lines or academic programs to the President, FEB and EPC
		President and/or Chair of Board	External stakeholders informed (*financial exigency only*)
44 days	21 days	President	Submit university's plan to implement temporary and permanent cost savings to Budget and Compensation Advisory Board, Educational Policies Committee, Faculty Executive Board and affected program(s)
65 days	35 days	BCAB, EPC, FEB affected program(s), Provost	Deliberate separately and send written reports of plan acceptance or recommendations for alternatives to the President
72 days	42 days	President	Sends revised final plan to implement cost savings to Board of Directors and Faculty Executive Board along with full recommendations of faculty committees/boards and affected program(s)
79 days	49 days	Board of Directors	Make a final determination of cost savings actions that will be enacted
30 days[36]	30 days	President and Provost	Report to the faculty in writing their actions based on these recommendations

[36] In this case, this is the number of calendar days following the Board's final determination.

V. Guidelines for Internal and External Grant Support of Faculty and Student Development

The University provides faculty each academic year with professional development funds for expenses to attend professional meetings, for memberships in professional organizations, or other forms of professional support. Additional grant support is available on campus for enhancing faculty and student research, encouraging faculty growth and redirection, offsetting the cost of course creation or revision, and promoting the intellectual atmosphere on campus. The eligibility guidelines for available support from the Faculty Development Board are included in section III. The Work of the Faculty. Eligibility for support from the Student Development Board, and the Faculty Endowment Fund are summarized below. Guidelines for faculty members seeking to secure external funding for the acquisition of equipment, for projects related to the academic program of the university, or for personal professional development, research projects, or other scholarly activity are also included.

A. Student Development Board

The Student Development Board (SDB) promotes student scholarship and development on-campus and off-campus. SDB identifies and evaluates candidates for external fellowship and scholarship programs (e.g., Fulbright, Marshall, and Rhodes scholarships), making recommendations to the Provost regarding official nominations. SDB also coordinates with the Admissions Office to evaluate candidates for Wittenberg's competitive scholarships and functions as an ad-hoc review panel when special funding or student development opportunities arise.

The Student Development Board is responsible for reviewing and awarding Student Project Grants, Travel Grants and National Conferences on Undergraduate Research (NCUR) Grants. Since these are competitive programs, students submitting proposals must demonstrate a high degree of previous academic success and appropriate preparation for the type of research being proposed. These qualifications might include, but would not be limited to, GPA, relevant coursework, preliminary research, faculty assessment, etc. Students applying for grants should consult with appropriate faculty members to obtain approval of the research project before drafting a proposal. Students (with faculty guidance and collaboration) may apply for research and/or travel funding from the SDB:

Student Project Grants[37]
These grants provide funds for reimbursement of supply costs, travel and other incidental research costs for students pursuing projects during the fall or spring semester.
Student Travel Grants
These grants are for students presenting at conferences or performing/exhibiting their work during the fall or spring semester.

National Conference on Undergraduate Research (NCUR)
SDB calls for applications from students to attend NCUR. From these applications, selected students then apply to present at NCUR. Students who are chosen by NCUR to present are supported in their travel by the university. Funding is not fixed per student. Due to NCUR changing location every year the

[37] Amounts for these grants will be published annually by the Office of the Provost.

costs to attend vary greatly. SDB covers the full cost of attending NCUR, so the number of students chosen each year will depend on estimated cost of attending.

Summer Research Grants
These grants may include: a student allowance; supplies; and a faculty supervisor stipend.

These grants support ambitious summer research projects, and the Student Development Board expects the research to result in written work, exhibition, public presentation, and/or performance. This program is competitive, so only a limited number of summer research grants will be awarded. These experiences do not carry academic credit, and they are considered to be the equivalent of a full-time summer academic load. However, subsequent related work may be awarded credit at the discretion of the student's department. Preference will be given to students of junior class standing. Graduating seniors are not eligible for summer research grants.

Proposal Guidelines
The Board will consider only proposals that conform to the guidelines listed below:

Section One: Project Outline
- Name and department of student submitting proposal
- Short descriptive title of project
- Starting date and anticipated completion of research
- Semester and year of research
- 200-word (or less) abstract describing the goals and anticipated outcomes for the project (publication, presentation, etc.)

Section Two: Project Description – to be written for an audience of non-specialists
- Background on the project
- Methodology – be as specific as possible
- Detailed budget for project
- Proposed plan of work including a tentative schedule
- Letter of support from faculty supervisor of project
- Courtesy copy of academic transcript
- Special issues or problems that SDB should consider this proposal

Meeting and Funding Cycles
Fall – September[38]
- Scholarship interviews for external grants (Fulbright, Marshall, Rhodes, etc.)

Fall – October
- Fall project and travel grants
- National Conference on Undergraduate Research proposals

Spring – February
- Spring project and travel grants

Spring – March/April
- Student Summer Research

[38] Amounts for these grants will be published annually by the Office of the Provost.

B. The Faculty Endowment Fund

The faculty on the Programming Committee oversees the Faculty Endowment Fund (FEF). In the early 1960s and subsequent decades, fund-raising efforts among the faculty, brought on by a desire for first-rate speakers and performers to stimulate the intellectual atmosphere on campus, generated enough money for a permanent fund the Faculty Endowment Fund. The disbursements from this fund support efforts to identify and invite distinguished persons to participate in intellectual life of the University.

Guidelines and Information Related to FEF Grant Proposals
Grant requests should be forwarded to the Chair of the Programming Committee and include a detailed description of the event(s), date(s), time(s), budget, the specific amount of the request, other sources of funding, and an explanation as to how the event will be publicized.

The FEF should receive recognition as a sponsor or co-sponsor of the event(s) on all publicity and the event(s) should be publicized to the entire Wittenberg community.

Grant requests will be considered as they are received. Funds will be allocated until the annual budget is exhausted. Therefore, it is suggested that grant requests be sent to the Programming Committee as far in advance of the proposed event(s) as possible. As a general guideline, two months is needed by the Programming Committee to act on a grant proposal. NOTE: No event will be funded after it has already taken place.

C. Procedures for Sponsored Project Proposals

Sponsored projects at Wittenberg University contribute to the scholarly pursuit of knowledge, foster collaborative efforts among faculty and students, and provide significant funding from corporations, foundations, and federal and state agencies. Our active faculty members have increased the breadth and scope of Wittenberg's sponsored research and have positioned Wittenberg as a premier liberal arts institution engaged in experiential learning.

The Provost's Office is the administrative point of contact for faculty members seeking sponsored research grants. The Provost's Office oversees the internal process through which proposals for sponsored projects are approved for submission. The responsibility for writing a proposal narrative rest with the principle investigator(s), who alone usually has/have the necessary content area knowledge and expertise.

Faculty members who wish to secure external funding for the acquisition of equipment, for projects related to the academic program of the university, or for personal professional development, research projects, or other scholarly activity should contact the Associate Provost for Academic Affairs and Institutional Research at the earliest opportunity. Process information, resources, and links to required forms are located on the Sponsored Projects webpage.

The primary Wittenberg points of contact for Principal Investigators on sponsored projects are the Associate Provost for Academic Affairs and Institutional Research and the Controller and/or that person's designee.

D. Responsible Conduct in Research involving Human and Animal Subjects

Wittenberg University is committed to safeguarding the rights and welfare of human and animal subjects in research, as well as to maintaining the highest ethical standards in research. As such, all research involving human and animal subjects must meet the requirements of the Institutional Review Board (IRB) and/or the Institutional Animal Care and Use Committee (IACUC). Wittenberg also provides training in the responsible conduct in research, which is often required by external agencies. Information on the policies and procedures of the IRB and IACUC, as well as information on accessing the training for responsible conduct in research can be found on the Research and Ethics website.

VI. Compensation and Benefits

A. Staff Manual Compensation and Benefits Items

The Human Resources Staff Manual outlines compensation and benefits policies that apply to all Wittenberg employees. If you are looking for information about compensation and benefits that does not appear in this section of the Faculty Manual, please follow the link to the Staff Manual in Appendix D. Some topics regarding compensation and benefits, however, apply specifically to faculty members. These items follow.

B. Supplemental Wittenberg Faculty Policies

1. Benefits for Shared Positions[39]

Fringe benefits are generally accorded to the shared position and not to the individuals in the position. They are otherwise consistent with all full-time faculty benefit policies listed in the Faculty Manual (see the Benefits section for a full description).

In the event that any benefit policy is undefined here, unclear, or subject to more than one interpretation, the policy applications shall be made by the Provost in a case-by-case basis. The salary of an individual in a shared position is based on rank and the individual's portion of the position. Several of the benefits are linked to the amount of compensation an individual receives in their paycheck. The amount of benefit accorded to an individual in a shared position must be calculated in this way for these benefits. For example, the level of benefit an individual can receive from the Ohio Workers' Compensation Fund is determined in part by the salary the individual receives. Benefits that are linked to the amount of compensation earned by the employee include group term life insurance, long-term disability, TIAA Retirement Plan contributions, unemployment insurance, and workers' compensation.

Fringe benefits that are divided between the persons sharing a position are described below:

- Group Health, Vision and Dental Plans. Each individual in the shared position is entitled to participate in the University's group health, vision, and dental plans under the terms of the plan then in effect. At the present time, the University pays a portion of the premium owed by each plan participant in the health plan; participants in the vision and dental plans are responsible for their entire premium.

[39] Available only for shared positions at the institution as of May 2021.

- Moving Expenses. The shared position, not each individual, is entitled to receive the amount of the moving expenses paid by the University under its existing Relocation Expense Policy. The pro-rated amount to be paid to each individual shall be determined by them, in consultation with the Provost.
- Paid Sick Leave. The shared position (not each individual) is entitled to two months paid sick leave immediately upon the two persons' entering active service. Thereafter, the position accrues one month, defined as 24 business days of paid sick leave for each year they are employed in the full-time, shared position up to a maximum of six months. Either of the individuals or the two together may use the total accumulated paid sick leave, as they shall determine in consultation with the Provost.
- Tuition Remission and Scholarship Plans: See these plans in the Staff Manual.
- Unpaid Family and Medical Leave (FMLA leave). See the University's FMLA Policy in the Staff Manual.

Fringe benefits that are not divided between each of the persons sharing a position:

- Sabbatical leave (see below for further details)
- Any internal faculty development grants (e.g., Professional Enhancement Grants)
- Annual allotment of research support

2. Teaching Overloads

In order that such additional teaching assignment will not interfere with the faculty member's full-time responsibilities to the University, the opportunity for an additional course assignment will generally be limited to 4 or 5 credits during a semester. In no case should the overload exceed 10 credits during the two-semester academic year.

3. Paid Sick Leave[40]

Faculty are entitled to two months paid sick leave immediately upon entering active service and accrue one month, defined as 24 days of paid sick leave for each year worked thereafter up to a maximum of six months. The Long-Term Disability Insurance Program, where applicable, will provide payments where covered illnesses extend beyond six months.

When an illness or injury results in the absence of four or more days or requires frequent intermittent absences, employees will be asked to submit a request for a Family and Medical Leave as per the Staff Manual (Appendix A) and may be asked to obtain certification of a serious health condition from their health care provider.

The University's sick leave provisions are generous and are intended to provide for you during periods of illness. Sick leave is not an entitlement and is not earned wages; therefore, upon resignation, layoff, termination, or retirement you will not receive payment for accumulated sick leave.

4. Paid & Unpaid Parental Leave & Teaching Release for New Parents[41]

[40] Revised by faculty action, January 20, 1998

[41] Revised by faculty action, 2005; Revised by Human Resources for clarification and presented by BCAB, May 2022

A. Eligibility

Any full time tenured, tenure-track, visiting, or professor of practice faculty member as defined in the faculty manual is eligible for parental leave & potential release from teaching duties after the birth or adoption of a baby. A faculty member who adopts the child of a spouse or partner is not eligible for these benefits.

B. Procedure

As soon as practical after confirmation of pregnancy or adoption, the faculty member is expected to make two notifications:

1. Email notification to Human Resources so that FMLA paperwork, if applicable, can be provided. Medical documentation will be requested as part of the FMLA process which includes the anticipated return to work date.
2. Email notification to the department chair, who will notify the Provost, to discuss administrative accommodations and the terms of the release from teaching duties.

