



# DOANE UNIVERSITY

## Faculty Handbook

### Revision History

Date	Description of Changes
Oct 2018	Board of Trustee approval of revised handbook
Aug 2019	Annual review and updates to Section 1. Inclusion of new mission and vision for Section 2.3 and 2.4. Inclusion of 2018-2019 items (#4 to #7, items #1 to #3 were previously incorporated in Oct 2018). Update to Section 4 (Faculty Appointments) per approved revisions. Annual review and updates to Sections 9 and 10. Global replacement of "VPAA" and "Vice President for Academic Affairs" with "Provost". Also, section 6.2 on paid and unpaid leave of absences updated to match university policy
Sept 2020	Annual review and updates to Section 1, 9, and 10. Replace Section 8.3 (Governance Structure) with new changes for five college/schools approved in 2019-2020. Update 3.2.4 (Emeritus policy) to remove the process to be used until 2019-2020. Replace President's "Executive Council" with "Cabinet".
Sept 2021	Annual review and updates to Section 1, 9, and 10. Section 8 was updated with changes from prioritization regarding Standing Committee Membership. Update 8.3.3.1 Undergraduate Academic Affairs Committee membership and duties approved 2020-2021. Replaced Provost with Interim Chief Academic Officer. Replaced President's Leadership Team (PLT) with Leadership Team (LT)



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# 1. Quick Information

## 1.1. Doane University Faculty and Academic Personnel

Lorie Cook Benjamin, Interim Chief Academic Officer

Faculty in Information Technology-Derek Bierman, Chief Information Officer			
Division	Department	Position	Name
Academic Information Services	Library	Collection Development Librarian; Associate Professor of Practice	Jayne Germer
		Interim Director of Perkins Library; Online Learning Librarian; Assistant Professor of Practice	Cali Biaggi

Faculty in College of Arts & Sciences – Pedro Maligo, Dean			
Division	Department	Position	Name
Fine Arts & Humanities	Art & Graphic Design	Associate Professor	Eric Stearns [DC]
		Assistant Professor	Erin Cross
		Assistant Professor of Graphic Design	William Truran
		Assistant Professor of Practice	Chris Hadfield
	Communication	Assistant Professor of Practice; Director of Forensics	Nathaniel Wilson [DC]
		Assistant Professor	Amanda Irions
		Visiting Assistant Professor of Practice	Elizabeth Lowe
		Visiting Assistant Professor of Practice	Eric Tucker
	English	Professor	Brad Johnson
		Professor	Philip Weitzl
		Associate Professor	Kathleen Hanggi [DC]
		Visiting Assistant Professor	Asher Gelzer-Govatos
	Modern Languages	Associate Professor	Jared List [DC]
		Associate Professor	Joshua Pope
	Music	Professor; Director of Bands	Jay Gilbert
		Professor; Director of Choral Activities	Kurt Runestad [DC]
		Assistant Professor	William Whipple
		Assistant Professor of Practice	Kathy Ohlman
	Philosophy & Religious Studies	Associate Professor	Dan Clanton [DVC] [DC]
	Theatre	Professor; Director of Theatre	Rob McKercher
		Professor	Jeff Stander [DC]
		Assistant Professor	Joel Egger
		Assistant Professor of Practice	Shandi Anderson

Science, Math & IST	Biology	Professor	Brad Elder [DC]
		Professor	Kate Marley
		Associate Professor	Erin Doyle
		Associate Professor	Tessa Durham Brooks
		Assistant Professor	Dane Bowder
		Assistant Professor	Brett Schofield
		Visiting Assistant Professor	Eric Holley
	Chemistry	Professor	David Clevette [DVC]
		Assistant Professor	Chris Huber [DC]
		Associate Professor	Sharmin Sikich
	Environmental & Earth Sciences	Professor	Russ Soucek [DC]
		Assistant Professor; co-Director Agribusiness program	Blake Colclasure
	Computing	Professor	Alec Engebretson
		Professor	Mark Meysenburg [DC]
	Mathematics & Data Analytics	Associate Professor	Peg Hart
		Associate Professor	Barb Jennings-Herzog [DC]
		Associate Professor; Assoc. Dean of Academic Affairs	Kris Williams
		Assistant Professor	Tracee Fairbanks
		Assistant Professor	Margaret Watts
		Associate Professor of Practice	JL Vertin
	Physics & Engineering	Assistant Professor	Guadalupe Leon
		Assistant Professor	Cale Stolle
		Assistant Professor	Joel TerMaat [DC]
		Visiting Assistant Professor	Ather Mahmood
Social Science	History	Professor	Kim Jarvis [DVC]
		Professor	Mark Orsag [DC]
		Associate Professor	Brandi Hilton-Hagemann
	Political Science	Professor	Tim Hill [DC]
		Associate Professor; Coordinate of International Studies	Nick Vaccaro
	Psychology	Professor	Heather Lambert [DC]
		Associate Professor	Brian Pauwels
		Assistant Professor	Joceyln Schock King
	Sociology	Professor	Danelle DeBoer [DC]
		Associate Professor	Nathan Erickson
		Assistant Professor	Kari Gentzler
TBD	TBD	Assistant Professor of Practice	Lucas Kellison

Faculty in College of Business – Jennifer Bossard, Dean			
Division	Department	Position	Name
	Accounting	Assistant Professor of Practice	Jean Walkenhorst [DC]
		Assistant Professor of Practice	Tracy Corr
	Agribusiness	Assistant Professor of Practice	Pete Poppert [DC]
	Economics	Professor	Les Manns [DC]
		Associate Professor of Practice	Suzy Carter
		Visiting Assistant Professor	Yunkyung Lee
	Graduate Business	Associate Professor of Practice	Deb Sepich [DC]
	Leadership	Assistant Professor	Jared Cook [DC]
	Undergraduate Business	Assistant Professor	Julianna Grabianowski
		Associate Professor of Practice	Kathleen Zumpfe [DC]
		Assistant Professor	Amit Chauradia
Assistant Professor		Mohammad Hasan	
Faculty in the College of Education – Tim Frey, Dean			
Division	Department	Position	Name
	Undergraduate Education	Professor - Middle School Coordinator	Rod Diercks
		Professor	Marilyn Johnson Farr
		Professor	Linda Kalbach [DC]
		Associate Professor –PE and Health Coordinator	Cindy Meyer
		Associate Professor-SPED coordinator	Denee Wehrs
		Assistant Professor-Secondary Coordinator	Emily Griesch
		Assistant Professor-Elementary Coordinator	Tiffany Young
		Visiting Assistant Professor	Trina Pettit
		Visiting Assistant Professor	Carol Mack
		Instructor of Practice	Nikki Piper
	Graduate Education	Professor of Practice-Director Eds	Doug Christensen
		Associate Professor-Co-Director EDL	Bess Scott
		Associate Professor-Director of EdD	Cate Sommervold
		Assistant Professor-Co-Director of EDL	Teresa Perkins
		Assistant Professor-Director of IpAI	Carrie Rath
		Assistant Professor of Practice-Director of School Couns. Prog.	Jodie Green

		Assistant Professor of Practice-Director of C&I	Deb Stuto
	Masters of Arts in Counseling	Assistant Professor-Director of MAC Assistant Professor Assistant Professor Assistant Professor of Practice	Courtney East Andrea McGrath Arden Szepe Jean Kilnoski

Faculty in School of Innovative Learning – April Minster , Dean			
Division	Department	Position	Name
Health Sciences	Cannabis Studies	Professor	Andrea Holmes
	Health Sciences	Assistant Professor of Practice and Director of Pre-Health Advantage Program	Paul Breitreutz [DC]
		Asst. Professor of Practice	Deb Savage
		Associate Professor of Practice, Director of RN to BSN Program, (Dean)	April Minster [DC]
		Assistant Professor of Practice	Melissa Clouse
		Assistant Professor of Practice and Director of the Institute for Human and Planetary Health	Amanda McKinney
	Exercise Science	Assistant Professor of Practice and Director of Exercise Science Program	Greg Seier [DC]
SIL	Instructional Design and Technology	No FT Faculty Members	
	Open Learning Academy	Assistant Professor of Practice and Faculty Coordinator	Matthew Beio
	Doane X	No FT Faculty Members	

## **1.2. Faculty Committees**

### **1.2.1. Ceremonial Faculty Roles**

Mace Bearer	Tom Duden
Faculty Marshals	Mark Meysenburg and Kim Jarvis

### **1.2.2. Faculty Liaison to Board of Trustees Committees**

**Academic Affairs**

**Advancement and Marketing**

**Audit and Business**

**Enrollment**

**Student Affairs**

**Technology**

**Building and Grounds**

**Diversity, Equity & Inclusion**

Current Faculty Liaison to Board of Trustees committee members found at this website:

<https://bit.ly/3qyY8jO>

## **1.3. Standing Faculty Committees**

- Faculty Council
- Undergraduate Academic Affairs
- Academic Integrity
- Academic Admission and Progression
  - Residential Campus Sub-Committee (Academic Admission and Progression)
  - Non-Residential Campuses SubCommittee (Academic Admission and Progression)
- Assessment
- Faculty Development
- Promotion and Tenure
- Undergraduate Core Curriculum
- Experiential Opportunities
- Graduate Academic Affairs
- Teacher Education

**Current Faculty Standing Committee Members found at this website:**

<https://bit.ly/3BcbvdQ>

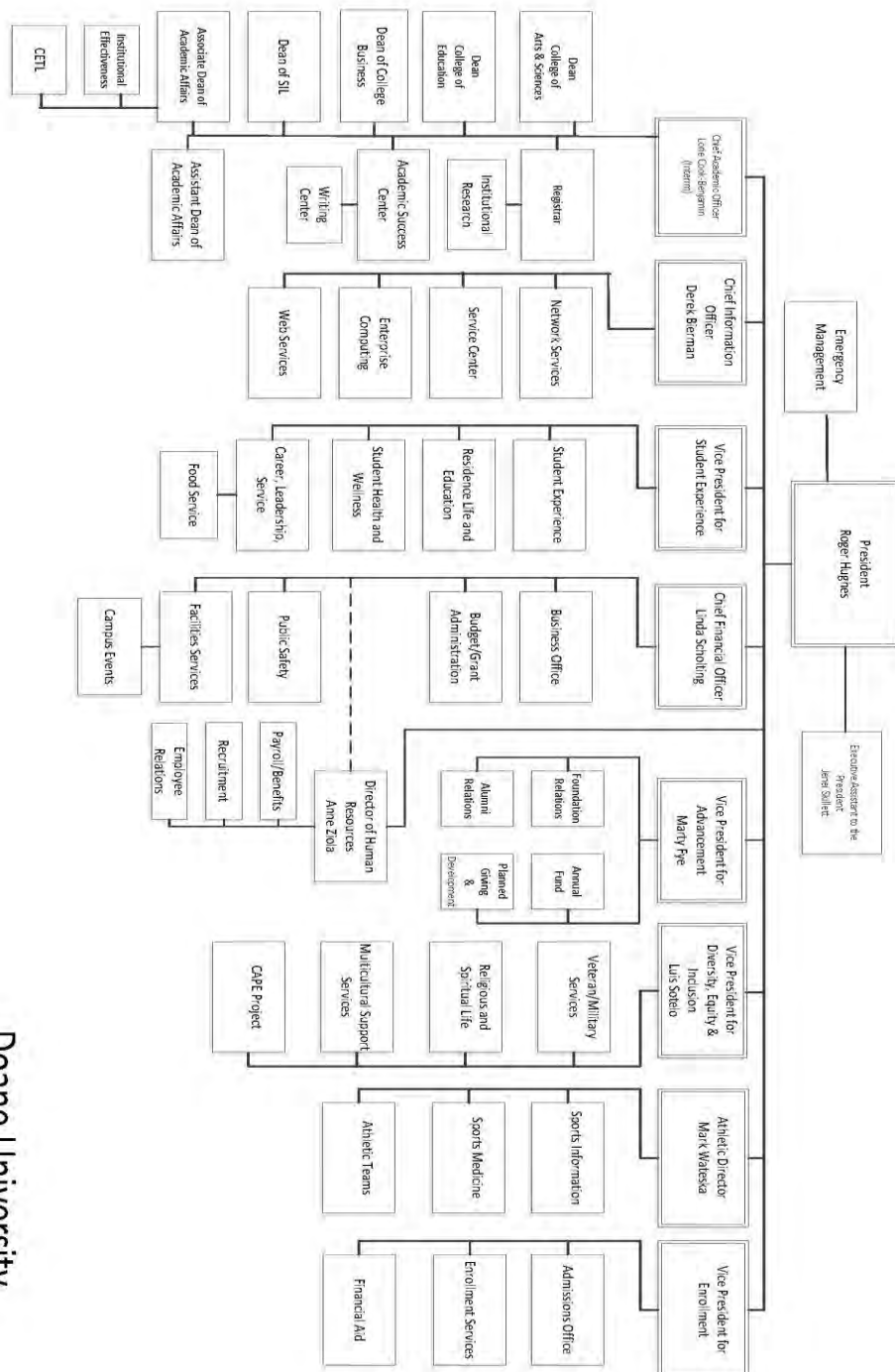


#### **1.4. Academic Affairs Forms and Documents**

Contact the Academic Affairs Office (402-826-8221) or one of the Faculty Secretaries (402-826-8623) (402-826-8660) for access to any of these documents:

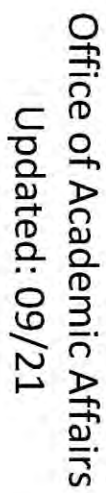
- Student forms
- Promotion and Tenure items
- Faculty Forms
- Academic Program Forms
- Academic Affair Unit Documents
- Standing Committees
- Faculty Handbook and Governance
- Faculty Office
  - Faculty Assemblies
  - Standing Committee Forms

## 1.5. University Organizational Chart



Doane University  
Updated: 09/2021

## Doane University Faculty Handbook



## **2. Introduction to Doane University**

### **2.1. Role of Faculty Handbook**

The Doane University Faculty Handbook is designed to supply information to faculty and staff concerning faculty structure and general operating procedures of the University. It is supplemented by the Colleges' catalogs for academic information, the Student Handbook for student information, and the Employee Handbook.

Changes to Chapters 1 (quick information), 9 (support services for faculty), and 10 (institutional policies and guidelines) are coordinated through the Office of Academic Affairs. Changes to the other chapters of the Faculty Handbook may be proposed by the Faculty Council, any duly constituted faculty or institutional committee, an individual faculty member or University administrator, the President, or the Board of Trustees. All proposed changes for Chapters 2 to 8, including those pertaining to structure, functions, and functioning of standing committees, shall be submitted to and reviewed by the Faculty Council for its consideration and recommendation before being forwarded to the Faculty Assembly for approval.

Upon approval by a majority vote of Faculty Assembly, changes shall be presented to the Office of Academic Affairs. As appropriate, the office will coordinate a review for policy, personnel, and budget implications by the Deans, Registrar, Interim Chief Academic Officer, Vice President of Finance, and the President. If needed, objections or concerns will be shared with the Chair of the Faculty Council. The Interim Chief Academic Officer will act upon the change per the Board of Trustee approval process for changes to the faculty handbook. If Board of Trustee approval is required, the Interim Chief Academic Officer will coordinate this process. If the Board rejects the change, this outcome will be communicated by the Interim Chief Academic Officer to the Faculty Council.

The Faculty Handbook is intended as a codification of existing legislation and administrative policy ratified by the faculty and approved by the Board of Trustees. The Faculty Handbook, while dealing with employment and procedures, is not intended to provide any assurance of continued employment and should in no way be construed as an employment contract.

### **2.2. History and Purpose of Doane University**

For more than 140 years Doane University has occupied a distinguished standing among the liberal arts colleges of the Midwest. The impetus for its development came from the Congregational Church, the pioneer in higher education in Nebraska, which founded a college at Fontenelle near Omaha, Nebraska in 1858.

In 1871 when the church opted for a new site, the college was relocated in Crete. Although given a new name, Doane College, and a new charter, the relocated institution was in reality an extension of the first college. Thus, it not only parallels the development of Southeastern Nebraska, but predates statehood, which occurred in 1867.

Doane College was incorporated on July 11, 1872, as a nonprofit institution with an independent, self-perpetuating board of trustees. The University is authorized to conduct all the affairs

considered essential to the liberal arts enterprise wherever it is carried on, including teaching, research, academic study, and granting of degrees.

The college was named in recognition of Thomas Doane, Esq., whose unflagging interest in the institution, until his death on October 22, 1897, earned him the distinctive title of "primus inter conditores Collegii Doaniani." Translation: "First among Doane College builders."

Doane has maintained its relationship with the Congregational Church, which, through merger, is now the United Church of Christ (UCC). It is the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. The Church's council is made up of church laymen, and through it, the council and college together explore the paramount issues and ideas facing the educational community. Doane University, although founded by Protestants, is open to all students of every denomination as well as to persons who profess no formal religion.

While its purpose remained the same, Doane College was renamed Doane University in May, 2016 to more accurately reflect the then current offerings and structure of the institution.

### **2.3. Mission Statement**

The following Mission Statement was adopted by the Board of Trustees on October 4, 2019.

**Doane University's mission is to create distinctive educational experiences, rooted in the liberal arts, to prepare our students for careers and lives grounded in inquiry, ethics, and a commitment to lead and serve in the global community.**

The following is details on components of the mission statement:

**Distinctive Educational Experiences:** Doane offers experiences, inside and outside the classroom that are designed and delivered in a way that meets the diverse needs of our student population.

**Rooted in the Liberal Arts:** Doane is firmly established in the liberal arts approach, placing value on critical thinking, communication, interdisciplinary work, and breadth and depth of knowledge.

**Inquiry:** Doane emphasizes curiosity, the ability to formulate and ask critical questions, and the desire to explore and evaluate solutions.

**Ethics:** Doane seeks to help students apply moral principles to their decision-making and behavior.

**Commitment to Lead and Serve:** Doane creates experiences intended to instill in students a desire to lead and serve that will translate into lifelong action.

**In the Global Community:** Doane recognizes that as members of the global community, we are economically, socially, and politically interdependent.

## 2.4. Core Values

The following core values were endorsed by the Board of Trustees on October 4, 2019 in support of the mission statement:

**Inclusion:** Doane values creating an environment in which all individuals and communities are able to fully participate, belong, and thrive in authentic ways.

**Integrity:** Doane values ethical and principled decision-making and taking responsibility for one's actions.

**Innovation:** Doane values forward thinking and the ability to develop and implement new or re-imagined ideas in a collaborative environment.

**Transformation:** Doane values enhancing lives and developing potential.

## 2.5. Employment Policies

Doane University employment policies and procedures are described in the Employee Handbook which is available on the following website:

<https://www.doane.edu/employee-policies-handbooks>

## 2.6. Notice of Nondiscrimination

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation, gender identity or expression or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Any person having inquiries concerning the University's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, or Section 504 of the Rehabilitation Act of 1973, is directed to contact Laura Northup, Director of Human Resources at [laura.northup@doane.edu](mailto:laura.northup@doane.edu) or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6773. Any persons having inquiries concerning the University's compliance with the regulations of implementing Title IX of the Education Amendments of 1972, is directed to contact Laura Northup, Title IX Coordinator at [laura.northup@doane.edu](mailto:laura.northup@doane.edu) or 1014 Boswell Ave. Crete, NE 68333;(402) 826-6773. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

### **3. Faculty Roles**

#### **3.1. Standard Appointments**

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

A full-time faculty member is an employee of Doane University who is qualified for appointment to one of the academic ranks listed in Subsection 4. Full-time faculty members ordinarily have full-time teaching duties or have teaching and other duties (e.g., research, academic administration, counseling) equivalent to a full-time teaching load and fulfill the duties and responsibilities of a faculty member. Full-time faculty members may be appointed pursuant to a term (i.e., agreement that expires or requires renewal) or continuous appointment agreement.

##### **3.1.2. Pro rata Faculty**

A pro rata faculty member is an employee of Doane University who is given a faculty appointment equivalent to half-time or more, but less than that of a full-time faculty member. Pro rata faculty are qualified for appointment to one of the academic ranks listed in Subsection 4, and teach half-time or greater as determined by the appropriate Dean and the Interim Chief Academic Officer. Pro rata faculty are reviewed using criteria for their academic appointment. Pro rata faculty members have pro rata (i.e., proportional) contractual rights for advancement and fringe benefits. For example, whereas advancement in rank from assistant to associate professor typically requires six years of full-time teaching at the assistant professor level, a pro rata faculty member with a half-time appointment would need twelve years of half-time teaching before becoming eligible for promotion.

##### **3.1.3. Adjunct Faculty**

Adjunct or per course faculty members are employed pursuant to term appointments and carry the rank of Adjunct Instructor. Adjuncts who previously earned faculty rank at Doane University may retain their rank. Such faculty usually have no other faculty duties or responsibilities (i.e., committee obligations, advising), except for those specified by their contract. Adjunct faculty are part-time and usually have a limited contract for employment, usually by academic term. They do not accrue time towards promotion or sabbatical.

##### **3.1.4. Administrators with Faculty Rank**

Administrators with faculty rank are those full-time or pro rata personnel who support instructional activities outside the classroom and who are awarded faculty rank by virtue of their unique contribution to instructional efforts. The President and the Interim Chief Academic Officer hold faculty rank automatically. All other faculty rank is granted through the Interim Chief Academic Officer. Changes in rank are granted by the Interim Chief Academic Officer or in the case of a change in rank for the Interim Chief Academic Officer, by the President.

#### **3.2. Special Appointment Faculty**

##### **3.2.1. Visiting Faculty/Invited Guest Lecturers**

The title of Visiting Faculty/Invited Guest Lecturer is reserved for faculty members of other institutions, professor emeriti, or others who hold an academic degree and/or possess an advanced level of expertise in their field. All such faculty members are hired on term

appointments for a limited period of time with no intent of on-going employment. Their rights and duties will be dependent upon whether they are appointed on a full-time or pro rata basis.

The following titles will be used to recognize the nominees:

1. An invited guest lecturer who holds no academic rank: Visiting Lecturer.
2. An invited guest lecturer who holds academic rank at an institution: Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, or Visiting Professor.