C. Paid Parental Leave

Eligible faculty members who are on approved FMLA leave for pregnancy, birth, or adoption ***or*** who are the sole caretaker of their newborn or newly adopted child (six years old or younger at the time of adoption) from Monday through Friday between 8am and 5pm ***and*** the leave of absence is initiated no later than two months after the birth or adoption are eligible to receive up to 8 weeks of paid parental leave. This paid leave reduces the faculty members accrued sick leave on a day for day basis. If the University employs both parents, only one parent may take advantage of the paid parental leave benefit for each birth or adoption (multiple births or multiple child adoptions are considered one event under this policy). The paid parental leave benefit runs concurrent with the 12-weeks of unpaid leave under FMLA and with any teaching release.

As defined in the **Staff Manual**, eligible non-birth parents may use up to 4 weeks of paid sick leave to care for an immediate family member with a serious health condition; this includes caring for a birth mother and/or newborn or adopted child. This paid leave runs concurrent with the 12-weeks of unpaid leave under FMLA and with any teaching release.

To be eligible for paid parental leave, three conditions must be met. First, the requested leave must qualify under the Family and Medical Leave Act benefit. Second, the employee must provide as much advance notice as practicable. Finally, leave under this policy is available to faculty members serving as the main caretaker of the parent, spouse, or child from Monday through Friday between 8:00 a.m. and 5:00 p.m.

D. Release from Teaching Duties

Arrangements for release from teaching duties are to be made between a faculty member and the department chair and approved by the Provost. The “Teaching Release Calendar” for the appropriate academic year is to be utilized as a guide. If the faculty member and the department chair cannot reach a mutually satisfactory agreement regarding the release from teaching duties, the advice and guidance of the Provost and Human Resources will be sought to resolve any disagreements on the issue.

The department chair will document in writing the agreed upon terms of the release from teaching duties and provide a copy to the faculty member, the Provost and Human Resources. The terms & parameters below are in place to assist faculty members and department chairs in arranging release from teaching duty schedules. In most instances, policies should be adhered to as written. However, it is understood that the policy for release from teaching duties must allow for some flexibility in its administration and interpretation due to unknown factors of the birth/adoption. Department chairs should bear this in mind when working out individual arrangements. In instances of special need or circumstance, department chairs should consult with the Provost and Human Resources as appropriate. Written exceptions will be reviewed on an ad-hoc basis.

FMLA applies to most pregnancies & birth/adoptions (see FMLA sections in Staff manual). The semester release from teaching duties is determined by the FMLA start date which in some instances may begin before or after the birth of the child. (i.e., Absences for illness owing to pregnancy count toward FMLA time and are charged to accumulated sick leave).

When FMLA does not apply, for example when the faculty member has not yet satisfied the 1250 hours and 1-year of service FMLA eligibility requirements, a release from teaching duties is not guaranteed and, if granted, may follow the terms & parameters outlined or may be altered according to the needs of the department. If applicable, release from teaching duties for non-FMLA births/adoptions is also determined by the due date/adoption date.

For faculty members on approved FMLA leave for the birth or adoption of a child, the “Teaching Release Calendar” outlines the release from teaching duty parameters. It is the approved guide for teaching release due to pregnancy/birth/adoption and should be reviewed closely with the faculty member, department chair, and Provost to determine if & when a teaching release is needed to prevent classroom disruption.

For purposes of a teaching release, the academic semesters are counted as follows on the Teaching Release Calendar:

- Fall semester consists of calendar weeks 1 through 19
- Spring semester consists of calendar weeks 20 through 38
- Summer semester consists of calendar weeks 39 through 52

During the period when the faculty member is not on FMLA leave (i.e. after their 12-weeks of FMLA has expired) but is released from teaching duties, other service and administrative responsibilities are expected to continue (e.g., duties related to directing an academic program and committee work) as determined in consultation with the Provost and the department chair (in the case of joint appointments, primary department chair) so that the semester teaching release will be paid as full, regular wages. The release from teaching duties is not meant to be made up at a later date.

5. Outside Employment

During the semester with release from regular teaching responsibilities, faculty released from teaching for parental leave may not accept employment elsewhere or at Wittenberg without written permission from the Provost.

6. Unpaid Leave

For faculty members, leave without pay is available for one semester or for an academic year, immediately following the birth or adoption, and runs concurrently with the FMLA benefit, which can run for a maximum of 12 weeks. During an unpaid leave, all benefit payments continue at the prevailing University/employee premium rate. The individual should arrange with the Human Resources Office to pay the employee portion for the monthly health care premium contribution. Payments to a retirement plan cease during unpaid leaves.

7. Tenure Considerations

If a faculty member qualifies for a paid or unpaid leave under the Family and Medical Leave Act of 1993 (FMLA) or Wittenberg FMLA policy guidelines, they are entitled to stop the tenure clock (extend the probationary period), with or without taking a full or partial leave of absence. The tenure clock may be stopped for up to one year for each event and no more than twice during the probationary period. This policy is based on qualification for FMLA leave rather than acceptance of paid or unpaid leave. Qualification for FMLA leave and a change in the tenure clock will be evaluated on a case-by-case basis in consultation with the Provost and Office of Human Resources.

Anyone on a probationary appointment who receives an unpaid childbirth or adoption leave for the academic year may request not to have the year count as service toward tenure. The Provost should state this stipulation explicitly in writing to the individual at the time of notification of the grant of the leave.

8. Sabbatical Leave and Leave of Absence

A. Sabbatical Leave of Absence[42]

i. Purpose

The purpose of the sabbatical leave policy is to strengthen the University by encouraging the intellectual and professional development of the faculty. The sabbatical leave is designed to free the faculty member from university responsibilities and to allow the pursuit of opportunities that will contribute to professional growth. Therefore, significant time spent on departmental, or University administrative work is counter to the spirit of the sabbatical program and is more appropriately served by adequate release time outside the sabbatical program. Ordinarily, department chairs should not continue their administrative duties during a sabbatical leave.

Moreover, the sabbatical is intended to permit time for work other than teaching. Teaching may be included as part of the proposal when it is not the primary focus of the sabbatical, or when the teaching itself offers a significant opportunity for professional development.

ii. Eligibility[43]

Any tenured, full-time faculty member may apply for a sabbatical leave after the equivalent of six full-time years of service at Wittenberg in a full-time faculty position. With the approval of the Faculty Personnel Board, those six years may include the maximum of one semester of leave of absence prior to the tenure review. Years at other institutions do not count toward years of

[42] By faculty action, September 22, 1981; revisions by faculty action, January 18, 2000

[43] Amended by faculty action, November 10, 1992

service for a sabbatical. It is understood that this leave of absence will involve work directly related to the faculty member's professional responsibilities. [Note: Non-tenured administrative staff with faculty status will be eligible for Paid Study Leave, as described in the Staff Manual in the section on Paid Leaves.]

Seniority alone is not considered to be a valid criterion for the granting of sabbatical leave. The Provost may take the initiative in recommending to the Faculty Personnel Board that a faculty member take a sabbatical leave where the good of the University as well as that of the individual would thereby be served.

The granting of leaves shall be subject to budgetary considerations and the personnel needs of the department involved.

With staffing considerations in mind, the Provost, in consultation with the Faculty Personnel Board, may recommend to defer a sabbatical request until the following year. Such an administrative postponement does not alter the seven-year sabbatical eligibility sequence. This means that the date from which one next becomes eligible does not change in the event of an administrative postponement. In cases of deferred leave, a formal letter will be sent to the faculty member for the record. Deferrals are not necessarily limited to one year.

iii. Terms

A faculty member may elect one of the following: (1) one semester of leave at full salary; (2) two consecutive semesters of leave at 75% salary; or (3) two separate semesters within a seven-year period at 75% salary for each semester. All salary compensation percentages apply for the sabbatical terms only.

The acceptance of sabbatical leave obligates the faculty member to return to the University for at least one full year after the expiration of sabbatical leave, regardless of the option elected. In case the faculty member defaults, the University shall be reimbursed for all salary and other benefits provided during the term of absence.

Faculty members on leave shall receive the benefit of any salary or rank increases in their absence and shall be eligible to continue all supplemental benefits in force after the time leave is granted. The amount of the University's payment up to the normal maximum shall be determined by the amount of the faculty member's participation.

A faculty member who receives a sabbatical leave is obligated to file a report describing the results of the leave. The report should be specific enough to indicate the nature and extent of activity during the leave and how the objectives for the sabbatical leave were met. This report shall be filed with the faculty member's department chairperson, the Provost, and the Faculty Personnel Board within thirty days of the start of the semester following completion of the leave period. In instances where a faculty member elects the split-year option, a progress report shall be filed for each half of the sabbatical within this time frame.

A faculty member shall be eligible to apply for a further sabbatical leave timed to begin after a minimum of six additional years of service. For the faculty member who elects the split-year

option, the six years of additional service will be counted beginning with the first year of service following the first semester of leave.

9. Leave of Absence Program

The Leave of Absence program is designed to provide for leave policy not included in the sabbatical leave program. Any full-time faculty member who has served for three years is eligible to apply.

A. Terms

A leave of absence is normally for one year. During a leave of absence, no salary will be paid. The faculty member on leave may elect to participate in supplementary benefits to the extent applicable for salary received in the preceding year. In the case of leave of absence for less than one year, the faculty member may elect to participate in supplementary benefits to the extent applicable for salary received in the current year. University contributions to supplementary benefits, which include medical, life insurance, shall be determined by the amount of the faculty member's participation.

The College may grant limited financial assistance to the faculty member. The acceptance of leave of absence obligates the faculty member to return to the college for at least one full year after the expiration of that leave. In case the faculty member defaults, the College shall be reimbursed for all benefits provided during the term of absence.

Anyone on an annual appointment who receives a leave will not have the year count as service toward tenure. This stipulation should be stated explicitly in writing to the individual at the time of notification of the granting of the leave.

B. Procedures for Applying for Sabbatical Leaves and Leaves of Absence

An application for a sabbatical leave or a leave of absence takes the form of a letter addressed to the Faculty Personnel Board. Each applicant should submit a detailed statement of how the leave is to be used (an electronic copy should be sent to the Office of the Provost, who will distribute it to the Faculty Personnel Board and Provost) and should include the following information:

1. Length of service at Wittenberg figured as of the date of the beginning of the proposed leave.
2. Extent of leave desired. The applicant should indicate the inclusive dates of the leave and option selected.
3. A list of any previous leave periods together with full information regarding any Wittenberg financial contribution during the period of the leave or leaves.
4. The program to be undertaken by the applicant during the leave. This statement should include:
    a. A detailed description of the project. If the faculty member chooses the split year option, a description of the activity proposed in each of the two semesters should be included.
    b. The relationship of the proposed program to the applicant's research, professional, or creative interests.
    c. The places at which the leave period will be spent.

   d. The anticipated effect of the project on the attainment of an advanced degree, if any.
   e. The anticipated results in terms of publication or other form of professional recognition.
   f. The anticipated benefits which will accrue to the educational program of the college.
5. Possible sources of financial assistance, if any.
6. The effect of the applicant's absence on the work for the department together with any suggestions for ways of providing for the applicant's courses during the absence.
7. Any compelling urgency, such as the continuation of a project already under way, the receipt of a fellowship, the need to meet a publisher's deadline, etc.
8. Any other pertinent information.

A copy of the letter of application should be sent to the chairperson of the applicant's department. If the chairperson supports the application, an electronic copy of the chairperson's recommendation is to be sent to the Office of the Provost, who will distribute it to Faculty Personnel Board members. The chairperson's recommendation should comment particularly on the effect of the applicant's absence on the work for the department and on ways of providing for the applicant's courses during the absence. It should also include a statement regarding the probable professional and cultural contribution that might accrue to the applicant, to the department, and to the University if the leave were granted. In the case of joint appointments, the primary department chairperson will write the recommendation after consulting with the chair (or director) of the secondary department (or program). The recommendation should comment on the effect of the applicant’s absence on both departments (or department and program). A department chairperson who wishes to apply for a leave shall confer with the Provost before submitting a letter of application to the Faculty Personnel Board.

As outlined in the basic statement of leave policy, the Faculty Personnel Board will review all applications and submit its recommendations to the Provost and President.

The deadline for receipt of applications for leaves for the academic year is October 1, but in order to facilitate departmental and institutional planning, earlier application will be helpful when this is possible. One is expected to apply by this date if there is knowledge of a pending opportunity. If an unusual opportunity for leave arises after December 1, the Faculty Personnel Board will accept applications until March 1. It is understood, however, that late applications will be approved only on the condition that the department (or primary and secondary department/program if a joint appointment) is able to plan for the faculty member's absence.

C. System for Setting Faculty Salaries

1. Salaries General Principles

Wittenberg strives to provide competitive compensation for all employees, both faculty and staff. In making its decisions on compensation, the administration must consider allocation of available resources to best accomplish the overall mission of the university. The final decision regarding individual faculty salaries rests with the Provost and the President, however it is expected that the Budget and Compensation Advisory Board (BCAB) will be consulted prior to any decisions and that collaboration will be the norm.

While faculty appointments are generally for the traditional 9-month academic year, student advising, course development, scholarship, faculty governance, and other professional expectations on faculty extend throughout the calendar year. Salary will be paid in equal installments during the months of August through July. Benefits, such as insurance, extend throughout the year. The University will send appointment letters to each returning faculty member annually.

As part of the annual budgeting process, the President will recommend a salary increase pool. Typically, the pool will be the same rate for faculty and staff.

When allocating the monies in the faculty annual salary increase pool, highest priority is given to promotional increases. From additional funds in the pool, 50% will be used to provide increases that are equal in percentage for all full-time faculty. The remaining 50% may be used for any combination of Cost-of-Living Adjustments (COLA), equity considerations for full-time faculty and adjuncts, merit increases, with COLA and equity considerations taking priority over the others.

2. Promotions

As a matter of practice, faculty promoted either to the rank of Associate Professor or Professor shall receive a promotional raise no less than the promotional raises of the previous year. These promotional increases will be consistent across disciplines. In years where there is no salary increase pool, every effort will be made to fund promotional raises from elsewhere in the budget.

3. Equity Considerations

The Provost in consultation with the President and the BCAB, will undertake annual equity analyses to identify and – whenever possible – address group-level inequities that have developed over time. The Provost annually will consult with the President and BCAB to determine what comparative analyses will be undertaken that year, and should periodically include years at the institution, rank, discipline, gender, race/ethnicity, and adjunct status. Following these analyses, the Provost will consult with the President and BCAB to determine how any inequities will be addressed. An equity increase is a permanent increase to the base salary to address critical and/or unusual internal or external salary variances.

4. Merit Increases

In years when merit increases are available, the Provost, in consultation with department chairs, will evaluate faculty in the areas such as teaching, advising, service, and research/scholarship/or equivalent activities. That determination will be based on performance during the three years preceding the determination, or since the time of the last merit determination, whichever is the longer period.

A merit increase is typically a permanent increase to the base salary, but in certain situations may be a one-time compensation bonus.

5. Reporting

As part of its ordinary reporting obligations, the institution regularly reports faculty salaries to appropriate agencies and entities which will be made available to faculty as allowed. In addition, annually the administration will report the count number, 10^{th} percentile, 1Q, median, 3Q, and 90^{th}

percentile salaries for total, assistant, associate, and full professors, and professors of practice as long as the data isn't individually identifiable.

BCAB will also submit an annual report containing the distribution of any salary pool, any analysis to determine systemic salary inequities, the dollar amount of increase that individuals will receive for promotional raises at each rank, and any changes made to the guidelines that were or should be brought to the faculty for their endorsement.

6. Review of Individual Salaries

A faculty member may request a review of their salary by sending a letter to the Provost and/or Faculty Personnel Board that includes reasons and evidence for the request. At the decision of the faculty member, such a review will be carried out either by the Provost or the Provost and Personnel Board. In both cases input from the faculty member and the department chair (in the case of joint appointments, primary department chair) will be considered. Final decision rests with the Provost and the President and may depend on the availability of funds.

7. Review of General Guidelines

The above guidelines are subject to yearly review by the President, the Provost, and BCAB.

VII. Academic Policies: Curriculum, Courses, and Registration

A. General Education Offerings

The description of the General Education Program can be found in the academic catalog.

Cross Campus Connection
The Cross Campus Connection (CC) is a set of three courses (10-credit minimum) from three different programs (as identified by distinct prefixes, e.g. DATA, COMP and MATH) centered around a theme. Students may design their own CCC (as described in the academic catalog) or complete a pre-defined CCC. Faculty members may propose a pre-defined CCC to the General Education Advisory Committee (GEAC). The proposal should indicate:

- the faculty member(s) proposing the CCC
- a name for the CCC
- a brief description of the theme
- a minimum of six courses
- a minimum of three programs represented, ideally with more than one course per program
- indication of whether the affected departments have given their approval
- rationale for the courses in the list
- suggested experiential learning opportunities that complement the theme

To propose changes to an existing CCC, faculty should contact GEAC with the proposed changes and rationale. GEAC will consult as necessary the appropriate departments or programs. GEAC also maintains the list of interdisciplinary majors and minors that satisfy the CCC requirement.

Learning Outcome Approval for Courses

Course offerings for the General Education Program must be submitted for approval to the General Education Advisory Committee. Courses in the general education program can support up to two learning outcomes, but only one of those outcomes can be from LO7-10, and a course may not support both LO5 and LO6. Only 100- and 200-level courses, or 300-level courses without prerequisites, will be considered for LO2-10.

If a course is designated to meet a particular learning outcome under the General Education Program, faculty are committed to support the assessment of that learning outcome. The Wittenberg Assessment Plan outlines the frequency, schedule, requirements, and processes associated with assessment of the General Education curriculum.

Courses that support Learning Outcomes 2-10 should make instruction on that competency or skill a priority in the course. Courses should include substantial scaffolding that prepares students to successfully meet the learning outcome by the completion of the course. Such scaffolding would include a minimum of two opportunities for instruction, practice, and feedback on the skill or outcome during the semester. Additionally, the course will need to include a *signature assignment* that will be used to assess a student's proficiency on the designated learning outcome. The signature assignment should be a graded, summative assessment conducted at the completion of the course (this could include final papers, presentations, select questions from a final exam, or other assignments). At the conclusion of the course, faculty should incorporate a graded reflection component that asks students to make connections between what they learned in the course and their other courses, campus or life experiences, or their intended career path. The reflection could be done as a component of the signature assignment or done as a standalone assignment.

If a course will meet two learning outcomes, faculty should address each learning outcome in a separate document. Faculty should submit answers to the following questions and a copy of their syllabus to the Director of General education:

1. Please highlight on your syllabus the specific learning outcome connected to the general education distinction you are seeking.
2. Are you seeking an additional LO designation for this course? If so, please also highlight this on your syllabus and list it here.
3. Describe how you will provide direct instruction related to the learning outcome during the course? Highlight this on your syllabus if applicable.
4. How will you provide opportunities for students to gain practice with and feedback on their progress towards this learning outcome? Please highlight assignments on your syllabus and describe any additional opportunities not explicitly listed.

5. What *signature assignment* will you use to assess this general education learning outcome? Describe how this assignment will allow you to assess the learning outcome(s) and meet the reflection requirement.

Additional information:

FYS
First-Year Seminar courses will be approved by the Director of the First Year Seminar in consultation with GEAC. Approved FYS courses will be 4-credit classes that provide an introduction to Wittenberg, to campus resources, and the foundational skills and expectations of college courses. Relationship-building between faculty and students is integral to the success of teaching an FYS course. Faculty should encourage student participation and accompany students when appropriate to FYS programming events. Faculty seeking course approval for First-Year Seminar sections will need to articulate in their course proposals how they will meet the first three learning outcomes (a-c below). They should follow the format of other course proposals, which include demonstrating where direct instruction on the learning outcomes is met, providing a minimum of two opportunities to practice and gain feedback on the learning outcome, and a signature assignment which will be used to assess the learning outcome. The last learning outcome (d) will be met within the FYS through shared material and programming provided by the Director of the First-year Seminar and the Hagen Center. Faculty will be able to adapt this material to their course.

a) Students will apply scholarly methods of inquiry to confront an enduring challenge relevant to our community through the lens of content covered in the course.
b) Students will apply the writing process (drafting, editing, incorporating feedback, revision) to craft prose that is attentive to audience and purpose.
c) Students will locate, critically assess, and ethically use informational sources.
d) Students will identify the knowledge and skills needed to be active and engaged citizens.

LO 1: Students will articulate how their co-curricular experiences and their academic curriculum have shaped their personal, professional, and civic identities.

- Faculty who work with students on independent studies, research experiences, or internships designated as LO1 experiences should ensure that the experiences meet the requirements laid out in the academic catalog related to internships or independent studies. These experiences should also include a reflective component completed at the culmination of the experience providing examples of how the experience connected to coursework, their interests, or future profession. Independent studies or research experiences additionally must include a presentation of their work in a public venue.
- Courses can be designated as Civic Engagement (CE) courses to support the civic engagement experiential requirement. Faculty seeking this designation will work directly with the Hagen Center to ensure their course meets the experiential learning requirements to satisfy this outcome.
- Students will complete the culminating reflection requirement within the major. Major programs should find a course or requirement for the major that can incorporate the culminating reflection as a graded component.

- The culminating reflection can take various forms (i.e., a personal statement, letter to future students), but at minimum should ask students to directly connect their experiences and course work (including specifically, the Cross Campus Connection) at Wittenberg to their personal, professional, and civic identity.
- Culminating reflections should be collected electronically and submitted to the Director of General Education as outlined in the Wittenberg Assessment Plan.

LO 2: Students will write effectively, considering audience and purpose.
Courses seeking designation as supporting LO 2 will need to explicitly include multiple opportunities for students to participate in the complete writing process including drafting, review, and revision. The signature assignment should be of substantial length, a single work at least 1500 words in length. Faculty must present a clear disciplinary argument for any course that would not meet this minimal standard.

LO 3: Students will effectively communicate their ideas orally, considering audience and purpose.
Courses seeking designation as supporting LO 3 will need to explicitly include multiple opportunities for students to engage in and practice the complete speaking process, including drafting, review, and delivery.

LO 4: Students will solve quantitative problems and apply quantitative reasoning skills in a variety of contexts.
Learning Outcome 4 is divided into two broad categories, quantitative reasoning courses and application-focused quantitative courses.

- Within quantitative reasoning courses, students will examine algorithmic, data-driven, or mathematical concepts and will determine and apply appropriate quantitative methods. These courses will focus on Mathematics, Statistics, or Logic.
- Application-focused quantitative courses will emphasize the application of quantitative reasoning skills. They will promote analytical thinking and provide frequent exposure to problems that may be solved through a variety of techniques to make connections and draw conclusions about course content.
- Please specify on your course proposal form and syllabus if you are seeking to meet the quantitative reasoning or application-focused quantitative course of the learning outcome.

LO 5: Students will analyze the distinctive viewpoints that are only available through the study of one or more languages and/or culture(s) outside of the United States and Canada.
Learning outcome 5 focuses on global diversity. When seeking approval for these designations, faculty should demonstrate how the course introduces students to the history, institutions, ideas, culture, language, and/or traditions of at least one culture outside the US.

LO 6: Students will analyze the ways social hierarchies (e.g., race, gender, ethnicity, class, etc.) structure human interaction in the United States and impact the equitable distribution of social and material resources.
Learning outcome 6 focuses on inequalities within the United States. Domestic diversity courses will be approved after consultation with the Diversity Advisory Committee. Courses supporting LO 6 will need to address how their course will:

- Offer both a critical analysis of the forces that have led to the historical and/or contemporary marginalization and exploitation of group(s) within the United States, and the responses by those communities to those oppressive forces.
- Either focus directly or include an intersectional perspective on injustice related to race and ethnicity within the United States.

LO 7: Students will develop hypotheses or models, evaluate them using scientific reasoning, and draw conclusions about results or observations related to the physical or natural world.
Learning outcome 7 should include an emphasis on the interpretation and evaluation of scientific data. When highlighting opportunities for feedback and instruction in support of this learning outcome, please specify where students will gain practice interpreting data or results.

LO 8: Students will produce artistic work and explain its cultural context and/or formal components.

LO 9: Students will analyze social systems or human behaviors using knowledge, theories, and/or methods appropriate to the social sciences.

LO 10: Students will analyze problems, issues, or representations using knowledge, theories, and/or methods appropriate to the humanities.

LOs 8-10 should provide multiple opportunities for instruction, practice, and feedback on student progress towards the learning outcome. Faculty should approach instruction and feedback on this learning outcome through their own disciplinary lens.