### **3.2.2. Replacement Faculty**

The University may appoint a temporary replacement faculty member for a faculty member who is on sabbatical, on leave or who has retired or resigned. Temporary replacement faculty members are appointed by the appropriate Dean in consultation with the Interim Chief Academic Officer. The replacement faculty member may be appointed on a full-time or pro rata basis until such time as the regular faculty member returns or a permanent replacement is found. Their rights and duties will be dependent upon whether they are appointed on a full-time or pro rata basis. Time served under a temporary full-time appointment may count towards advancement in rank or sabbatical leave if a subsequent full-time or pro rata position is taken.

### **3.2.3. Endowed Position**

A faculty member appointed to an endowed position is recognized by the University for his/her outstanding achievements in teaching, scholarship, and academic leadership, with the expectation of continued high achievement on behalf of the University. The endowed position honors the educational legacy of the person so named in the title of the position.

Each award is different, but in general include additional professional travel funds, funds for library purchases which support the curriculum or for research, and expenses such as student or administrative support, and/or release time from teaching. Typically an annual report of accomplishments is provided to the respective Dean and the Interim Chief Academic Officer.

### **3.2.4. Emeritus/Emerita Faculty**

#### **3.2.4.1. Emeritus/Emerita**

The status of Professor Emeritus/Emerita is usually reserved for individuals who have retired after a minimum of ten years of full-time equivalency in the rank of professor or associate professor (tenured or of practice) and who have rendered meritorious service to the University.

Professors Emeriti/ae are not eligible to hold office at the University and do not participate in Faculty Council governance.

#### **3.2.4.2. Granting Emeritus/Emerita Status**

The Emeritus/a designation is granted to those individuals who have made significant contributions to Doane University. There are two purposes for bestowal of Emeritus/a status. First, it is meant to formally recognize retiring faculty members and/or administrative personnel for their remarkable service, academic instruction, and scholarly endeavors. Second, it is meant to enable these individuals to maintain their professional identity by remaining a part of Doane while continuing to be productive members of the broader community.

The process for application for Emeritus/a Status is as follows:



1. A letter of intent to apply for Emeritus Status shall be submitted to the appropriate Dean, along with a current curriculum vitae:
  - a) The letter of intent may be a self-nomination or a letter of nomination submitted by a colleague.
  - b) The letter of intent shall address and describe the nominee's contributions in the areas of service, academic instruction, and scholarly endeavor.
  - c) The letter of intent may suggest current faculty members to review the candidate's record and provide a recommendation described in (2) below.
  - d) The letter of intent and CV shall be submitted by September 1.
2. The dean shall appoint three current faculty members, which may or may not include those current faculty members suggested in the letter of intent, to review the candidate's record and provide a recommendation.
3. The dean shall review the candidate's record and provide a recommendation.
4. The Interim Chief Academic Officer shall review the candidate's record and provide a recommendation.
5. These recommendations shall be communicated to the University President, who will issue or withhold formal approval.
6. If the University President approves, the candidacy shall be forwarded to the Board of Trustees, whose vote is final.

Failure to receive a positive recommendation in steps 2-4 shall not prevent a candidacy from being considered by the University President. However, the recommendations of those who worked most closely with the candidate should be taken into careful consideration by the University President and the Board of Trustees.

The Board of Trustees holds the final decision-making authority. Should a faculty member fail to receive Emeritus/a status, s/he shall retain the right to re-apply under the same process.

The process for awarding Emeritus/a status shall not begin earlier than 12 months following a faculty member's retirement.

### **3.2.4.3. Benefits of Emeritus Status**

An emeritus faculty member has the following privileges:

1. Instruction and counseling on financial issues associated with retirement prior to the retirement.
2. An identification card as an emeritus/emera faculty member.
3. Listing with faculty in all catalogues.
4. Listing with faculty in all appropriate campus and home directories.
5. Full faculty library privileges.
6. Permanent parking privileges.
7. Receipt of all campus publications, and sources of information, including advance notice of events.

8. An e-mail address, departmental mailbox, and use of University stationery (if desired).
9. Invited participation in public ceremonies: commencements, academic processions, etc.
10. Invitation to all University or college functions open to the faculty.
11. Use of campus recreational and social facilities.
12. Complimentary or reduced-price admission to all athletic, dramatic, film, musical, and other cultural events of the institution.

For emeritus/emerita faculty who continue teaching or carry on scholarly or other academic activity

1. Access to departmental and institutional facilities including use of available equipment such as computers.
2. The right to administer grants, contracts, and other research projects funded by governmental agencies, foundations, gifts, or by the institution itself.
3. Selective invitation to serve in a variety of advisory or consultant capacities on campus.
4. Invitation to participate in appropriate campus seminars, colloquia, lectures, and other scholarly meetings as contributors or as audience.

The outlined items are privileges, not contractual rights, and are subject to change at the University's discretion.

## **4. Faculty Appointments**

### **4.1. Academic Freedom And Tenure Statement**

#### **4.1.1. Origin**

Doane University affirms its conviction that academic tenure, rightly understood and properly administered, provides the most reliable means of assuring faculty quality and educational excellence, as well as the best guarantee of academic freedom. The following policy is based on the "Academic Freedom and Tenure, 1940 Statement of Principles and 1970 Interpretive Comments" endorsed by the American Association of University Professors (AAUP) and the Association of American Colleges (AAC), the "Statement on Procedural Standards in Faculty Dismissal Proceedings (1958)," and additional statements published in AAUP, Policy Documents and Reports, 1995. These documents are used as reference but do not supersede this stated policy. This policy was recommended to the Board of Trustees by faculty action on April 28, 1976 and endorsed by action of the Board of Trustees on October 22, 1976.

#### **4.1.2. Academic Freedom**

1. Faculty are entitled to full freedom in research and the publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return will be based upon written agreement with the authorities of the institution.
2. Faculty are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching controversial matter which has no relation to the specific subject.
3. Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As people of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not speak for the institution.

#### **4.1.3. Academic Tenure**

After the expiration of a probationary period, faculty on a tenure-track appointment may be awarded continuous tenure. Subject to any restrictions imposed by applicable law, such tenured appointments will be continued until retirement, physical or mental disability, dismissal for adequate cause or termination on account of financial exigency or change of institutional program. Adequate cause shall include demonstrated incompetency or dishonesty during the discharge of duties, substantial and manifest neglect of duty, and personal misconduct which substantially impairs the individual's fulfillment of his/her institutional responsibilities. The tenure process is explained in Section 4.6

##### **4.1.3.1. Appointments Leading to Tenure**

1. The candidate for tenure should possess a terminal degree as defined by the discipline. Exceptions may arise where other qualifications clearly outweigh the lack of a terminal degree. In all cases, there should be demonstrated and documentable academic achievement and the clear promise of continued professional growth and contribution. Tenure represents a

deeply serious decision on the part of the University, a decision of commitment and trust possibly for a lifetime career. Potentially, each tenure decision represents a million-dollar commitment by the University. The institution must, therefore, have very good reasons to trust that the person is, and will continue to be, a positive and vital force in the University community.

2. Administrative personnel shall generally not be eligible for tenure, an exception can be made if they possess a terminal degree in their field and they have earned tenure at a previous institution.

#### **4.1.3.2. Tenure Review Process of Faculty Appointments**

There are key areas that will be considered for a tenure decision. The first articulates the individual professional qualities serving as a basis for tenure. The second clarifies when comparisons with current and past Doane faculty are appropriate and meaningful. The third states institutional concerns. With the possible exception of the first, none of these is to be taken as an essential part of tenure. The tenure decision is expected to balance all relevant factors, all strengths and limitations of the candidate.

##### **4.1.3.2.1. Individual Traits for Tenure**

1. Is the candidate an excellent teacher: does he or she serve the learning and welfare of our students effectively in and out of the classroom?
2. Does the candidate provide clear and continuing demonstration of qualities and activities that will strengthen the University far into the future? Does the candidate's teaching, advising, scholarly/artistic achievement, service to the University, concern for professional and curriculum development, and other such factors, indicate that the person will continue to build the University?

##### **4.1.3.2.2. Comparative Traits for Tenure**

1. Does the candidate demonstrate professional qualities and activities representative of our best tenured faculty and/or directions in which we wish to build the University? Are these qualities and activities generally characteristic of the candidate during the years of service to the University?
2. Does the candidate bring qualities or traits that are complementary to those of other tenured faculty, to help make Doane a richer, more vital center of learning?
3. Does the candidate contribute to a collegial learning environment? Is there evidence that the candidate is supportive of other colleagues and works constructively with them to further their growth and the development of the institution?

##### **4.1.3.2.3. Institutional Expectations for Tenure**

1. Is the candidate as strong as the University could likely secure among professors available in the marketplace of the discipline?
2. Is the candidate likely to contribute to Doane University being a distinctive University of great academic strength and visibility?
3. Has the review process been fair and impartial? Reviewers of the candidate are expected to be unbiased and be faithful to their obligation to be serving Doane University and the welfare of students and their learning.

#### **4.2. Search and Appointment of New Faculty**

Faculty are recruited based on their qualifications and fit with the academic mission of the University. Hiring is conducted through regional or national searches as deemed necessary by the respective Dean and/or the Interim Chief Academic Officer. Search committees, when constituted, will have a minimum of three members. Members of the committee are selected by the respective Dean. Members of the same family may not serve on the search committee. Every effort shall be made to ensure that the diverse interests of the University community are represented on the committee. The search committee is charged with screening and selecting the most qualified candidates to invite for a campus interview. Finalists are invited to campus to meet with the University community. As part of a finalist's visit, every effort will be made to include in the itinerary a teaching demonstration to be made during an actual scheduled class. The search committee makes a recommendation to the respective Dean who makes the final hiring decision after obtaining approval from the Interim Chief Academic Officer. Exceptions to these standard expectations must be approved by the Interim Chief Academic Officer.

#### **4.3. Types of Faculty Appointments**

##### **4.3.1. Tenured and Tenure-track Faculty**

Faculty on a tenure-track have either a probationary or a tenured contract. The contract reflects the academic year for each respective college. Every effort is made to hire faculty with terminal degrees in hand for tenure-track positions. In most disciplines, that is an earned doctorate, such as Ph.D., J.D., Ed.D., D.B.A. or D.M.A. Exceptions exist in the case of disciplines in which a Master's Degree is considered terminal. In extraordinary circumstances where other qualifications meet program exigency, the Interim Chief Academic Officer may approve an alternate degree upon the request of the respective Dean. Generally, faculty without a terminal degree will not be hired into tenure-track positions.

##### **4.3.2. Tenure-Track Probationary Appointments**

1. Probationary appointments shall be for one year, subject to renewal.
2. Faculty members on a probationary contract shall be considered for tenure no later than the sixth year of teaching at Doane University. Any sanctioned leaves of absences (see Employee Handbook) will count as time of service to the University. Upon the approval of the Interim Chief Academic Officer in consultation with the respective Dean, a faculty member on a probationary contract with a minimum of three years of prior full-time faculty status at other institutions of higher learning may be considered, at the earliest during their fourth year of teaching at Doane University for the awarding of continuous tenure to take effect at the beginning of their fifth year.
3. At the written request of the faculty member, with the approval of the Promotion and Tenure Committee, the respective Dean and the Interim Chief Academic Officer, a tenure review may be postponed due to extenuating circumstances such as, but not limited to, current efforts to complete a terminal degree or serious health-related issues. Requests for a one-year extension must be made by May 1st of the academic year preceding the scheduled tenure review. Requests will be reviewed first by the Promotion and Tenure Committee, who will make a recommendation to the Interim Chief Academic Officer. The Interim Chief Academic Officer will consult with the faculty member's respective Dean before rendering a decision. Normally, an individual will be granted no more than three extensions. The Interim Chief Academic Officer will notify the faculty member in writing of the decision.

Faculty members excused from taking part in the tenure review during their sixth year must conform to the procedures of the fifth-year review. The review occurring after the extension period will follow the regular procedures for the Review for Promotion and Tenure.

4. Recommendation for promotion and/or tenure will be made by a Review Committee and forwarded to the Promotion and Tenure Committee. These Committees will have access to the candidate's Faculty Evaluation File. The recommendation of the Promotion and Tenure Committee will be directed to respective Dean and the Interim Chief Academic Officer, who will also solicit a recommendation by the appropriate Dean. These documents will become part of the candidate's Faculty Evaluation File and will accompany the Interim Chief Academic Officer's recommendation to the President. The President will make a recommendation to the Academic Affairs Committee of the Board of Trustees. The final decision on promotion and/or tenure lies with the Board of Trustees.

#### **4.3.3. Non-Tenure-Track Faculty**

##### **4.3.3.1. Term Appointment**

1. Term-appointment faculty have a contract for employment for a limited period of one to three years, which is renewable.
2. Term appointment faculty have access to the University's benefit package when eligible. Provided they meet the required criteria, term appointment faculty have both a voice and a vote in the faculty governing body.
3. Term appointment faculty will be evaluated by their respective division chairs/program directors and/or Dean using the annual Faculty Professional Activity Summary.
4. In the event that a term appointment is given probationary or practice status, the faculty member holding the appointment at the time of the change may be entitled to apply a maximum of two years of service under the term appointment toward consideration for promotion and/or tenure subject to the approval and negotiation with the respective Dean and the Interim Chief Academic Officer.

##### **4.3.3.2. Practice Appointments**

1. Practice faculty members are colleagues holding the rank of Instructor of Practice, or higher, without being tenured or on a tenure-track.
2. Practice appointments shall be for one year, subject to renewal.
3. Librarians with faculty status will be considered practice faculty.
4. Practice faculty will determine if he/she wishes to pursue promotion in rank. A practice faculty member must notify the Interim Chief Academic Officer by August 31 in the initial year in which the faculty member seeks to start the promotion process. If the faculty member seeks promotion, the faculty member will follow the yearly checklist process (Section 4.7). Librarians with faculty status will follow a separate process (Section 4.8). If the faculty member chooses not to pursue advancement in rank, the faculty member will annually submit a Faculty Professional Activity Summary to the Office of Academic Affairs.
5. Practice appointments may be eligible for multi-year contracts subject to the approval of the respective Dean and the Interim Chief Academic Officer.

6. In the event that a practice appointment is given probationary status, the faculty member holding the appointment at the time of the change may be entitled to apply a maximum of two years of service under the practice appointment toward consideration for promotion and/or tenure subject to the approval and negotiation with the respective Dean and the Interim Chief Academic Officer.
7. Faculty on a practice appointment have access to the University's benefit package when eligible. Faculty on a practice appointment have both a voice and a vote in the faculty governing body, provided they meet the criteria for such.

#### **4.3.3.3. Adjunct faculty**

Adjunct faculty have an open-ended contract with course assignments that are not guaranteed. Provided they meet the criteria, adjunct faculty have voice and/or vote in the faculty governing body. Adjunct faculty will be evaluated annually by their respective supervisor.

#### **4.4. Faculty Titles and Ranks**

The purpose of this policy is to provide a process for the advancement in rank and recognition of qualified faculty members. The University's faculty appointment criteria and responsibilities by rank are as follows:

##### **4.4.1. Practice Appointments - Non-Tenure Track**

<b>Rank</b>	<b>Academic Preparation</b>	<b>Teaching Experience</b>	<b>Eligibility for Promotion</b>
Instructor of Practice	a master's degree or equivalent graduate coursework in the field in which they teach as prescribed by accrediting agencies.	evidence of effective college-level teaching experience or equivalent professional experience as required by accrediting agencies.	an instructor of practice is usually eligible for consideration for promotion to assistant professor after serving three years at the rank of Instructor of Practice.
Assistant Professor of Practice	a master's degree or equivalent graduate coursework in the field in which they teach and significant professional experience in the field as prescribed by accrediting agencies.	evidence of effective college-level teaching experience or equivalent professional experience as required by accrediting agencies.	an assistant professor is usually eligible for consideration for promotion to associate professor after serving six years at the rank of Assistant Professor.
Associate Professor of Practice	a master's degree or equivalent graduate coursework in the field in which they teach and professional experience in the field as prescribed by accrediting agencies.	a candidate for appointment as an associate professor should present evidence of effective college-level teaching	an associate professor is usually eligible for consideration for promotion to professor after

		experience or equivalent professional experience.	serving six years at the rank of Assistant Professor.
Professor of Practice	the rank of Professor requires a terminal degree in a related field from a regionally accredited institution. In most disciplines that is an earned doctorate, such as a Ph.D., J.D., Ed.D., D.B.A. or D.M.A. Exceptions exist in the case of disciplines in which a Master's degree is considered a terminal degree.	a candidate for appointment as a Professor should present evidence of effective college-level teaching experience or equivalent professional experience.	n/a

#### 4.4.2. Tenure-Track Probationary Appointments and Tenured Appointments

In general, tenured faculty appointments are only at the ranks of Associate Professor and Professor.

Rank	Academic Preparation	Teaching Experience	Eligibility for Promotion	Observation
Assistant Professor	generally an earned terminal degree in a relevant field from an accredited institution.	evidence of effective college-level teaching experience	an Assistant Professor is usually eligible for consideration for promotion to Associate Professor after serving six years at the rank of Assistant Professor.	
Associate Professor	an earned terminal degree in a relevant field from an accredited institution.	a candidate for appointment as an Associate Professor should have at least six years of college-level teaching experience.	Associate Professors may remain in rank indefinitely. Promotion to the rank of Professor is not automatic by virtue of time served. To be eligible, those faculty will have demonstrated continuing excellence in teaching, in scholarly productivity, and service, usually after serving at least six years at the rank of Associate Professor. In extraordinary cases, faculty with outstanding records	If rank is sought at the time of hire, the candidate must already hold the rank of Assistant or Associate Professor at an accredited institution, have at least four years of teaching experience at the rank of Assistant or Associate Professor, and provide evidence of appropriate scholarly activity and service. Appointment to rank of Associate Professor at time of hire is made at the discretion of the



			may be eligible to seek advancement in rank earlier than the general timeline.	Interim Chief Academic Officer.
Professor	the rank of Professor requires an earned terminal degree in a related field from an accredited institution. In most disciplines that is an earned doctorate, such as a Ph.D., J.D., Ed.D., D.B.A. or D.M.A. Exceptions exist in the case of disciplines in which a Master's degree is considered a terminal degree.	typically a candidate for appointment as Professor should have at least ten years of college-level teaching experience.	n/a.	If rank is sought at the time of hire, the candidate must already hold the rank of Professor at an accredited institution, have at least six years of teaching experience at the rank of Associate Professor or Professor, and provide evidence of appropriate scholarly activity and service. Appointment to rank of Professor at time of hire is made at the discretion of the Interim Chief Academic Officer.

#### 4.5. Faculty Contracts

1. The precise terms of each faculty member's appointment will be stated in a faculty member's contract.
2. Contracts will be issued to full-time and pro-rata faculty on a yearly basis indicating contract period, service period, status (i.e., visiting, term, practice, probationary, tenured), and salary.
3. Each renewal of contract will be issued by March 15 preceding the academic year covered.
4. Accepted contracts must be signed and returned to the Interim Chief Academic Officer on or before April 1st of the same year.
  - a. A tenured faculty member's failure to sign and return the contract on or before April 1st may result in the automatic renewal for one year at the terms specified in the previously signed contract.
  - b. Any other faculty member's failure to return the signed contract on or before April 1st may result in the offer being revoked, unless the Interim Chief Academic Officer, in his or her sole discretion, chooses to accept the signed contract after April 1st.

5. In accordance with USCIS regulations, contracts can only be extended to individuals who are legally able to accept work in the United States. In general, Doane is unable to sponsor applicants for work visas. No contract may be extended nor implied for a period which exceeds dates of visa validity.

#### **4.6. Faculty Evaluation**

Faculty evaluation is the compilation of information used for the purpose of improving faculty effectiveness and in making decisions on reappointment and advancement in rank. Faculty evaluation is conducted to provide information regarding faculty effectiveness and, moreover, to provide impetus for growth, self-improvement, and fulfillment of individual and institutional potential.

Faculty will be evaluated on their performance in the areas of Teaching, Scholarship, and Service. In the evaluation process, those are weighed in a fashion consistent with the faculty member's rank, teaching load and, if applicable, administrative duties. Teaching, scholarship and service are described below. Sample representative activities used to demonstrate or assess competency in faculty performance in these areas are listed below.

##### **4.6.1. Teaching**

Teaching activities are related to the development of the kinds of knowledge, skills, attitudes and behaviors of students that are necessary components of education. Teaching encompasses, but is not limited to, course design, course implementation, and performance evaluation in classroom, laboratory, clinical and other educational settings, and (if applicable) the advising of students.

##### **4.6.1.1. Evaluation of Teaching**

The University recognizes excellence in teaching as one of the most important attributes of a faculty member. Evaluation of teaching includes, but is not limited to, evaluation of performance in the areas of course preparation, course implementation, assessment of student performance and (if applicable) student advising, all as defined and illustrated below. Teaching evidence for librarians with faculty appointments will differ (Section 4.8).

##### **4.6.1.1.1. Course Preparation**

Course design and preparation includes:

1. clear formulation of student learning outcomes.
2. creation and/or revision of syllabi, assignments, and/or laboratory/clinical/practical teaching materials, instructions for assignments, and/or lab setup/preparation, presentations, etc.
3. assessments that are aligned with learning outcomes.

##### **4.6.1.1.2. Course Implementation**

Course Implementation includes:

1. effective use of a variety of instructional methods as appropriate.
2. the use of strategies to encourage students to become active learners and problem solvers.
3. regular communication with students and fostering interaction with students.

#### **4.6.1.1.3. Assessment of Student Performance**

Assessment of Student Performance includes:

1. timely review and fair evaluation of students' work (if applicable)
2. routine evaluation of courses/presentations with respect to student achievement and learning outcomes.
3. course/presentation revision as needed to increase effectiveness.

#### **4.6.1.1.4. Student Advising (if applicable)**

The University recognizes that not all departments require student advising as a responsibility of faculty members. Advising responsibilities may include, but are not limited to:

1. maintaining accessibility for advising outside of class time.
2. assisting students in selecting courses that will lead to fulfillment of degree requirements.
3. providing students with information on policies, procedures and programs of the University.
4. assisting students in exploring possible career choices.
5. referring students to other resource persons as appropriate to assist in meeting educational objectives.

### **4.6.2. Scholarship**

A faculty member must be a productive scholar, for scholarship is an intrinsic element of academic life at Doane. To acknowledge that scholarly productivity is an essential component of a faculty member's duties is not to diminish the importance of excellent teaching but, rather, to ensure that teaching, which lies at the heart of the institution's responsibility to its students, draws upon the intellectual richness that typically characterizes a community of scholars. The specific form and intensity of scholarly activity appropriately varies due to inherent differences among the disciplines. Despite their myriad forms, works of scholarship share common characteristics which make it possible both to identify basic types and to assess the value of scholarship within those types.