INSTITUTIONAL ASSUMPTIONS: All candidates for the bachelor's degree must complete 126 credits to earn their degree.

TRANSFER STUDENTS WITH THE AA/AS DEGREE - Students who have completed the Ohio Transfer Module and have been awarded an A.A. or A.S degree can apply their coursework toward the graduation requirements at Wittenberg University.

- The entire 60 credits (or its equivalent) of the A.A. or A.S. degree will count toward Wittenberg's graduation requirements (up to semester 94 hours can be transferred). Courses with a grade of C- or below will not be transferred.
- Students will be considered to have met the requirements of Learning Outcomes 2-10 of the General Education program at Wittenberg. In addition, students will be required to complete one experiential learning opportunity, a civic engagement experience, and the culminating reflection in support of Learning Outcome 1 to fulfill graduation requirements.

B. Guidelines for the Adoption of a New Academic Program[44]

Wittenberg University tries to strengthen its programs as it attempts to maintain a firm grounding in liberal education while also giving credence to emerging fields of inquiry, adjusting to change within existing disciplines, and, at the same time, attracting a sufficiently large and diverse student body. The range of possible initiatives is broad and may require the development of new academic programs. To assure uniformity, fairness, and accountability, the Educational Policies Committee (EPC) uses the

[44] By faculty action, 1998; amended 2015; 2017

following process for recommending the adoption of new majors, minors, and degree-granting programs and for their subsequent review.

Typically, the process is initiated by a three-phase proposal to the EPC and may come from a faculty member, a group of faculty (department, task force, committee, etc.) or the Provost or Provost's staff. In some cases, after consulting with EPC, the Office of the Provost will give permission to use the Quick Deployment Plan. More information on these processes and forms can be found on the web page of the Provost's Office under New Academic Programs.

[Note: While more detailed information about this topic appears on the linked website rather than in the Faculty Manual itself, any changes must be presented to, and approved by, the faculty.]

There are three preliminary phases involved in proposing a new academic program:

Phase 1: Idea Summary
Includes the following categories:

- The Idea
- Institutional Fit
- The Student Base Defined
- Resource Considerations
- Summary Information Sources

Phase 2: The Feasibility Study (to be completed in collaboration with the Office of Academic Affairs)
Includes the following categories:

- The Rationale
- The Student Base Further Defined
- Models for Delivery
- Program Pricing
- Financials
- Information Gaps

Phase 3: Implementation Plan
Includes the following categories:

- The Program
- Program Assessment
- Program Integrity
- Program Overview
- Accreditation Considerations
- Financial Considerations

Phase 4: Internal Approvals: Actions by the Educational Policies Committee and by the Faculty

1. The Educational Policies Committee is charged with evaluating the proposal according to the guidelines given above. As part of its deliberations, the committee may hold a forum for the discussion of the proposal.
2. Successful proposals will be recommended by the committee to the University faculty for further disposition. While the proposal's rationales will be presented as matters of information,

the committee will move approval of the requirements and related policies for the completion of the program, course numbers and descriptions for all course offerings in the program, and syllabi for new courses. In the event that some of the syllabi for new courses are not yet prepared, the committee will seek conditional approval of the program, delaying full approval until all syllabi required by the program are evaluated by the committee and acted upon favorably by the faculty.

3. Wittenberg's Board of Directors votes on final program approval
4. The Educational Policies Committee or its agent will review the program at the end of its third year to determine whether the program is viable. Subsequent reviews may also occur, and each program is subject to five-year reviews by the Program Review and Assessment Committee. Program directors should send written responses via email to the below questions to the chair of the EPC by September 15th after the completion of the third year of the program.

Questions to be answered for third-year review of new programs:

1. Please provide a list of courses offered in the program each semester since the program was adopted. For each course, include the department, number, general education designation, if any, title, and number of credits for each course, as well as the name of the instructor and his or her faculty status (tenured, tenure-track, visiting, or adjunct). Please include the number of students who enrolled in each course, as well.
2. How many declared majors and/or minors are currently enrolled? Has the department graduated any seniors yet? How many?
3. Please describe how the program is assessing student learning. Include the program's mission statement as well and learning goals. These items should be in your original program proposal.
4. Since you have proposed this program have you realized any resources that need to be met, such as library, technology, classroom space, staffing? Are there any opportunities or challenges that your program needs to respond to?
5. What additional information or outcomes of the program would you like to share that have not been included in the earlier questions, such as does the program help to support underrepresented students, enable engaged learning, bring in community members, etc.?

C. Discontinuance of Program or Department for Educational Reasons[45]

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

Definition of a "Program": "Academic program" at Wittenberg University shall "designate a related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines."[46]

1. Policy

The decision formally to discontinue a program or department of instruction for educational reasons will be determined primarily by the Educational Policies Committee (EPC) and the faculty as a whole.

[45] Revised by faculty vote, September 21, 2021.

[46] From the AAUP Recommended institutional Regulations on Academic Freedom and Tenure https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure

"Educational considerations" do not include cyclical or temporary variations in enrollment. They must reflect long-range judgments that the educational mission of the University 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 offered. If no position is available within the institution, with or without retraining, the faculty member's appointment may then be terminated, but only with provision for severance salary equitably adjusted to the faculty member's length of past and potential service.

A faculty member may appeal a proposed relocation or termination resulting from a discontinuance and has a right to a hearing before the Faculty Hearing Board on Academic Freedom and Tenure. The issues in such a hearing may include the institution's failure to satisfy any of the conditions specified above. In such a hearing, a faculty determination that a program or department is to be discontinued will be considered presumptively valid, but the burden of proof on other issues will rest with the administration.

2. Guidelines[47]

A. Criteria

i. Mission
   a. What is the relationship between the program and (1) the Statement of Mission of Wittenberg University on the University website, and (2) the statement "The Objectives of a Liberal Education at Wittenberg?" in the academic catalog .
   b. How central/peripheral is the program to the goals posited in these statements?
   c. Will the institution's ability to meet its educational mission be enhanced by the discontinuance of the program under review?

ii. Standards of the Field
   a. To what degree does the program meet or exceed the generally recognized standards for programs of its type? (Generally recognized standards could be those developed by professional associations and applied by its program consultants, or by accrediting agencies.)
   b. Do the program's courses and co-curricular experiences provide students the educational opportunities deemed essential for the field of study?
   c. Is the department qualified to perform the tasks recognized as essential for programs of its type?
   d. Do the current facilities, equipment, and library support meet the standards of the field? Will they for the foreseeable future?

iii. Success of the Program
   To what extent has the program been successful in the recent past in meeting the goals set out in the University Mission Statement and Statement of Objectives, and in the program's own mission statement? To what extent is it reasonable to judge that the program will be

[47] By faculty action, November 10, 1992

successful in meeting such goals in the future? Criteria for judging such success could include, among other things:

- Long-term trends in general enrollment in the program's courses, and in minors and majors
- Ability of the program's graduates to proceed into appropriate postgraduate programs and/or career tracks
- Recognized accomplishments of both alumni and faculty relevant to the program under review
- Recognition of excellence by others within the field (see Standards of the Field)
- Recognition by Wittenberg colleagues of program's present and likely future contributions to their own programs, and of negative consequences to these programs should the program under review be discontinued.

iv. Feasibility

To what extent does the University have the human, financial, and other resources needed to sustain such a program? Such resources include, but are not limited to:

- Qualified faculty
- Qualified students
- Necessary facilities and equipment
- Sufficient library resources

B. Procedure

i. Proposal for Review or for Discontinuance

The process will be initiated by a proposal to the EPC for review or for discontinuance of an academic program. Such a proposal could originate from a variety of sources, such as the department or program itself, a special faculty task force, the Provost or Provost's staff, the faculty as a whole, or the EPC itself.

ii. Action by the Educational Policies Committee

- The EPC is charged with the responsibility to evaluate the program according to the criteria enumerated above and to formulate a report to the faculty.
- EPC will request that the program under consideration submit a statement regarding its perception of the program in relation to the four criteria for discontinuance.
- EPC will, at an appropriate time, inform the University community of the possibility of discontinuing the program and shall make arrangements for interested faculty, students, and staff to present their views to the committee, either orally or in writing.
- EPC, or a body specifically given such responsibility by EPC, will examine the program in relation to the criteria for discontinuance, collecting such data as is necessary to make an informed judgment. EPC will invite the department/program to offer its own interpretation of the information collected. EPC will prepare a written preliminary assessment of the program, which it will then share with the program's faculty. EPC will ask the program to provide a written response within a reasonable amount of time. The program will be given an opportunity to discuss the preliminary assessment in person with EPC.
- EPC will then prepare a report for the faculty summarizing its findings and indicating its recommendation, if any.

C. Action by the Faculty

The Faculty will receive EPC's report before a general faculty meeting. A recommendation for program discontinuance must be voted on by the faculty.

D. Action by the Administration

Upon approval of a recommendation to discontinue a program, the Provost and other administrative staff shall make the necessary arrangements. Personnel action is expected to follow the guidelines in the Faculty Manual, "Discontinuance of Program for Educational Reasons."

D. New Courses, Course Revisions, and Program Revisions[48]

Any proposals for new courses, for changes in courses (including additions, deletions, or adjustment in course number or change from topics to permanent status), or any changes to major and/or minor programs must be presented in writing to the Educational Policies Committee for review before presentation to the faculty. Any request for changes should use the appropriate format.

Note: If a new course proposal or course revision proposal causes a *substantial* change in a major or minor program, then a Major or Minor Program Revision proposal should also be made. Typographical edits are not considered substantial.

New Course Proposal Format (*see the Provost's website for electronic form*)

I. Course Proposed: course number, title, and number of credits
II. Catalog Description including statement of prerequisites and when offered
(Please provide catalog copy)
III. Syllabus (to be attached) listing the following:
    A. Course number, title, catalog description
    B. Indication delivery method (online, face-to-face) and any relevant methods of instruction; i.e., lecture, discussion, demonstration, lab, etc. (if possible)
    C. Course outcomes, applicable program outcomes, Gen Ed outcomes (if applicable).
    D. Brief listing of resource materials and required or suggested textbooks
    E. Course assignments and assessments: Include descriptions of the course assignments, how grades will be calculated (e.g., what percentage of the final grade they represent), and how they are linked to the course outcomes.
    F. Outline of course (if possible, a day-by-day, week-by-week outline indicating material to be treated).
    G. Optional information. You may wish to include with the above required information any or all of the following information typically found on Wittenberg syllabi.
        i. Grading scale
        ii. Statement on the expectation of attendance, participation, out-of-class work.
        iii. Course policies

[48] By faculty action, April 2019

iv. Statement on academic integrity, the honor code
v. Statement on accessibility and ADA accommodation
vi. Information about relevant support services available to students
vii. Grading rubrics

IV. Rationale for the course
A. How does the course contribute to the departmental program?
B. For what type of student is the course intended for (major, non-major)?
C. What relationship, if any, does the course bear to offerings in other departments?
D. Rationale for the selection of level of course number (i.e., 100-level, 200-level etc.)
E. Has inquiry been made with the Registrar to assure availability of the proposed course number?

V. Replacement/elimination of related course(s)
A. Will the proposed course replace any other courses? If so, is elimination of this course from the Academic Catalog proposed?
B. If so, please provide the course number, name, and Catalog description for the course to be dropped.
C. What is the rationale for dropping this course?
D. Have affected departments and programs been consulted? (*Please provide evidence of consultation.)*

VI. Feasibility
A. Does the department currently have sufficient faculty resources to staff the course? Full-time or part-time?
B. Will this course involve an additional preparation for the faculty member assigned to it, or does it replace a course for which the faculty member is currently responsible?
C. Does the department currently have sufficient facilities, library materials, equipment, etc. available to offer the proposed course?
D When will the course first be offered? How often will the course be taught?
E. Was consultation with the entire department conducted, and was department approval given for the proposed course?

Course Revision Format (*see the Provost's website for electronic form*)

The format is essentially the same as that for a new course proposal. Note that III. Revised Course syllabus is the same as that for a New Course Proposal.