#### **4.6.2.1. Types of Scholarship**

The four basic types of scholarship are defined by Ernest L. Boyer in *Scholarship Reconsidered* (1990). Among the four basic types of scholarship, the Scholarship of Teaching is emphasized the most in the evaluation and advancement processes at the University, but the University affirms all four types of scholarship. Some works of scholarship have attributes that legitimately fall within more than one of the four stated types. It is incumbent upon the faculty member to describe and explain under which type(s) their scholarship falls. The following descriptions of the four types of scholarship are the University's adaptations of Boyer's four types:

##### **4.6.2.1.1. The Scholarship of Teaching**

The Scholarship of Teaching encompasses scholarly activities directly related to pedagogical practices. Such scholarship seeks to improve the teaching and mentoring of students, evaluation, and transmission of information about the learning process. The Scholarship of Teaching must be distinguished from teaching itself. The Scholarship of Teaching involves the disciplined

discovery, evaluation, and transmission of information about the learning process. Teaching, in contrast, involves the application of that information through actual instruction.

Examples of Scholarship of Teaching include, but are not limited to, publications about pedagogy and methodology, development and publication of instructional materials, conducting workshops on innovative teaching methods, mentoring graduate students, advancing learning theory through classroom research, and the dissemination of activities in areas relating to one's discipline.

#### **4.6.2.1.2. The Scholarship of Application**

The Scholarship of Application encompasses scholarly activities which seek to relate the knowledge in one's field to the affairs of society. Such scholarship moves toward engagement with the community. The Scholarship of Application partially overlaps with the requirement of service. For example, in cases where public service involves the direct application of knowledge in one's field to the affairs of society, the work counts toward satisfaction of both the service and scholarship requirements for purposes of retention, advancement, and salary increases. To be considered scholarship, activities must be tied directly to one's discipline and require the use of knowledge of the discipline in the service of the University or outside community.

Examples of Scholarship of Application relate to aiding society and/or professions in addressing problems. This includes, but is not limited to, editing refereed materials, development of curriculum, review of curriculum, professional development for public schools, creative works, and certain types of research in the applied sciences. Serving as an external consultant within one's discipline or serving in leadership roles in professional organizations also are examples.

#### **4.6.2.1.3. The Scholarship of Integration**

The Scholarship of Integration encompasses scholarly activities which are primarily interdisciplinary or interpretive in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects in a way that brings new meaning to those facts.

Examples of Scholarship of Integration include, but are not limited to, interdisciplinary works whose main goal is to interpret the use of knowledge across disciplines, possibly leading to a deeper understanding of the discipline as well as others and future research.

#### **4.6.2.1.4. The Scholarship of Discovery**

The Scholarship of Discovery encompasses those scholarly activities which extend knowledge through the discovery or collection of new information. The Scholarship of Discovery includes, but is not limited to, what is sometimes referred to as basic or original research. Research denotes disciplined inquiry in which a problem is investigated by means of an appropriate design and methodology and in which findings are interpreted within an explanatory framework. Studies that are theoretical, experimental, analytical, qualitative, or descriptive are among the standard forms of inquiry.

Examples of Scholarship of Discovery should display a commitment to the development of new knowledge for its own sake through inquiry, quantitative and qualitative methods.

#### **4.6.3. Service**

Service is defined as contributions to the mission of the University and outside communities which have a direct relationship to a faculty member's role within the University.

##### **4.6.3.1. Service to the University**

Activities such as attendance at Faculty Assembly meetings, college/division meetings and Commencement activities are contractual activities and do not count as service. Examples of service to the University include but are not limited to:

1. serving on a committee or other governance body
2. advisory roles to student groups/organizations
3. accreditation activities
4. liaison to the Board of Trustees

##### **4.6.3.2. Service external to the University**

Given the possible range of professional service outside of Doane, it is the faculty member's responsibility to explain and document their respective activities, articulating the connection to the faculty member's role within the University.

#### **4.6.4. The Faculty Professional Activity Summary**

Each faculty member annually completes a Faculty Professional Activity Summary. This self-evaluation is designed to provide the faculty member an opportunity to reflect and communicate strengths and areas for improvement. The Faculty Professional Activity Summary provides each faculty member the opportunity to demonstrate his/her contribution to the institution in the areas of teaching, scholarship, and service during the academic year. This report will be used for faculty evaluation.

Faculty members will discuss their Faculty Professional Activity Summary each year with their Dean. Every faculty member must submit the completed Faculty Professional Activity Summary to the Office of Academic Affairs by June 15 of each year. This summary will be reviewed and placed in the Faculty Evaluation File.

#### **4.6.5. Faculty Evaluation File**

The Office of Academic Affairs maintains a file for each faculty member. It must minimally include:

1. Up-to-date Curriculum Vitae
2. Division Chair/Dean evaluations
3. Classroom observation forms
4. Student course evaluation summaries
5. Faculty Professional Activity Summaries

Faculty members may also submit additional items such as (but not limited to):

1. letters and/or testimonial documenting superior performance

2. alumni testimonials
3. awards

The Faculty Evaluation File will be kept in the Office of Academic Affairs and may be accessed by the faculty member at any time during work hours. Only the faculty member under review may make copies of his/her Faculty Evaluation File.

#### **4.6.6. Portfolio Development**

Each faculty member under formal third year review, promotion and/or tenure review is responsible for building and maintaining an online portfolio. The portfolio is the property of the faculty member. The portfolio represents a record of the faculty member's professional activities and development. Responsibility for maintaining materials in the portfolio rests exclusively with the faculty member, and it is that person's responsibility to collect, analyze, and review the appropriate data. These data can be used to provide a basis for informed decisions about what should be included in plans for professional development. The faculty member is expected to update and refine the contents based upon changing professional and contractual activities, responsibilities, and goals.

Portfolio preparation shall consist of gathering the various forms of documentation relating to the effectiveness of a faculty member's performance in teaching, scholarship, and service. Specific contents of the portfolio will vary among faculty members, but large quantities of material are neither appropriate nor desirable.

The portfolio should demonstrate growth across the years at the University in each of the areas of teaching, scholarship and service. Growth will be documented through reflections and evidence.

During those years when a review is being conducted, the online portfolio will be made available to the Office of Academic Affairs for examination by those involved in the review process (e.g., Review Committee, College Dean, the Promotion and Tenure Review Committee, Interim Chief Academic Officer).

Its sections include:

1. Reflections on Faculty Professional Activity Summary - intended to encourage faculty growth; not intended as a contractual document.
2. Reflections of Teaching (supported by appendices) - intended to summarize teaching responsibilities and, through self-reflection, note strengths and possible areas of growth. This can be highlighted through evidence such as course evaluations, colleague surveys, awards and recognitions, and other assessment data. It may include information from the annual Faculty Professional Activity Summary. References will be made to evidence provided in an Appendix containing, minimally and as applicable, these elements related to the four areas identified in Teaching (Section 4.6.1.1):
  - a. list of courses taught
  - b. at least two syllabi
  - c. examples of assessment approaches, materials, and methods
  - d. design of new courses or revision of curriculum (if applicable)
  - e. student work samples or student research (always respecting student confidentiality)
  - f. administrative responsibilities related to one's teaching and program (if applicable)

A plan for future growth and activities will be developed to capitalize on strengths as well as address areas of growth. It may include information from the annual Faculty Professional Activity Summary.

3. Reflections on Scholarship (supported by appendices) - intended to summarize scholarship activities and, through self-reflection, note strengths and possible areas of growth using evidence related to the four types of Scholarship.

The faculty member must specify the Boyer-type of scholarship to which the evidence relates and why it best represents that type. The faculty member must also explain how the scholarship is peer reviewed. Scholarship is reviewed when it is subject to appraisal by others. Peer review of a work may occur at several stages:

- a. Pre-dissemination - Prior to dissemination, drafts, prototypes and other tentative forms of a work may be evaluated by peers or others within or outside the University for the purpose of soliciting guidance.
- b. During the dissemination process - potential publishers and others may evaluate the merits of a work with a view toward determining whether it deserves a forum.
- c. Post-dissemination - After dissemination, the work may be the subject of reviews which evaluate the final product of the scholarship

A plan for future growth and activities will be developed to capitalize on strengths as well as address areas of growth. It may include information from the annual Faculty Professional Activity Summary.

4. Reflections on Service (supported by appendices) - intended to summarize service and, through self-reflection, note strengths and possible growth areas using evidence such as awards, letters of support, presentations and assessments completed after a workshop, appearances in the media, service as an officer in an organization.

A plan for future growth and activities will be developed to capitalize on strengths as well as address areas of growth. It may include information from the annual Faculty Professional Activity Summary.

#### **4.6.7. Confidentiality**

All individuals involved in a promotion and/or tenure review process shall make every effort to ensure the confidentiality of all stages of the evaluation process. The names of evaluators will not appear on any evaluation forms; however, all evaluations will be coded. This procedure will assure the anonymity of the responders while allowing access to the original data by those responsible for the evaluation.

Part of the faculty review process involves surveying colleagues for their assessment of the performance of the faculty member under review. All surveys will be conducted by Office of Academic Affairs. The survey results must be compiled in such a way that the identities of the respondents are not revealed while still accurately reporting their feedback and statements. The results will be placed in the Faculty Evaluation File, which will be available to the faculty member under review.

The original data will be retained in a separate file in the Office of Academic Affairs. The faculty member under review may not have access to the original data. Only the President, respective Dean, the Interim Chief Academic Officer, the Division Chair/Program Director (or his/her

appointed substitute), and the chair of the Promotion and Tenure Committee will have access to the original data. All original data will remain confidential.

#### **4.6.8. Review Committee**

A review committee provides insight from the candidate's program/department during the third year, tenure, and promotion reviews. To form the committee, the candidate submits faculty names (preferably at the candidate's rank or above) for consideration to the Interim Chief Academic Officer. The final membership selection will be made by the Interim Chief Academic Officer in consultation with the respective Dean. The final committee will include: two faculty members (preferably at least one from the candidate's program/department) and the Division chair/Program Director or designate.

#### **4.7. Yearly Review Process for Promotion and/or Tenure**

If the faculty member under review is the Division Chair/Program Director, the respective Dean and the Interim Chief Academic Officer will appoint a senior faculty member from the University to serve in this role for the review process. At any point during the process the faculty member may request one or more meetings with their Dean.

##### **4.7.1. Year 1 Checklist**

<b>Date</b>	<b>Description</b>
New Faculty Orientation	The Dean discusses the review process with all new faculty and presents a copy of the review timetable.
During the first year	The faculty member begins portfolio development process.
by Nov 15	The Division Chair/Program Director will make an announced visit to the faculty member's classroom. When necessary, the Dean will designate a colleague to conduct this classroom observation. The observer will complete the <i>Classroom Observation Form</i> and submit it to the Office of Academic Affairs for the Faculty Evaluation File.
	The faculty member, in consultation with the Division Chair/Program Director, will invite a colleague from any discipline to make an announced classroom visit to the faculty member's classroom. The <i>Classroom Observation Form</i> may be completed and given to the faculty member for possible inclusion in the portfolio.
by Dec 1	The Division Chair/Program Director will meet with the faculty member to provide feedback related to the classroom observation, identifying the faculty member's strengths and possible opportunities for growth.
by Jan 15	The faculty member has the option to submit a self-evaluation of his/her current year performance to the Office of Academic Affairs to be placed in the Faculty Evaluation File. This option does not replace the requirement that a faculty member complete an annual Faculty Professional Activity Summary in June.
by Jan 22	The Division Chair/Program Director and the Dean meet with the faculty member to provide timely feedback on his/her progress to date, to identify strengths, possible concerns, to make suggestions for improvement, and to address questions and/or concerns from the faculty member.



by Feb 8	The Dean prepares a written evaluation of the faculty member's performance, including information supporting the conclusions. This summary is addressed to the Interim Chief Academic Officer and placed in the Faculty Evaluation File. A copy is given to the faculty member.
by Feb 15	If concerns were identified, the Division Chair/Program Director/Dean may again make announced visits to the faculty member's classroom and/or have conversations with the faculty member to evaluate progress toward addressing those concerns.
by Feb 22	Should the faculty member request it, an optional follow-up discussion may be held with the Division Chair/Program Director/Dean so the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Interim Chief Academic Officer to be included in the Faculty Evaluation File.
by Feb 24	The Interim Chief Academic Officer makes a recommendation to the President to reappoint or not reappoint.
by Mar 1	<b>(for case of non-reappointment)</b> The faculty member is notified of the President's decision to not reappoint. In the case of non-reappointment, the procedures (Section 4.9.4 or Section 4.9.5) are followed.
by Mar 15	<b>(in case of reappointment)</b> The faculty member is issued a contract for the next academic year.

#### 4.7.2. Year 2 Checklist

Date	Description
	The faculty member may access and review the contents of their Faculty Evaluation File at any time.
by Sept 15	The faculty member meets with the Division Chair/Program Director and the Dean to discuss the format for the review process.
	The Division Chair/Program Director meets with the faculty member to check progress on the portfolio, particularly as it relates to preparation for the third-year review.
by Oct 15	The Division Chair/Program Director will make an announced visit to the faculty member's classroom. When necessary, the Dean will designate a colleague to complete the classroom observation. The observer will complete the <i>Classroom Observation Form</i> and submit it to the Office of Academic Affairs to be added to the Faculty Evaluation File.
	The faculty member may also ask a colleague to visit his/her classroom. The <i>Classroom Observation Form</i> may be completed and given to the faculty member for possible inclusion in the Faculty Evaluation File or portfolio.
by Nov 7	The Division Chair/Program Director will meet with the faculty member to provide feedback identifying the faculty member's strengths and possible opportunities for growth.
by Nov 15	The faculty member has the option to submit a self-evaluation of his/her current year performance to the Office of Academic Affairs to be placed in the Faculty Evaluation File. This option does not replace the requirement that a faculty member complete an annual Faculty Professional Activity Summary in June.

	The faculty member may respond in writing to any concerns contained in the Faculty Evaluation file. The faculty member's response will be placed in the Faculty Evaluation File.
by Nov 22	The Dean and the Division Chair/Program Director review the materials in the Faculty Evaluation File.
	The faculty member, the Division Chair/Program Director, and the Dean meet to discuss the faculty member's strengths and possible opportunities for growth.
by Dec 1	The Division Chair/Program Director meet with the Dean to decide to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section 4.9.4 or Section 4.9.5) are followed.
by Jan 15	<b>(for case of non-reappointment)</b> The faculty member is notified of the President's decision to not reappoint.
by Feb. 1	<b>(in case of reappointment)</b> The faculty member has the option to submit a self-evaluation of his/her current year performance to the Office of Academic Affairs to be placed in the Faculty Evaluation File. This option does not replace the requirement that a faculty member complete an annual Faculty Professional Activity Summary in June.
by Feb 20	<b>(in case of reappointment)</b> The Dean prepares a written evaluation of the faculty member's performance, including information supporting the conclusions. The evaluation is forwarded to the Interim Chief Academic Officer, shared with the Promotion and Tenure Committee, and placed in the Faculty Evaluation File. A copy is given to the faculty member.
by Mar 1	<b>(in case of reappointment)</b> Should the faculty member request it, an optional follow-up discussion may be held with the Interim Chief Academic Officer, Dean, and the Division chair/Program Director so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Interim Chief Academic Officer to be included in the Faculty Evaluation File.
by Mar 15	<b>(in case of reappointment)</b> The faculty member is issued a contract for the next academic year.

#### 4.7.3. Year 3 Checklist

Date	Description
Prior year, spring semester (or earlier) by April 20	The faculty member submits to the Office of Academic Affairs five names of faculty (preferably at or beyond his/her rank) to serve on his/her Review Committee. The final membership selection will be made by the Interim Chief Academic Officer in consultation with the respective Dean. The Review Committee is composed of two faculty members (at least one from the faculty member's division) and the Division Chair/Program Director or designate.
	The faculty member may access and review the contents of their Faculty Evaluation File at any time.
	At any point in time the Promotion & Tenure Committee may request a meeting with the faculty member.
by Sept 1	Faculty member submits an online portfolio (see 4.6.6).
by Sept 15	The Dean and the Division Chair/Program Director each make an announced visit to the faculty member's classroom. The faculty member may also ask a

	colleague to visit his/her classroom. Observers submit completed forms to the Faculty Evaluation File.
by Oct 1	The Review Committee reviews the portfolio and the Faculty Evaluation File.
	The Review Committee meets with faculty member to discuss his/her teaching, scholarship, and service.
	The Review Committee develops a list of colleagues to be surveyed for an assessment of the performance of the faculty member under review. A minimum of five individuals should be surveyed subject to the following: 1) includes all faculty for the respective department/program (if applicable) who have been employed at Doane for at least one year and 2) has at least one colleague is from outside of the department. The faculty member under review may solicit letters of recommendation from colleagues external to Doane.
by Oct 15	The Review Committee makes a recommendation for the faculty member's reappointment/non-reappointment to the Dean and the Promotion and Tenure Committee. The recommendation is placed in the Faculty Evaluation File. A reappointment recommendation will include feedback for continued professional development for tenure and/or promotion.
by Nov 1	The faculty member has the opportunity to add materials to his/her portfolio.
By Nov 1	Colleagues identified by the Review Committee are surveyed through the Office of Academic Affairs. A summary is compiled and placed in the Faculty Evaluation File.
by Dec 15	The Promotion and Tenure Committee reviews the faculty member's portfolio and Faculty Evaluation File and makes a written recommendation for reappointment or non- reappointment to the Interim Chief Academic Officer and Dean. The recommendation is placed in the Faculty Evaluation File.
by Dec 31	<b>(in case of non-reappointment)</b> The Dean submits a written recommendation for the faculty member's non-reappointment to the Interim Chief Academic Officer which will to be placed in the Faculty Evaluation File.
by Jan 10	<b>(in case of non-reappointment)</b> The Interim Chief Academic Officer will make a recommendation to the President. The Interim Chief Academic Officer may consult with the Division Chair/Program Director, Dean, Promotion and Tenure Committee, and/or the faculty member.
by Jan 15	<b>(in case of non-reappointment)</b> The faculty member is notified of the President's decision to not reappoint. In the case of non-reappointment, the procedures (Section 4.9.4 or Section 4.9.5) are followed.
By Feb 15	<b>(in case of reappointment)</b> The Dean develops a formal letter with feedback for continued professional development for tenure and/or promotion. The letter will be provided to the faculty member and included in the Faculty Evaluation File.
by Mar 15	<b>(in case of reappointment)</b> The faculty member is issued a contract for the next academic year.
By Mar 30	<b>(in case of reappointment)</b> The Promotion and Tenure committee develops a formal letter with feedback for continued professional development for tenure and/or promotion. The letter will be provided to the faculty member and included in the Faculty Evaluation File.

#### 4.7.4. Years 4 and 5 Checklist

The Promotion and Tenure Committee, Dean or the Interim Chief Academic Officer may require a Year 4 and/or Year 5 review addressing specifics highlighted by the third-year review. In such cases, a specific calendar will be developed. In cases when there is no such requirement, the following general timetable will be followed for both the fourth and the fifth years:

Date	Description
	The faculty member may access and review the contents of their Faculty Evaluation File at any time.
by Sept 15	The faculty member continues the development of his/her online portfolio along with refinement and implementation of the professional development plan.
by Nov 15	The Division Chair/Program Director meeting with the Dean to decide to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section 4.9.4 or Section 4.9.5) are followed.
by Jan 15	<b>(in case of non-reappointment)</b> The faculty member is notified of the President's decision to not reappoint.
by Feb 1	<b>(in case of reappointment)</b> The faculty member has the option to submit a self-evaluation of his/her current year performance to the Office of Academic Affairs to be placed in the Faculty Evaluation File. This option does not replace the requirement that a faculty member complete an annual Faculty Professional Activity Summary in June.
by Feb 8	<b>(in case of reappointment)</b> The Division Chair/Program Director and the Dean meet with the faculty member to provide timely feedback on his/her progress to date, to identify strengths, possible concerns, to make suggestions for improvement, and to address questions and/or concerns from the faculty member.
by Feb 20	<b>(in case of reappointment)</b> The Dean prepares a written evaluation of the faculty member's performance, including information supporting the conclusions. The evaluation is forwarded to the Interim Chief Academic Officer, shared with the Promotion and Tenure Committee, and placed in the Faculty Evaluation File. A copy is given to the faculty member.
by Mar 1	<b>(in case of reappointment)</b> Should the faculty member request it, an optional follow-up interview may be held with the Interim Chief Academic Officer, Dean, and the Division Chair/Program Director so the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Interim Chief Academic Officer to be included in the Faculty Evaluation File.
by Mar 15	<b>(in case of reappointment)</b> The faculty member is issued a contract for the next academic year.

#### 4.7.5. Year 6 Checklist

Date	Description
	The faculty member may access and review the contents of their Faculty Evaluation File at any time.

Prior year, Spring semester (or earlier)	The faculty member submits to the Office of Academic Affairs five names of faculty (preferably at or beyond his/her rank) to serve on his/her Review Committee. The final membership selection will be made by the Interim Chief Academic Officer in consultation with the respective Dean. The Review Committee is composed of two faculty members (at least one from the faculty member's division) and the Division Chair/Program Director or designate.
by Sept 1	The faculty member submits an online portfolio (see 4.6.6).
by Sept 15	The Review Committee reviews the portfolio and the faculty evaluation file.
	The Review Committee meets with the faculty member to discuss his/her teaching, scholarship and service.
by Oct 1	The Review Committee makes a written recommendation to the Promotion and Tenure committee and respective Dean for tenure and/or promotion with strengths and weaknesses under each of the areas of teaching, scholarship, and service. The recommendation is placed in the Faculty Evaluation File.
	The Review Committee develops a list of colleagues to be surveyed for an assessment of the performance of the faculty member under review. A minimum of five individuals should be surveyed subject to the following: 1) includes all faculty for the respective department/program (if applicable) who have been employed at Doane for at least one year and 2) has at least one colleague is from outside of the department. The faculty member under review may solicit letters of recommendation from colleagues external to Doane.
by Nov 15	The faculty member has the opportunity to add materials to his/her portfolio.
	Colleagues identified by the Review Committee are surveyed through the Office of Academic Affairs. A summary is compiled and placed in the Faculty Evaluation File.
Between Nov. 16 - Jan 31	The Promotion and Tenure Committee may request a meeting with the faculty member if the committee has questions.
Between Nov. 16 - Jan 31	The respective Dean may request a meeting with the faculty member if he/she has questions.
by Feb 15	The Promotion and Tenure Committee reviews the faculty member's portfolio and Faculty Evaluation File and makes a written recommendation to the Interim Chief Academic Officer. The recommendation is placed in the Faculty Evaluation File.
by Feb 15	The respective Dean reviews the faculty member's portfolio and Faculty Evaluation File and makes a written recommendation to the Interim Chief Academic Officer. The recommendation is placed in the Faculty Evaluation File.
by Feb 25	The Interim Chief Academic Officer meets with the respective Dean and the faculty member to share the recommendations.
by Mar 1	The faculty member may respond in writing to any concerns raised during the review process or contained in the Faculty Evaluation File. The faculty member's response will be placed in the Faculty Evaluation File.

by Mar 5	The Interim Chief Academic Officer will review the faculty evaluation file and makes a recommendation to the President.
by Mar 15	The faculty member is notified of the President's decision to recommend or not recommend the faculty member's promotion and/or tenure to the Board of Trustees at their next meeting.