I. Course to be revised: course number, title, and credits
II. Catalog Descriptions: Old and New (including statement of prerequisites and when offered)
Please provide catalog copy
III Revised Course Syllabus (See New Course Proposal Syllabus, above, for required components)
IV. Rationale for the Course Revision
A. Where applicable reason for course title, number, catalog description, and/or content revision.
B. How does the current course contribute to the departmental program, and how would a revised course contribute?
C. For what type of student is the revised course intended (major, non-major)

D. What relationship, if any, does the current course bear to offerings of other departments/programs, and will the revised course serve the same needs of other departments/programs?
E. Have affected departments and programs been consulted? *(Please provide evidence of consultation.)*

V Feasibility
A. Does the department currently have sufficient faculty resources to staff the course? Full-time or part-time?
B. Will this course involve an additional preparation for the faculty member assigned to it, or does it replace a course for which the faculty member is currently responsible?
C. Does the department currently have sufficient facilities, library materials, equipment, etc. available to offer the proposed course?
D. When will the revised course be offered? How often will the course be taught?
E. Was consultation with the entire department conducted, and was department approval given for the revised course?

Major or Minor Program Revision (*see the Provost's website for an electronic form*)

I. Proposed Changes: *State the specific changes proposed.*
II. Rationale for the Changes: *Please provide a rationale for the changes*.
III. Feasibility of Course and Program Revisions
A. Staffing: Will the proposed changes affect department/program staffing needs? *Please explain.*
B. Major/Minor Credit Requirements: Will the proposed changes affect the number of credits needed for the major or minor? *Please explain.*
C. Facilities: Will the proposed changes affect department/program facilities and/or equipment needs? *Please explain.*
D. Enrollment: Will the proposed changes affect department/program course enrollments and/or majors/minors? *Please explain.*
E. Related Departments/Programs: Will the proposed changes affect other departments/programs? *Please explain and provide evidence that affected departments/programs have been consulted and responded to the proposed changes.*
F. How will the proposed changes affect contributions to the General Education Program?
G. For which Academic Catalog year will these proposed changes take effect?
H. Specifically describe how the department/program plans to assure students enrolled in the current Academic Catalog are able to complete their major/minor through course equivalences, course substitutions, Topics courses, and/or course waivers while the department/program offers the proposed major/minor for students enrolled in the Academic Catalog year identified in "G" above.

VI. Staffing Plan
If the proposed changes affect department/program staffing needs provide a three-year-forward staffing plan which shows how department/program faculty and/or other personnel would provide the curriculum as revised.

V. New Course Proposals and Draft Syllabi

If applicable provide proposals for any new and/or revised courses that the proposed changes would involve, following the template for New Course Proposals above.

VI. Catalog Copy for Revisions

A. For easy comparison provide Catalog language that strikes out deleted requirement for the major or minor and underscores new additions to the major or minor.

B. In addition, provide clean Catalog copy incorporating the new major or minor requirements.

E. International Education and Field Studies Policies and Procedures

More information on international programs is available on the International Education website.

1. International Education

The International Education Committee heartily encourages Wittenberg students to explore the possibilities for studying abroad. Any overseas experience, even travel, can broaden a person's outlook and understanding. Academic study abroad adds a special dimension to this kind of experience, however, and it calls for distinctive capacities:

- Maturity, independence, and adaptability
- Motivation and purposefulness
- Preparation and capacities appropriate to specific programs

Wittenberg belongs to several major consortia, and students have many options for study abroad. Financial arrangements for all consortia programs and exchanges vary, per policies outlined below.

A. Academic Criteria – all programs

i. A student must have a minimum GPA of 2.50 in order to qualify for accredited study abroad.

ii. A student must complete three academic semesters (or their equivalent) of college before study abroad during the academic year will be accredited.

iii. A student must attend an orientation workshop prior to study abroad and must complete an evaluation for the study experience in order to receive credit for it.

B. Wittenberg Semester programs: Germany, Costa Rica, Cape Town

i. Students applying to Wittenberg semester programs apply to the Office of International Education; admissions decisions are the responsibility of faculty director and OIE.

ii. Students will not be approved for Witt run programs until cleared by both the Dean of Students office (conduct) and Student Financial Services.

iii. For Wittenberg-run programs, all courses are treated as regular Wittenberg courses with general education designations and grades calculated into the GPA.

iv. For Wittenberg-run programs, all sources of aid and scholarship apply, with the exception of work study.

C. Consortia programs or Direct Exchange

Wittenberg belongs to a number of consortia with many program options. (IES, CIEE, DIS, ISEP)

i. Students are to apply through the OIE for advice and application procedures for any credit bearing program.

ii. Two letters of recommendation, one of which must be from a faculty member, on which are listed the criteria to be evaluated, must be submitted with the application.
iii. A Credit Advising Form signed by the student's academic advisor
iv. A Leave of Absence Form, signed by the student's adviser and the Director of International Education, must be turned in prior to study abroad, except for programs operated by Wittenberg University.
v. Grades reported from study abroad programs will be posted on the student's official transcript but will be calculated in the student's GPA only when on a Wittenberg-operated program. An administrative fee of $200 per study period will be charged.
vi. In the case that a student applies to a program with which Wittenberg does not have a consortial agreement, the student must submit with other application materials a statement explaining why that particular program is chosen and exactly what it promises. The Director may authorize or deny credit or require that study materials be reviewed for credit upon return. The student may appeal the Director's decision to the International and Field Studies Committee.

2. Study Abroad and Student Aid

Foreign study includes Wittenberg programs, exchange programs, affiliated programs, and other programs.

Student financial assistance from Wittenberg's general and endowed funds, including scholarships, shall be applied only to charges retained by Wittenberg for students in direct exchange programs and Wittenberg-run semester programs.

Student aid funds from Wittenberg funds will not be transferred for affiliated or other non-Wittenberg programs. Funds cannot be transferred to other programs. Funds cannot be transferred to other academic semesters. The aid awarded will only reflect aid for the actual terms the student attends Wittenberg.

State and federal funds and sponsored outside gift scholarships may be applied to study abroad programs which are approved for credit by Wittenberg as long as the eligibility criteria required by the government or sponsor are fully met. Students must receive a minimum of 12 credits to be considered full-time for state and federal assistance.
Full information on Wittenberg programs, affiliated programs, and approved non-consortia programs is available in the Office of International Education.

3. Field Study Programs

These programs have served as highlights of the Wittenberg experience for many students and have proven rewarding for the faculty conducting them. Faculty interested in developing such a program must consult with the Office of International Education (Overseas Programs) and/or the Office of the Provost (domestic programs) no later than a semester preceding the proposed semester off-campus.

While faculty members are responsible for the formulation of learning objectives and means of attainment in consonance with the expectations of their department, all programs, foreign and domestic, short and long term, must be approved by the Field Studies Committee. The committee

reviews the academics, logistics, safety, and feasibility of programs and makes final recommendations to the Provost. International Education is the primary administrative entity for overseas programs once approved.

For further details, please consult the Field Studies Manual, available upon request from the Director of International Education.

F. Policy on Academic Credit[49]

Wittenberg University operates under a semester credit system. This credit policy applies equally to courses regardless of varying credits, durations, and modes of instruction, and applies to all credit granted by the University, whether through programs on or off campus, or through transfer from other institutions. Determination of the amount of credit awarded is made by the Educational Policies Committee and Registrar based on accrediting agency guidelines and state and federal regulations. According to federal definitions, a "semester credit hour" requires one hour of classroom or direct faculty instruction[50] and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

At Wittenberg, this is typically fulfilled by classes meeting for either three 60-minute periods per week, or two 90-minute periods per week, or one 180-minute seminar with an additional 20-minutes of direct instruction per week and a minimum of two hours of out-of-class work for every hour of direct instruction. Courses offered for more or less than four semester credit hours should generally conform to a minimum of a one-third/two-third ratio of classroom instruction to out-of-class student work. Some classes may require more hours of in-class instruction for an equivalent number of units of credit (e.g., laboratory or studio courses that require specific "hands-on" type of learning).

Faculty may use their discretion in the weekly distribution of the one-third/two-thirds ratio as long as this guideline is generally met by the end of the semester.

Faculty can decide how these 280 minutes should be divided over the semester as long as the activities occur outside of normal class time and are instructor-required. Examples of direct instruction include, but are not limited to

- Weekly "recitation sections" per week for discussion, review, or other course material;
- Viewing or listening to recorded lectures by faculty, as in the partially "flipped" classroom;
- Viewing or listening to different forms of media (videos, films, music and the like);
- Participation on discussion boards moderated by faculty;
- Rehearsals with faculty;
- Preparation for and attendance at outside speaker lectures, colloquiums, concerts, master classes, Wittenberg Series or other relevant events;
- Conferences to discuss detailed feedback on student writing or other coursework;

[49] By faculty action, 2020
[50] See 34 CFR 600.2, which also defines a clock hour as a 50 to 60-minute class, lecture, or recitation section

- Instructor-designed, interactive activities in the Language Learning Center, Math Workshop, or Oral Communication Center;
- Student consultations with the Writing Center on instructor-designed writing tasks;
- Library sessions held outside of regular class time;
- Field trips to sites on- or off-campus;
- Community service activities.

Types of indirect or out-of-class student work include, but are not limited to, various sorts of reading, writing, problem sets, and research activities; student-initiated visits to the Writing Center, Oral Communication Center, Math Workshop, Language Learning Center, or similar campus units; and private rehearsal and practice.

G. Online Courses at Wittenberg[51]

1. Definitions

A traditional Wittenberg course earning four credits combines nearly 50 hours of direct instruction with at least twice that amount of work outside of class.

Online Courses: These courses conduct all or nearly all formal instruction and interaction online.

- Synchronous online courses meet on a consistent and predictable schedule for all students.
- Asynchronous online courses do not meet in common times, though they may set up a common session time occasionally.

2. Policies

A. As a residentially based campus, Wittenberg values the interactions that occur between students and faculty in the classroom. Therefore:
   - Students may not utilize more than 50% of combined transfer and consortium credits to complete a major or minor at Wittenberg unless they are enrolled in a fully online program as approved by the Wittenberg faculty.
   - Because Wittenberg values faculty in the physical classroom, faculty shall not teach more than one online course per semester, unless that faculty member teaches second-degree or graduate coursework.

The following rules apply to specific student classifications:

a. **Undergraduate Students**
   1. **Fall & Spring semester enrollment:** may take no more than four credits of online courses during each of the fall and spring semesters at Wittenberg or through a university approved academic consortium (e.g., RIZE, SOCHE).

[51] By faculty action, 2015; Revised December, 2021

i. **Exceptions**: students will be allowed to take multiple online courses during each of the fall and spring semesters if they are enrolled in:
   - A major that utilizes an articulation agreement with a significant online component through a university approved partnership; or
   - A fully online program as approved by the Wittenberg faculty.

2. **Summer enrollment:** During the summer, all Wittenberg students are allowed to take multiple online courses.

b. **Wittenberg students who have already completed a college degree** will be allowed to take multiple online courses during each of the fall and spring semesters if they are enrolled in
   - an online second-degree program; or
   - online graduate coursework.

c. **Non-degree seeking students** will be allowed to take multiple online courses during each of the fall and spring semesters. Examples of these programs might include
   - dual enrollment programs for high school students such as College Credit Plus; and
   - micro credentialing coursework.

d. **Non-traditional degree seeking students** will be allowed to take multiple online courses during each of the fall and spring semesters.

B. Online courses are treated like standard courses regarding academic credit, student load and tuition, instructor load, compensation, transfer policies, and student evaluations of teaching. Similar to in-person courses, Wittenberg takes teaching responsibilities seriously, and expects that faculty teaching online courses will provide opportunities for students to interact with each other and the faculty member. See Section III. Work of the Faculty – Professional and Ethical Responsibilities for details.

C. Departmental and programmatic assessment of student learning must include online courses if they exist for that program or department.

D. Materials developed for an online course remain the intellectual property of the instructor. These materials may not be used in other online courses without the express permission of the instructor.

E. All online courses to be offered for the first time or offered for the first time as an online course, including those offered as topics courses, are subject to the new or revised course approval process, as appropriate.

H. Course Numbering System[52]

001-009
Courses that are preparatory to college work and therefore carry no graduation credit. (These courses address material that should have been mastered at the secondary level and therefore is not customarily taught at Wittenberg or similar institutions. Such courses should not be awarded college

[52] By faculty action, January 25, 1994

graduation credit, but they might nonetheless be counted, where appropriate, for the credit-load requirements associated with student financial aid packages.)