#### **4.8. Promotion Process for Librarians with Faculty Status**

Librarians with faculty status are defined as those members of the Doane University library staff who have responsibility to partner with and support the academic mission of the institution. This involves teaching information literacy sessions to undergraduate and graduate students, working with academic departments as subject liaisons, developing library collections, creating and administering library services and policies, and providing technical services which allow users to access library resources.

Due to the unique responsibilities for librarians with faculty status, the following are adjustments to the promotion process:

1. Advancement in academic rank for librarians is under the direction of the Dean of the College of Professional Studies.
2. The Master's in Library and Information Science is considered the terminal degree for the profession. As such, a librarian with faculty status and this degree is eligible to seek advancement to any rank.
3. Given librarians are considered professional, exempt staff at Doane University, steps in the promotion process regarding reappointment and non-reappointment are irrelevant.
4. In lieu of the "Reflections on Teaching" section of the portfolio development process (Section 4.6.6), librarians under review will complete and be evaluated on a "Performance in Librarianship" section of their portfolio. The scholarship and service sections of the portfolio do not change. The librarianship section, supported by appendices, is intended to summarize professional librarian responsibilities and, through self-reflection, note strengths and possible areas of growth. Example areas for highlighting and documenting effectiveness may be demonstrated by (but not limited to):
  - a. Subject liaison relationships;
  - b. Information literacy instruction;
  - c. Instructional programs or project development;
  - d. Library service to users;
  - e. Use library-related technology to benefit the campus community;
  - f. Collection development, management, and preservation;
  - g. Effective management and leadership of library staff;
  - h. Assessment of library processes and workflows;
  - i. Systems for organizing, classifying, cataloging, or otherwise making information resources easily discoverable and applicable to instructional needs.
5. In terms of the Year 1 checklist (4.7.1) and Year 2 checklist (4.7.2), in lieu of classroom observations, the Division Chair for the Academic Information Services Division will review the current "Performance in Librarianship" section of the portfolio and offer written feedback

to the librarian under review. The feedback should identify strengths and possible opportunities for growth. This feedback is shared with the librarian under review and also given to the Dean of the College of Arts & Sciences to review and place in the Faculty Evaluation File.

6. In terms of the Year 3 checklist (4.7.3), there are no classroom observations. The Review Committee develops a list of colleagues to be surveyed for an assessment of the performance of the librarian under review. A minimum of five individuals should be surveyed and should include all librarians with faculty status who have been employed at Doane for at least one year. The librarian under review and the Review Committee will also mutually agree on an external librarian (with faculty rank at a similar type of school to Doane) to review the portfolio and write a letter offering constructive feedback. The librarian under review may additionally solicit letters of recommendation from colleagues external to Doane.
7. In terms of the Year 6 checklist (4.7.5), the Review Committee develops a list of colleagues to be surveyed for an assessment of the performance of the librarian under review. A minimum of five individuals should be surveyed and should include all librarians with faculty status who have been employed at Doane for at least one year. The librarian under review and the Review Committee will also mutually agree on an external librarian (with faculty rank at a similar type of school to Doane) to review the portfolio and write a letter assessing the librarian's accomplishments. The librarian under review may additionally solicit letters of recommendation from colleagues external to Doane.

#### **4.9. Faculty Separation**

##### **4.9.1. Mutual Agreement**

At any time, the University and a faculty member may mutually agree to discontinue the faculty member's employment.

##### **4.9.2. Retirement**

When a faculty member plans to retire, he/she should provide as much advance written notice to the respective Dean and Interim Chief Academic Officer as is reasonably possible under the circumstances. The University requests that such notice be provided, at the latest, prior to the faculty member's last term.

##### **4.9.2.1. Early Retirement Incentive Program**

###### **4.9.2.1.1. Full Early Retirement**

Early retirement is the termination of full-time duties at the conclusion of the contractual period during which the age of 60, 61, 62, 63, or 64 is reached.

Early retirement is a voluntary choice of qualified faculty with the approval of the University. Conversations concerning early retirement may be initiated by either the administration or by the employee. Faculty with 15 years of continuous employment to the University (including approved leaves) are eligible for the early retirement option.

###### **4.9.2.1.2. Provision of Full Early Retirement**

8. The retirement incentive stipend is paid over 12 months per the University's regular payroll period after full retirement as follows:

<b>Age attained during the last contractual year of full-time employment</b>	<b>Stipend</b>
60	100% of highest contract base salary
61	80% of highest contract base salary
62	60% of highest contract base salary
63	40% of highest contract base salary
64	20% of highest contract base salary

9. Part-time teaching contracts after retirement may be offered to the retiree, if it is in the best interest of both the retiree and University. Payments for such teaching will be based on the prevailing compensation for part-time faculty at the University. Retirees who have attained age 60 and who teach part-time may be eligible to elect to receive an in-service distribution from the Doane University Defined Contribution Retirement Plan. For details regarding in-service distributions, please refer to the Retirement Plan section of the Employee Handbook, available at [http://catalog.doane.edu/content.php?catoid=7&navoid=320#Retirement\\_Plan](http://catalog.doane.edu/content.php?catoid=7&navoid=320#Retirement_Plan)
10. The University will pay its portion of the health insurance premium (not dental) for the retiree only (single coverage) under the terms and conditions of the continuation coverages available to the retiree under the University's group health plan at the time of retiree's retirement. The University's contributions will cease upon retiree reaching age 65 or at such earlier time as the retiree's eligibility for extended coverage ceases. The retiree is responsible for completing all forms to elect extended coverage on a timely basis.
11. During the last year of employment prior to the time of retirement, if the participant is not a highly compensated employee, as defined in Section 414(q) of the Internal Revenue Code, the University will contribute an amount equal to an additional 5% of the early retirement incentive payment the University's Defined Contribution Plan. If the participant is a highly compensated employee, the University will pay directly to the retiree or will match with an additional 5% of the early retirement incentive stipend a 5% payment by the retiree to the retirement account from the retirement incentive stipend.
12. The retiree may continue to enjoy the benefits of faculty status including personal and dependent tuition waivers (for all dependents currently enrolled), use of the library and campus recreational facilities, parking, and free admission to most regularly scheduled events of the University.

#### **4.9.2.1.3. Early Retirement Procedures**

1. The early retirement option is available to faculty members who meet prescribed age and years of service requirements through the current academic year when the program's continuation is expressly determined by the Board of Trustees.
2. The options stated herein will be reviewed on a yearly basis to determine whether the program is meeting the purposes for which it was established and whether it should be continued, modified or cancelled.



3. Notwithstanding the above provisions, the program may be cancelled at any time upon recommendation of the President and by vote of the Board of Trustees. Agreements already entered into prior to cancellation will be honored in their entirety.
4. All requests to participate in the program should be filed in the Office of Academic Affairs on or before March 15 of the year preceding the academic year in which the retirement is to become effective. Exceptions will be considered only in extraordinary circumstances. A decision will be rendered in due course, and, if early retirement is approved, a written contract, developed and signed by the participant and the President, enumerating the date of termination of full employment, the amount of incentive payment, and other benefits, will be executed. The contract will be binding on the parties thereto, their respective heirs, personal representatives, successors and assigns.

#### **4.9.3. Resignation**

All resignations will be given in writing to the respective Dean or Interim Chief Academic Officer on or before March 15 of the year preceding the academic year involved. Exceptions will be considered only in extraordinary circumstances with the clear right of the University to decline to accept any such resignation.

#### **4.9.4. Non-Renewal of a Term Appointment**

1. Non-renewal is defined as a decision by the University to not continue the services of a faculty member beyond the expiration of his or her current contract.
2. Nonrenewal may be determined by a recommendation of division chair and/or respective Dean to the Interim Chief Academic Officer. The recommendations will become part of the recommendation by the Interim Chief Academic Officer to the President, who makes the final decision.
3. For faculty members who are in the second or third year of a multi-year appointment, notice of non-renewal of appointment must be given on or before January 15 during the final year of the appointment. The faculty member will be permitted to complete the academic year or, in the alternative, a mutually agreed upon settlement may be negotiated.
4. Since a notice of non-renewal is not a dismissal for cause, it is not necessary for the University to set forth its reasons. The notice faculty member, however, may wish to know the reasons for non-renewal and upon written request may have a private meeting with the respective Dean and/or Interim Chief Academic Officer.

#### **4.9.5. Non-Renewal of a Probationary Appointment**

1. Non-renewal is defined as a decision by the University to not continue the services of a faculty member beyond the expiration of his or her current contract.
2. The Promotion and Tenure Committee will review recommendations by a division chair/program director and respective Dean for non-renewal. The Committee will have all pertinent personnel records, including division chairs and administrative recommendations at its disposal. The Committee may invite the department, division, program director, or Dean to speak to the Committee or provide additional information. If the Committee supports the recommendation, the Committee will provide the opportunity for a personal appearance of the faculty member. The faculty member may choose to provide additional data, including student evaluations, if he/she sees fit. The committee will make a recommendation to the

Interim Chief Academic Officer. The recommendations of the Committee will become part of the recommendation by the Interim Chief Academic Officer to the President, who makes the final decision.

3. Written notice that an appointment is not to be renewed will be given the faculty member in advance of the expiration of his/her appointment according to the following minimum periods of notice:
  - a) not later than March 1 during the first academic year of faculty service at Doane University;
  - b) not later than January 15 during and after the second academic year of service at Doane University; and

The faculty member will be permitted to complete the academic year or, in the alternative, a mutually agreed upon settlement may be negotiated.

4. Non-renewal of an appointment with less notice than specified may occur only for adequate cause subject to a hearing, as discussed above.
5. A faculty member subject to a non-renewal decision does not have a right to appeal this decision unless the appeal alleges that the non-renewal was caused by considerations violative of academic freedom. If such a limited appeal is pursued, it should be made in writing to the Faculty Council within ten (10) working days of the faculty member receiving communication of the non-renewal decision. The faculty member will be responsible for stating the grounds on which he/she bases the allegation, and the burden of proof will rest upon him/her. If the Council concludes that there is probable cause for the faculty member's allegation, the matter shall be heard and acted on by a tribunal made up of the Executive Committee of the Board of Trustees and the faculty membership of the Faculty Council who do not have a conflict of interest. During the proceedings of the tribunal, the faculty member will be permitted to have an adviser of his/her choice, who may act as counsel. A full audio record of all tribunal hearings will be taken and made available to the parties concerned.