010-070
Credit-bearing activity courses in Theatre and Dance.

100-199
Introductory courses or sequences of courses, with no course prerequisites, that introduce basic skills, techniques, concepts, or questions of the field.

200-299
Courses that (a) continue the introduction to the field beyond the 100-level, and/or (b) introduce the field through a focus on a major area in the field. Such courses may or may not have departmental prerequisites.

300-399
Advanced courses that depend on (a) previously learned knowledge and skills in the discipline, and/or (b) a maturity of skills in critical thinking. In such courses students are asked increasingly to employ the tools of the discipline in response to basic questions. Ordinarily these courses have prerequisites or require junior standing.

400-499
Courses that require students to do more independent work, often involving the creation and synthesis of knowledge using previously learned skills and usually designed for students enrolled in the major.

500-600[53]
Courses are for graduate course offerings in approved graduate programs.

I. Majors, Minors, and Electives: Purposes and Essential Components[54]

1. The Major

A. Purposes
The major at Wittenberg serves three essential purposes:

i. It allows the student to explore intensively an academic area of great personal interest.
ii. It plays a key role in the general education of the student, by providing experience in studying one focused area in great breadth and depth. Through the major several of Wittenberg's general education goals are pursued.
iii. It provides the opportunity for the student to prepare for graduate and professional study.

B. Essential Components
All of Wittenberg's major programs of study should meet the following tests:

i. Breadth: Will the program adequately introduce each student to the range of essential topics and practices within the field?

[53] By faculty action, May 2, 2001
[54] By faculty action, November 18, 1993

ii. Depth: Will the program involve each student in advanced study in at least some aspects of the field? (This is usually achieved by several upper-level courses that build on lower-level courses.)
iii. Method, Practices, and Skills: Does the program teach each student essential methodologies, practices, and foundational knowledge used in the field, and will each student gain experience in their application?
iv. Appropriateness: Will the program do the above in ways consistent with the university's mission?
v. Standards: Will the program meet the standards of the field?
vi. A major shall typically consist of 32-42 semester hours of credit in the department or program. Courses required or suggested for the departmental major but taught by other departments are not counted in the 32-42 semester hour total. A proposed major that consists of less or greater than the 32-42 semester-hour range will require special justification.
vii. Each department and program area shall develop a written mission statement and learning goals to guide the development of its programs of study. In addition, each department and program will specify its procedures for assessing student achievement and program effectiveness.

2. Senior Capstone

The senior capstone stands as the culmination of the student's study in the major department. The senior capstone project has its origin in a departmental senior seminar or independent research project, and it ends in a substantial paper, presentation, or creative project appropriate to the discipline, of considerable academic sophistication, to be defended by the student before the faculty of that department. The project can span one to two semesters. Other details of the project will be specified by the given department.

3. The Minor

A. Purposes
Minor programs of study serve purposes different from majors. Although optional at Wittenberg, a minor can provide a student with an excellent opportunity to study systematically in a field of interest. Such study is sometimes necessary for career purposes. Many students consider a minor a good way to provide more focus in their selection of elective courses.

B. Essential Components
A minor program of study should have integrity and purpose; it should consist of more than simply a stated number of course credits in the field. Some minors maintain integrity by asking the student to devise a plan of study that must be approved by an adviser; some minors do so by prescribing several or all of the courses for the minor; others achieve integrity by requiring some kernel of the major within the minor program. A minor should be consistent with the university's mission and the standards of the field. A minor shall typically consist of 20-22 course credits. A minor consisting of fewer or greater course credits will require special justification.

4. Electives

Electives at Wittenberg serve three essential purposes:

i. They enable the student to build more depth or breadth into a program of study.
ii. They make possible the pursuit of a second major or a minor (or minors).
iii. They enable the student to explore areas of individual interest.

Ordinarily, 30-40 semester hours of a student's degree will be available for electives.
Note: Several sections of earlier Faculty Manuals replicated language and policies in the rest of this section that are in the University catalog. They include the following issues: auditing courses, credit and GPA standards, student standing (status), student registration, enrollment in summer school, repeating courses, withdrawal and readmission to the University, Advanced Placement, independent studies and internships, credit limits, honors and the Honors Program. In order to avoid language in the Faculty Manual being different from language in the catalog, these sections have been removed here. However, while more detailed information about this topic appears on the linked website rather than in the Faculty Manual itself, any changes must be presented to, and approved by, the faculty.

J. Examinations and Grading[55]

[Note: As with section K above, while more detailed information about these topics appears on the linked website rather than in the Faculty Manual itself, any changes must be presented to, and approved by, the faculty.]

1. Midterm Performance Status

At the end of the mid-term period for each semester, faculty members will report to the Registrar's Office the full range of provisional grades for all students. Mid-term grades for the fall semester are due no later than 12:00 noon on the Wednesday following fall break. Mid-term grades for the spring semester are due no later than 12:00 noon on the Wednesday following spring break.

2. Final Grade Reporting

Final grades are due no later than noon on the Monday following Final Exam week. In the spring semester, senior final grades are due at noon on the Thursday prior to Commencement. Final grades in the summer terms are due 3 days after the last day of the term. All courses are expected to have a letter grade.

The grades given by each faculty member should be governed entirely in the light of the quality of work done by the students. The standard set by the instructor should demand distinctly superior work for an A grade. A grade of B should demand work considerably above average. The administration never has requested, and does not now request, that the distribution of grades by an instructor follow any set pattern. See the Academic Catalog under Academic Policies and Procedures for Information on the Grading System.

3. Grade Change

[55] By faculty action, February 1995; modified, 1995; revised January 2019

As a general principle, a student's academic record should be amended only if an administrative error was made or to change a temporary grade. Grade changes should be made as soon as possible after the end of the course but in no case later than the end of the eighth week of the semester following the term in which the grade was given. This time limit does not apply to grade changes due to a calculation error.
4. Grade Appeal See Petitions to Academic Policy on the Registrar's website .

5. Reading Day Policy

Reading Day is to be scheduled after the last day of classes and before the beginning of Final Exams to help students prepare for final examinations. No classes, tests, or other required class activities may be held on Reading Day. Instructors may hold office hours on Reading Day or offer optional review sessions but must make it clear that attendance is not required.

6. Final Examination Procedures

At the close of each semester, final examinations will be held across five weekdays (excluding Saturday and Sunday).

The examination schedule is published in the Academic Calendar for each semester, which is published on the Registrar's website. Students will be expected to take three examinations in one day if so scheduled. Faculty members must give their examinations at the scheduled time.

K. Teaching Assistants[56]

Classes at Wittenberg will be taught by university faculty. Teaching assistants, often referred to as (lab) peer mentors, may be utilized only in those cases where it can be shown that their use improves the effectiveness of the instruction. All teaching assistants/peer mentors must be under the close supervision of the faculty member assigned to the course and be approved by the department chairperson or program director. Deviations from these guidelines require consent of the Provost. Because of the Family Educational Rights and Privacy Act (FERPA), teaching assistants/peer mentors may not grade the work of other students.

L. Student Registration

1. Class Rosters

The names of students who are academically and financially eligible to attend a class will appear on the initial class roster. Instructors are requested to notify the Registrar's office of any student whose name appears on the class listing but who has never attended the class. A verification form for this purpose will be provided by the Registrar. An accurate class roster is available at any time, on the Self-Service under Faculty, and then Class Roster. Any discrepancy between the roster and the students attending the class should be reported to the Registrar's office.

[56] By faculty action, June 4, 1974. Revised May 2021

2. Changing Registration (Drop/Add)[57]

During the add/drop period, students use Self-Service to add a class for which they have all needed pre-requisites. Students adding any classes outside of that period, with no open seats, or without the needed pre-requisites, are required to obtain the approval of the instructor. While their advisor's approval is not required, advisors should encourage their students to consult with them.

A student who desires to drop a class does so via Self-Service. First year students must obtain their advisor's permission to drop a class; for all other students, while approval is not necessary, we encourage students to consult with the instructor and their academic advisor prior to dropping a course. Instructors and advisors will be notified of these changes.

A student may drop a class, without grade or credit from the beginning of the semester through the fifth week of the semester. If the student drops a class at any time between the end of the fifth week and the end of the eleventh week, the grade of W (Withdrawal) is recorded on the transcript and the class is not calculated into the grade point average. Beginning the twelfth week and through the end of the fifteenth week a grade of F (Fail) or NC (No Credit) is recorded on the transcript and calculated into the grade point average as appropriate. Note: Classes that meet for fewer than 15 weeks have different deadlines. The Academic Schedule should be consulted for appropriate dates.

3. First-Year Exception (Fall Semester)

First-time students in the fall semester of their enrollment may withdraw "late" from one course and receive the mark of W for that course, through the last official day of classes. Transfer students are not eligible for this option. Students must submit the withdrawal to the Office of the Registrar not later than the last official day of classes as noted in the academic calendar. Should a student use their first-year exception on FYS or fail FYS, the student will be required to pass an additional 4-credit course meeting learning outcome two from the core competencies category of the Connections curriculum.

4. Course Cancellation

Review for cancellation of courses can occur at any time during the scheduling/registration process. After consultation with the Registrar, the Provost will contact the department chair about low-enrolled courses. If it is determined that a course should be cancelled, the Provost will discuss with the chair alternative workload arrangements for the faculty member.

M. Credit by Examination and Placing Out

1. Credit by Examination [58]

In attempting credit by examination there must be no duplication of credit. This means that a student may not receive credit for any course whose contents have been included in a course for which the student has already received credit. (This includes a grade of NC).

[57] By faculty action, February 2002; revised January 2019
[58] By faculty action, January 10, 1967

The student seeking to gain credit by examination for a course must first submit to the chairperson of the department in which the credit is sought evidence of a reasonable mastery of the materials of the course (e.g., informal oral examination, annotated reading notes, essays, records of laboratory work, etc.).

The student will make the request for formal examination by petition to the Office of the Provost. The petition must be accompanied by a statement from both the student's adviser and the department chairperson indicating that in their best judgment the student is qualified to attempt the examination. A fee will be charged for credit by examination (cost of one overload credit). This fee must be paid before the exam can be administered.

2. Placing Out

If a department chairperson is convinced by appropriate means such as examination that a student (a) is prepared to the next level of a sequence of courses without having formally studied these courses on campus, or (b) need not enroll in a course set as an institutional requirement because the student has gained a grasp of the subject matter represented by the course, then the chairperson may permit the student to "place out" of that course. The chairperson must report this action to the Registrar in writing for entry on the student's record.

N. Petitions to Academic Policy[59]

In particular circumstances, a student may submit a petition to request an exception to or application of a university policy. A petition is a formal written request for an exception to a published policy or requirement. The petition should cite the regulation in question and state the basis for the waiver or exception upon which the request rests. Petitions are special requests, so students must present compelling, exceptional, and documented circumstances in making their requests.

University policies and deadlines are established by the faculty to protect the integrity of the academic experience. Petitions will be evaluated according to the standards and principles of university policies along with considerations of fairness and equity for all students. Petitions will only be granted upon a demonstration of exceptional cause.

Information on appeals is located on the Registrar's website. [Note: While more detailed information about this topic appears on the linked website rather than in the Faculty Manual itself, any changes must be presented to, and approved by, the faculty.]

[59] By faculty action, 2016

VIII. Academic Program Review[60]

A. Purpose

Program review provides an opportunity for shared reflection on a program's mission and how it relates to the mission of Wittenberg University. Through the process of program review, faculty members examine the educational effectiveness of all its curricular and co-curricular offerings, evaluate the structure and relevance of the curriculum, the availability and efficient use of staffing and material resources, and engagement in the broader life of the University. In this way, the program can assess its strengths, challenges, and opportunities, and incorporate internal and external feedback into an action plan for the future. The final outcome of program review is an action plan for academic improvement that is explicit, action-oriented, and includes a specific time frame for accomplishing it. For programs that undergo specialized accreditation, the on-site evaluation report, accreditation agency decisions and changes made in response to the report serve as the review and evaluation process.

B. Procedures

Academic program review consists of five stages within a five-year continuous improvement cycle. The five-year process is depicted in Figure 1 and includes annual reports, a program review 5th-year report and an action plan to implement over the next five years.

Figure 1

[60] By faculty action, April 2019

The timeline for the process is outlined in Table 1. Year refers to the academic/fiscal year. The process starts from the prior program action plan. Annually, the program submits a report to the Provost that includes learning outcome assessment results. The program review 5th-yr report is due at the beginning of the academic year 5. When an external review is authorized, it occurs during the fall of Year 5 so that feedback from the external review team can be incorporated into the program action plan and evaluated by the Program Review and Assessment Committee. Guidelines for setting up and facilitating the external review and team visit are located in the IR Teams site.

The Program Review and Assessment Committee evaluates the program review 5th-yr report in Year 5, in addition to the external review (when applicable). With the feedback from the Committee's review, and the external review, the program faculty drafts an action plan for improvement to implement over the next five-year cycle and discusses the plan and any additional requested resources with the Provost. The Provost may consult the Educational Policies Committee as required when additional resources are requested.

Table 1. Timeline and Activities for Comprehensive Program Review Process

TIME FRAME	WHO	RESPONSIBILITIES
Year 1, Academic Year	Program Faculty	Implement action plan developed at the end of Year 5
Years 1-4, Apr 1	Program Faculty	Submit information and data to department chairs for annual report, as necessary
Years 1-4, Sept 1	Program Faculty	Submit annual reports that include results from learning outcomes assessment to the Provost
Year 4, Jan-July	Program Faculty	Compile Program Review 5th-yr Report
Year 4, April	Program Faculty	Submits list of 3-5 potential external reviewers to the Provost, when applicable
Year 4, May	Provost/Program Faculty	Provost selects external reviewers in consultation with the program faculty; Provost contracts with reviewers; Program faculty drafts external visit schedule
Year 5, Sept 1	Program Faculty/ Provost's Office	Program faculty submits Program Review 5th-year Report to Provost; Provost sends Reports to the Program Review and Assessment Committee and external review team, as appropriate
Year 5, Sept-Dec	Program Faculty	When appropriate, host external review team.
Year 5, Sept-Apr	Program Review and Assessment Committee	Reviews Program Review 5th-year Reports and external reviews; provides evaluation and recommendations to the program faculty and Provost
Year 5, Jan-Year 1, Sept	Program Faculty	Program Faculty develop an Action Plan within the next annual report responding to Committee feedback; make budget requests for next year's budget cycle as appropriate
Year 5, Jan-Feb	Program Faculty/Program Review and Assessment Committee	Meet to discuss external review report when applicable
Year 5, Jan-July	Program Faculty + EPC +Provost	Discuss Report and Action Plan if additional resources are requested

C. Roles and Responsibilities

To be effective the program review process requires support and participation from several offices and committees.

Program Faculty

- Establish strategy, process, and emphases for the program review 5th-year report
- Reflect on action plan items, trends in metrics, annual reports, and assessment results in preparation for completing the program review 5th-year report
- Compose Program Review 5th-year Report
- Develop itinerary for external review team and recommend team candidates; manage visit logistics and host external review team as necessary
- Write review response and action plan
- Regularly and routinely monitor progress against the action plan through annual reports to Provost

Note: It is essential that all faculty in a program be involved in the program review process. The work of compiling and preparing the written report is significant and, therefore, program faculty completing the report may request one course release from the Provost during the 4th or 5th year of the process either to assist with the compiling of the Program Review 5th-year Report or with setting up and hosting an external review team, as applicable; the Provost may need to take a number of factors into consideration when reviewing this request.

Program Review and Assessment Committee (refer to the faculty by-laws section of the manual for the membership and explicit duties of the Committee)

- Monitor a long-term schedule of review by program, by academic year
- Notify programs a year in advance (Year 4) of the schedule and remind them of Year 5 report and review due dates
- Provide professional development to program faculty for engaging in the process and writing the program review 5th-year report
- Review Program Review 5th-Year Report and provide formative and evaluative feedback

Provost

- Review action plan progress and program assessment results and discuss with program faculty in annual meeting interactions
- Read and review as part of the Program Review and Assessment Committee the program review 5th-year reports
- Review and discuss staffing requests with the Educational Policies Committee; work within the budgeting process to determine appropriate funding to programs
- Review and approve final action plan from the program

Office of Academic Affairs and Institutional Research

- Provide process support as a member of the Program Review and Assessment Committee
- Provide data for metrics section of the annual reports and the program review 5th-year report
- Track program review schedule and communicate to the University
- Post program review 5th year reports in the IR Teams site, Program Review folder

Educational Policies Committee

- When additional staffing requests are identified by the program, review the request, discuss with the Provost, and provide feedback as required

D. Program Review Report

In addition to a meaningful self-reflection for the purpose of continuous improvement, another purpose of program review is to be able to consider a common set of metrics (i.e., enrollment, instructional productivity, resources/expenses, student success measures, faculty demographics). The program will be responsible for collecting data from other sources such as annual reports, learning outcome assessment results, scholarly activity, faculty vitae, and co-curricular experiences for students, that could help measure the program's progress on action plan items and learning outcomes. It is possible that programs may have specific issues to be addressed in the review that will be reflected in how the programs craft the report. If the Provost's Office has particular areas that it would like the program to address, these will be made clear within the year prior to the review. The report should be submitted electronically to the Provost's Office September 1st of Year 5, who will then distribute the report to the Program Review and Assessment Committee. The Program Review Report Template is available online and in the IR Teams site, Program Review folder.

The primary components of the report are:

A. A1. Mission and Overview; A2. Main Highlights
B. Program Profile: Curriculum Structure
C. Program Profile: Resources
D. Program Profile: Diversity, Equity, and Inclusion
E. Contribution to Other Educational Offerings
F. Professional Scholarship and Development
G. Prior Program Action Plan and Progress
H. Reflections on Program Metrics and Their Relationship to Program Action Plan
I. Program Learning Outcomes Assessment
J. Summary of Review
K. Action Plan for the Future
L. Action Plan Budget and Resource Implications
M. Additional Considerations
N. Program Metrics

E. Program Review Report Evaluation

The Program Review and Assessment Committee reviews the Program Review 5th-year Report during the fall or spring of the academic year in Year 5. The external review, if one is to be conducted, occurs in the fall of the academic year in Year 5. The external review team report should be submitted not later than January 15th. Once received, the external review report is shared with program faculty. Program faculty may meet with the Program Review and Assessment Committee to discuss the external review report. The Committee crafts an evaluation report using the criteria worksheet and provides it to the program and to the Provost on or about April 1st of Year 5. The Program Review and Assessment Committee summarizes the program's strengths and challenges and may make recommendations on

opportunities for improvement. The evaluation and recommendations should include supporting rationale.

F. Response and Action Plan

Using the original Program Review 5th-year Report and the evaluation from the Program Review and Assessment Committee, and the external review if it exists, the program faculty will draft a final action plan with items to be accomplished for the next program review cycle. The plan includes budget and resource implications. It is due by September 1 of Year 1 in the cycle. If staffing requests are made, the Provost may discuss with the Educational Policies Committee, where appropriate.

G. Schedule of Program Review Reports

Programs are categorized into five groups (A, B, C, D, and E) allowing for program reports to be submitted in five sequential years. The Program Review and Assessment Committee will create and monitor the report schedule. For the schedule of program review reports, go to the IR Team site, Process & Schedule folder. New programs will be added to the program review schedule after they have operated for four years when they have at least one cohort of graduates.

H. Definitions

1. Academic program refers to a "related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines."[61]
2. Assessment of student learning refers to the ongoing evaluation of student achievement of the learning outcomes of a given program. In learning assessment, direct assessment refers to the direct evaluation of students' learning (such as in comprehensive examinations, senior portfolios, external standardized exams). Indirect assessment refers to learning gains reported by students or reported by faculty, such as in surveys.
3. Action Plan Items are end statements to which a program's effort is directed; something the program hopes and plans to achieve. They can also be thought of as goals, projects, or tasks that are succinct. Action plan items that are well-articulated are:
    - Specific (simple, sensible, significant)
    - Measurable (meaningful, motivating)
    - Achievable (attainable)
    - Relevant (reasonable, realistic, results-based)
    - Time-based (time-bound, time limited, time/cost limited, timely, time-sensitive)
4. Co-Curricular programs are those learning experiences that reinforce and complement the academic curriculum, such as Community Service (CMSV100), Multicultural Student Programming, Student-Faculty Research, etc.
5. Learning outcomes refer to that which every student completing a given program should learn: knowledge, concepts, skills, application, synthesis, etc. Every program must have learning outcomes articulated. Course level learning outcomes are articulated and documented on the syllabus.

[61] From the AAUP Recommended institutional Regulations on Academic Freedom and Tenure https://www.aaup.org/report/recommended-institutional-regulations-academic-freedom-and-tenure

6. Metrics are data elements used to measure certain aspects of a program such as student demand, course efficiency, student success, and resources.

IX. Athletics[62]

A. Statement of Responsibility for Balance between Academics and Athletics

Student-athletes are primarily responsible for balancing academics and athletics. However, recognizing the pressure that student-athletes face from competing time demands placed upon them by both professors and coaches, we establish the following statement of responsibility. The statement assumes that the student's primary responsibility is to academic coursework and that practice sessions are always subordinate to class attendance. Coaches will, as necessary, establish and maintain communications with the professors of team athletes regarding academic progress. Professors should feel free to contact coaches regarding the academic responsibilities of student-athletes. Students should work with advisers to schedule courses so that practices and contests conflict with academic courses as little as possible.

Student-athletes are expected to contact professors in advance and throughout the semester in order to resolve conflicts between class attendance and participation in athletic contests. This contact should take place as soon as class syllabi are distributed so that any conflicts can be noted.

Professors, coaches, athletic administrators, and student athletes should feel free to bring concerns about athletic participation and academic responsibilities to the attention of the Faculty Athletic Representatives. The Faculty Athletic Representatives may serve as mediators, involving the Committee on Athletic Policy and Recreation as necessary.

B. Scheduling Intercollegiate Athletic Events

SCHEDULING GUIDELINES

- Priorities in scheduling will be given to conference and/or like institutions.
- Athletic events should be scheduled on Saturdays whenever possible.
- Athletic events should be scheduled as late in the school day as possible.
- Whenever possible, when two dates are scheduled, Monday through Friday, one of these dates should be a home contest.
- Re-scheduling due to inclement weather is permissible.
- Long trips will be made infrequently (except during vacation periods), and then only when they offer an opportunity to compete with a high-quality team or program.

SCHEDULING PROCEDURES

At the direction of the Committee on Athletic Policy and Recreation, the Vice President & Director of Athletics and Recreation (or designee), presents the intercollegiate schedules during the spring semester for fall sports and fall semester for spring sports, and when possible, presents the intercollegiate schedules for winter sports during the preceding spring semester.

[62] By faculty action, December 10, 1996. Revised by faculty action, September 21, 2021.

The Committee on Athletic Policy and Recreation evaluates the proposed schedule in accordance with university policies and scheduling guidelines.

Necessary changes or additions to the schedule are made by the Vice President & Director of Athletics and Recreation (or designee) with notification to the chairperson of the Committee on Athletic Policy and Recreation.

SCHEDULING POLICY

Institutionally, the faculty shall set basic scheduling policies, but then grant a reasonable degree of freedom in the administration of these policies to the Vice President & Director of Athletics and Recreation, Committee on Athletic Policy and Recreation, and the President.

A guiding principle in scheduling shall be to hold interference with academic work to the least amount possible without imposing actual hardship upon the duly authorized athletic program.

The University will comply with all NCAA regulations and conference guidelines.

The University will schedule not more than two dates, Monday, through Friday, in any sport, in addition to Saturday scheduling.

Wittenberg Athletics creates team schedules so that each semester student-athletes should not miss more than 4 classes that meet three times per week (typically M/W/F) and 3 classes that meet two times per week (typically T/Th) due to regular-season dates of competition (e.g., athletic contests and scheduled scrimmages).

Student athletic competitions have the most potential to create conflict in terms of student attendance with courses that meet once per week and half-semester courses (e.g., evening courses / lab sessions, etc.). Student athletes who take these courses should work with professors to solve attendance conflicts on a case-by-case basis. When the class or lab cannot be replicated or otherwise made up, students are expected to prioritize class attendance. Professors should contact the Faculty Athletic Representatives with any concerns about extenuating circumstances or excessive absences related to athletic commitments when the issue(s) cannot be resolved with the student athlete and/or coach.

Student-athletes who participate in two sports in the same semester (i.e., both a fall sport and a winter sport in the fall semester, or both a winter sport and a spring sport in the spring semester) should take special care not to miss more instructional time for any course because of their athletic commitments from both sports combined. Permission of a Faculty Athletic Representative is required before additional absences will be permitted.

Once competition and interscholastic scrimmage schedules are approved by the Committee on Athletic Policy and Recreation, student-athletes' absences from classes for regular season competition are considered excused. Nonetheless, each student is expected to meet the academic expectations for each course, even though excused from class. Absences for post-season competition (conference tournaments and NCAA tournament championships) are considered excused and may lead to missing more than the allotted number of absences per semester.

Athletes are excused from any practice, meeting, or contest that conflicts with their chosen time of religious worship. For most of our students Sunday morning will be the time of choice; however, this norm does not prejudice other options for an athlete. Athletes may not be penalized for absence caused by worshipping. If the day of personal choice is other than Sunday, the student athlete is not required to forfeit the Sunday free time normally given to all athletes.

Sunday practices are to be discouraged unless they occur outside of the academic semesters and are held in the afternoon or evening. Exceptions may be made during the academic calendar for Sunday afternoon or evening practices and film sessions that are held on the day before a Monday game. If such Sunday afternoon or evening practices are scheduled during the academic calendar the coach will then give the team an alternate "day off." The overall policy will be to try to "keep Sunday - Sunday"; that is as a day off for religious and study purposes. Sunday games will not be scheduled unless:

1. mandated by the conference or NCAA
2. necessary for a weather delay contest or conference tournament make-up date
3. part of a special invitational tournament.

NCAA and conference-championship play are authorized and encouraged. The University may host such championship play, subject to the scheduling guidelines above.

Scheduling during vacation periods is permissible. However, both practice and competition are strongly discouraged on Christmas, Easter, Good Friday, and Thanksgiving. Practice and competition on these days must be approved by the Vice President & Director of Athletics and Recreation and the Faculty Athletic Representatives.

During final examination periods, the only permissible competition will be conference and NCAA championship competition. Regular season contests with non-conference opponents are not permitted, and conference regular season contests are to be avoided.

C. Statement of Equity Regarding University Athletics

Policies and regulations governing athletics at Wittenberg have been established from time to time by the faculty and Board of Directors. Because of national concern about the appropriate balance of college athletics and academic programs, and in the light of the continuing concern about the treatment of students as athletes, including women and minorities, Wittenberg wishes to restate the policies on athletics that are ratified both by the faculty and the institution's Board of Directors.

SPECIFIC POLICY PROVISIONS

Wittenberg University will provide athletic opportunity on a basis of equality for all students, regardless of race or sex. In providing equal athletic opportunities for both men and women, the University will be guided by the expectations of Title IX. Men's and women's teams will be treated equitably in all aspects of the program.

Wittenberg University will maintain an Athletic Program that is completely above reproach, with standards equal or superior to those enumerated by regulatory groups (NCAA, NCAC, etc.) and consistent with Wittenberg's own high expectations. In cases where the rules conflict, the stricter rule or

interpretation will apply. The institution's commitment as a church-related University that honors Christian ethical standards will guide policies and decisions in athletics as in all other areas of activity and interest.

Responsibility for oversight of athletics rests with the President. The responsibility in operation is delegated to the Vice President & Director of Athletics and Recreation and the faculty committee on Athletic Policy and Recreation.
Uniform standards will be maintained for all students with no exceptions for athletes or others because of specific talents or skills. The University will have clearly stated, written policies for admission, maintenance of good standing and progress toward graduation. Only regularly assigned admissions officers will discuss admission possibilities officially with applicants. Wittenberg University will follow off-campus recruiting guidelines of appropriate conferences and the NCAA.

The University will have clearly stated, written policies for the awarding of scholarships, grants-in aid, loans, and college-supervised work. Uniform standards will be maintained. All financial assistance will be based on institutional and conference policies regarding honor awards. Need must be determined on the basis of uniform methodology. Only regularly assigned Student Aid individuals will make commitments with reference to any aspect of aid, including employment. Only written assurance from the Director of Financial Aid will be valid.

The University will complete and have available for public inspection all reports of financial aid to athletes and academic profiles required by the President, the faculty, and relevant conferences. The University's records should always be open to bona fide inspection.

D. Statement on Intramurals

The purpose of the intramural program is to provide for the use of physical skills in a structured environment. Skills and knowledge are combined in a social and competitive environment in order to enjoy and challenge one's abilities. Benefits derived from participation in intramurals include new friendships, development of a group spirit, expanded self-awareness, and improved health and physical fitness. The intramural program is offered through the athletics and recreation department and establishes rules and regulations for participation in addition to providing supervision of activities. The intramural program is established on behalf of the students, faculty, and staff of Wittenberg University. The University is committed to provide a sound organizational structure, adequate facilities, and financial support for this program.

E. Wittenberg Athletic Eligibility Policy

Participating in athletics at Wittenberg University is a privilege all students must earn. NCAA bylaws state that students must be in good academic standing in order to compete in athletic competition. The Board of Academic Standards (BAS), with approval from University Faculty, defines good academic standing as achieving at least a 2.00 cumulative GPA upon completion of the second semester and in all semesters thereafter. Should a student athlete fail to maintain a 2.00 cumulative GPA upon completion of the first semester, an academic warning is issued by BAS but the student remains eligible to participate in athletic competition. Should a student athlete fail to achieve a 2.00 cumulative GPA upon completion of the second semester, or in any semester thereafter, the student will be ineligible to participate in athletic competition until they achieve a cumulative 2.00 GPA. The University Registrar

notifies the Athletics Department of any student athlete who falls below the 2.00 GPA threshold in any semester.

X. Martin Luther King, Jr. Day Observance[63]

A. Objective

To extend the celebration of Dr. Martin Luther King, Jr.'s legacy through partnering to coordinate campus programming; through facilitating dialogue between the instructors and students on a personal level through workshops, seminars, and lectures; and through promoting the commitment to diversity as an educational goal.

B. Structure

On the nationally recognized Martin Luther King Day holiday, there will be a convocation in honor of Dr. King for the students, faculty, staff, and administration. The University will remain in session, although there will be no classes on that day. Because this day has been designated a day of celebration, we recommend faculty members and students hold, sponsor, and/or support activities and discussion of Dr. King's legacy, issues of diversity related to Wittenberg, or topics illuminating diversity within their discipline.

C. Committee

The Martin Luther King Jr. Day Committee will function as a special-events subcommittee of the Diversity Advisory Committee. It will collaborate with and seek input from Concerned Black Students as well as coordinate with the Programming Committee to plan the Martin Luther King Day Convocation. The King Committee will include two members of Diversity Committee and the Director of the William A. McClain Center for Diversity. The Programming Committee will collaborate with Concerned Black Students and the Diversity Advisory Committee to arrange and promote a speaker with help from the Wittenberg Series coordinator. The Committee on Programming also will be involved in luncheon and open forum arrangements involving the speaker.

[63] Policy adopted by the faculty, April 1997

XI. Appendices

Appendix A: The Constitution and Bylaws of the Board of Directors of Wittenberg College

The Constitution and Bylaws of Wittenberg University may be found in the IR Teams site, Constitution & Bylaws folder.

Appendix B: The Charter of Wittenberg College

GRANTED MARCH 11, 1845

SECTION 1. Be it enacted by the General Assembly of the State of Ohio, That John Hamilton, of the county of Stark, William G. Keil and David Tullis, of the county of Guernsey, John B. Reck and Solomon Ritz, of the county of Tuscarawas, George Leiter, of the county of Richland, John H. Hoffman and Jacob Roller, of the county of Columbiana, Elias Smith, of the county of Wayne, Presley N. O'Bannan, of the county of Licking, John N. Kurtz, of the county of Clark, Phillip Binkley, of the county of Greene, David Porter Rosenmiller, Frederick Gebhart, and Peter Baker, of Montgomery county, and George Sill, of the county of Preble, members of the board of directors, appointed by the English Evangelical Lutheran Synod of Ohio and Miami Synod, to establish a college at some suitable point in Greene or Clark county, State of Ohio, are hereby created a body corporate and politic, by the name, style, and the title of The Board of Directors of Wittenberg College, and they and their successors in office, as such, shall have power to sue and be sued, plead and be impleaded, to defend and be defended, in all courts of law and equity; to have a common seal, and to alter it at pleasure; to hold all kinds of estate which they may acquire by purchase or donation to any amount necessary to accomplish the objects of the institution, and to have and to convey at discretion; to form a constitution and bylaws for their perpetuation and government; to make all necessary regulations for the management of their fiscal concerns; to admit, exclude, and expel members; to appoint officers, and to do such other acts as may be necessary to effect the promotion of theological and scientific knowledge; provided, however, that said constitution, bylaws, and regulations, shall be consistent with the constitution of the United States and the State of Ohio.

SECTION 2. That the professor or professors appointed by said board, in said college, or a majority of them, shall constitute the faculty, and have power to enforce the rules and regulations enacted by the board of directors for the government and discipline of the students, and finally to suspend or expel such of them, as may, in their judgment, deserve it, and to grant and confirm by the consent of the board of directors, such degrees in the liberal arts and sciences, or such branches thereof, to such students or others, whom, by their proficiency in learning and other meritorious distinctions, they shall regard as entitled to them, as it has been usual to grant in other colleges, and to grant to such graduates diplomas or certificates under their common seal, to authenticate and perpetuate such graduation; provided that the power of conferring degrees shall not be exercised by said corporation until it shall have acquired property, either real or personal, and in possession thereof, to the value of ten thousand dollars, to be ascertained by three disinterested free-holders of the county where said college may be located; said appraisers to be appointed by the auditor of such county, and to make return in writing of their appraisement, which returns shall be filed and preserved in the office of said auditor.

SECTION 3. That no misnomer of said corporation shall defeat or annul any gift, grant, device, or bequest, to or for the said corporation, provided the intent of the parties shall sufficiently appear upon the face of the gift, grant, will, or other writing, whereby any estate or interest was intended to pass to or for said corporation.

Appendix C: Faculty Vita Template

In 1977-78 the Provost, in consultation with the Personnel Board, the department chairpersons, and deans, developed a new format for faculty vitae (see below). This uniform faculty vita replaces the annual activity form previously filled out by each faculty member. It is expected that each faculty member will prepare a vita in accordance with the format shown below and will update the vita by submitting under the appropriate number any additional items on an annual basis (updated vitae are due August 1). The entire vita will need to be redone only when recommendations are presented to the Personnel Board, grant requests are submitted to external agencies, and/or approximately every five years. Vitae and updates should be sent to the Provost.

Information in all categories (education, publications, service, etc. …) should be in reverse chronological order.

GENERAL INFORMATION AND QUALIFICATIONS

- Name
- Education (degrees, institutions, dates degrees conferred, major and minor fields of study)
- Teaching experience (institutions, dates of service, titles)
- Professionally related experiences other than teaching

PROFESSIONAL ACTIVITIES

- Academic Awards and Honors (Please give full information including dates)
- Memberships and offices held in professional associations (Please give title and dates for offices held)
- Publications (books, parts of book, articles in refereed journals, book reviews, other work in scholarly publications)
- Papers presented at professional meetings (Please give title, place, and date)
- Grant applications submitted (Please give title, place submitted, dates and indicate grants received)
- Other professionally oriented or creative activities (including current research or creative activity)
- Date and purpose of last sabbatical
- Professional meetings attended (give dates) last seven years

TEACHING (LAST SEVEN YEARS)

- New courses you have designed
- Innovations or experiments in teaching methods
- Contributions to interdepartmental courses
- Academic contacts with students outside the classroom (field trips, non-credit teaching, special tutoring, academic advising, etc.)
- Workshops and professional meetings attended which are related to your development as a teacher (give dates)

CAMPUS AND COMMUNITY CONTRIBUTIONS (LAST SEVEN YEARS)

- Committee assignments (including major University and department committees; give dates)
- Other contributions to the University

- Contributions to the community beyond the University, including the church, which are professionally related

Appendix D: Links

The relationship between the Evangelical Lutheran Church in America and its related colleges is described in the Constitution of the Evangelical Lutheran Church in America adopted at its constituting convention and as amended through August, 1999. The constitution can be found online here:

https://www.elca.org/constitution

Wittenberg University Staff Manual

Wittenberg University Student Handbook