#### **4.9.6. Dismissal for Adequate Cause, Financial Exigency, or Change in Institutional Program**

##### **4.9.6.1. For Adequate Cause**

1. Dismissal for "adequate cause" shall include demonstrated incompetency or dishonesty in teaching or research, substantial and manifest neglect of duty, and personal misconduct which substantially impairs the individual's fulfillment of his/her institutional responsibilities.
2. If the reason for termination is alleged sexual misconduct, the faculty member must follow the appeal procedures set forth in the University sexual assault and/or sexual anti-harassment policies. Dismissal proceedings shall be preceded by a statement of reasons by the Interim Chief Academic Officer to the faculty member involved, and opportunity to be heard shall be provided before a tribunal made up of the members of Executive Committee of the Board of Trustees and faculty members of the Faculty Council who do not have a conflict of interest. During the proceedings, the faculty member will be permitted to have an adviser of his/her own choice, but may not bring legal counsel. If appropriate, an audio record of the hearing will be taken and made available to the parties concerned. If the faculty member's

competence is in question, the testimony may include that of faculty members from this or other institutions of higher learning.

3. If the appointment is terminated, the faculty member will continue the performance of his/her duties and receive compensation, as specified under his/her existing contract, for such period as shall be determined by the President of the University, subject to review by the tribunal. Notwithstanding, the President may choose to suspend the faculty member with pay pending the outcome of the hearing.

#### **4.9.6.2. For financial exigency or change in institutional program**

1. If a position of a tenured faculty member is terminated because of financial exigency or change in institutional program, at least twelve months' notice of termination shall be given. This position will not be filled by a replacement within a period of two years, unless the released faculty member has been offered re-appointment and has declined.
2. If the appointment is terminated because of financial exigency or change in institutional program, the faculty member will receive compensation under his/her existing contract up until termination.

##### **4.9.6.2.1. Financial Exigency**

“Financial Exigency” is an urgent need to reorder the nature and magnitude of financial obligations due to an imminent financial crisis in such a way as to restore or preserve the financial ability of the institution and which cannot be alleviated by less drastic means. “Financial ability,” as defined by the University, means the ability to provide from current income, both cash and accrued, the funds necessary to meet current expenses, including current debt payment and reserves, without invading or depleting capital.

The Board of Trustees, upon recommendation of the President of the University, who will previously have consulted with the Interim Chief Academic Officer, the Deans, and the Faculty Council, shall advise if a financial crisis that meets the criteria of a financial exigency exists and should be declared. The above groups shall also advise the Board of Trustees of suggested options to alleviate this condition.

Once the Board of Trustees decides that a financial exigency exists, the President, in consultation with the Interim Chief Academic Officer, the Deans, and the Faculty Council, and after receiving approval from the Board of Trustees, shall recommend appropriate action in terms of individual layoff decisions.

The President and the Board of Trustees have final authority in all matters related to financial exigency.

#### **4.9.7. Termination due to Disability and/or Medical Condition**

1. The Interim Chief Academic Officer, after consultation with the Office of Human Resources, the respective Dean, and division chair, may terminate the appointment of a faculty member when a faculty member is not able to perform the essential functions of the appointment, with or without reasonable accommodations, in accordance with the Americans with Disabilities Act.
2. A review shall be coordinated through the Office of Human Resources. The Office will meet with the faculty member to review the evidence of alleged inability to perform responsibilities as described in the initial contract and will provide an opportunity for the

faculty member to respond. The Office of Human Resources will coordinate with the respective Dean and Division Chair as part of this process.

## **5. Administrative Roles**

### **5.1. Division Chairpersons**

#### **5.1.1. Selection**

In the College of Arts & Sciences and the College of Education, each division shall select a colleague with the rank of associate or full professor by secret ballot to recommend for the position of division chairperson. Confirmation is made by the respective Dean in consultation with the Interim Chief Academic Officer and the President of the University. Normally, chairpersons serve renewable three-year terms. Through consultation of the division faculty and the respective Dean, however, terms of service may vary from one to three years. Election for the divisions should be conducted in the spring prior to the end of the term of service and should be staggered to preserve continuity among division chairs.

#### **5.1.2. Responsibilities**

1. To assist in identifying budget needs and priorities and in monitoring the annual budget of the division;
2. To participate in appointing, evaluating, and retaining faculty;
3. To develop and implement divisional planning;
4. To participate in University-wide planning by representing the division and overall faculty on the planning team;
5. To assist faculty members with teaching effectiveness, curriculum development, and course scheduling;
6. To consider student requests for exception to academic policy in terms of major and minor course requirements and decide whether such requests shall be approved.
7. To perform other duties as required by the division.

These responsibilities are carried out in consultation and cooperation with the respective Dean.

The respective Dean will convene regular meetings of the division chairs as a group for the purpose of gaining divisional perspectives on University-wide matters. The Interim Chief Academic Officer will attend these meetings as appropriate. Other individuals may be invited to attend as necessary.

Responsibilities of division chairpersons as a group:

1. Respond and make recommendations on administrative and educational matters presented by the respective Dean, Interim Chief Academic Officer, and/or President of the University;
2. Bring administrative and educational questions to the attention of the respective Dean;
3. Review issues involving divisional and departmental organization and appointments, and submit suggestions to the respective Dean, Interim Chief Academic Officer, and/or President of the University;
4. Report to the respective Dean, Interim Chief Academic Officer, and President on matters of long-range planning;
5. Report to all faculty in each respective division on matters discussed by division chairpersons as a group.

### **5.1.3. Division Chair Evaluation**

Performance evaluation is conducted at the end of the agreed term by the respective Dean in consultation with the faculty membership of each division.

### **5.1.4. Division Chair Compensation**

Each faculty member who serves as a division chair will have release time of at least one course per semester or additional compensation based on negotiation with the respective Dean

## **5.2. Director or Program Director**

### **5.2.1. Selection**

Certain academic areas or programs will have a director or program director. This role is to promote high standards of teaching, scholarship, foster student academic achievement and facilitate service to the University. Depending upon the responsibility, a Director or Program Director is appointed by the respective Dean in consultation with the department faculty and the Interim Chief Academic Officer.

### **5.2.2. Responsibilities**

1. To assist in identifying budget needs and priorities and in monitoring the annual budget of the program;
2. To participate in appointing, evaluating, and retaining faculty;
3. To develop and implement program planning;
4. To assist faculty members with teaching effectiveness, curriculum development, and course scheduling;
5. To consider student requests for exception to academic policy in terms of major and minor course requirements and decide whether such requests shall be approved.
6. To perform other duties as required.

### **5.2.3. Evaluation**

Performance evaluation is conducted at the end of the agreed term by the respective Dean in consultation with the faculty membership of each division.

### **5.2.4. Compensation**

Each faculty member who serves as a director or program director will have release time or additional compensation based on negotiation with the respective Dean.

## **5.3. Academic Department Chairs**

### **5.3.1. Departmental Organization.**

The College of Arts & Science and the College of Education are organized around departments. Each department should promote high standards of teaching, scholarship, foster student academic achievement and facilitate service to the University. A Department Chair is appointed by the respective Dean in consultation with the department faculty and the Division Chairs. (In some cases, the same person may be Division and Department Chairs.)

### **5.3.2. Responsibilities**

Administrative duties for Department Chairs differ by the size and nature of the program(s). The Department Chair works with the respective Dean and the Division Chair on common issues or problems and assists in divisional planning. As a general matter, the Department Chair duties include but are not limited to:

1. Preparing and supervising department course schedules.
2. Preparing and supervising departmental budgets.
3. Guiding discussions on the development of the teaching program of the department.
4. Assisting in hiring adjunct faculty members, when needed.
5. Coordinating with Enrollment Services on efforts of the department for student recruitment.
6. Coordinating assessment of major programs and leading discussions on the assessment data to improve student learning and guide faculty development.
7. Discussing and responding to issues as requested by the respective Dean or division chair.

### **5.3.3. Term**

Department chairs normally serve three-year terms and may be reappointed.

### **5.3.4. Compensation**

A faculty member who serves as a department chair will have release time or additional compensation that is determined by the respective Dean and is dependent upon the size and scope of their departmental responsibilities.

#### **5.3.4.1. Department of Music**

The Chair of the Department of Music will have at least one course release per year in support of the requirements of their accreditation (NASM – National Association of Schools of Music)

## **6. Faculty Employment Policies**

General employment policies, which are applicable to faculty members as employees of the University, are described in the Employee Handbook, which is available on the Doane University Web site at [www.doane.edu/About Doane/Offices/human-resources/policies-handbook/](http://www.doane.edu/About_Doane/Offices/human-resources/policies-handbook/). Employment policies/leave and benefits that are unique to faculty are described in the below section of the Faculty Handbook.

### **6.1. Leaves of Absence**

Doane University subscribes to the AAUP Statement of Principles on leaves of absence (AAUP Policy Documents & Reports). Both paid and non-paid leaves of absences may be granted to full-time faculty. Such leave is provided consistent with applicable University policies and legal requirements.

#### **6.1.1. Non-Medical Paid Leaves of Absence**

##### **6.1.1.1. Faculty Development Leaves**

###### **6.1.1.1.1. Purpose of Faculty Development Leaves**

Faculty Development Leaves provide opportunity for research, creative effort, or intensive study. A desired result of a Faculty Development Leave is improved teaching (updating discipline content and/or improving teaching style) by the faculty member and, hence, a stronger contribution to the University as a whole.

###### **6.1.1.1.2. Eligibility**

Faculty are eligible to be awarded a Faculty Development Leave after they meet the criteria of six years full-time service at Doane and tenure. Faculty desiring a leave in their seventh year at Doane should apply in their sixth year of service at Doane. An individual who has taken a Faculty Development Leave is not eligible for another Faculty Development Leave before a period of an additional six years of service at Doane University. Failure to meet the post-leave requirements will result in the faculty member not being eligible for any future Faculty Development Leaves.

###### **6.1.1.1.3. Application process**

Application for leave is made through a proposal requiring the recommendation of the division chair, respective Dean, Faculty Development Committee, and the Vice President for Academic. The deadline for proposals is September 1 of the academic year prior to the proposed leave. Final approval is by the Board of Trustees at their fall meeting.

###### **6.1.1.1.4. Proposal**

The proposal should clearly delineate the project that will be completed during the leave. It should include the following information:

1. objectives
2. activities
3. timeline
4. anticipated results



5. explanation of how the project develops the individual's professional growth
6. benefits to the students and the University
7. explanation of compensation from outside Doane (if any) during the Faculty Development Leave

#### **6.1.1.1.5. Review of Proposal**

All submitted proposals will be reviewed by the Office of Academic Affairs to ensure eligibility and be forwarded to the Faculty Development Committee. Factors to be considered will include:

1. clarity of proposal
2. division chair feedback
3. Dean feedback
4. length of time since last Faculty Development Leave with priority given to faculty who have not previously had a prior leave.
5. benefits to students and the University
6. the potential of the project to keep the individual at the cutting edge of one's field

The faculty member will be given the option of addressing the Faculty Development committee prior to decision making.

Known and proposed forms of compensation outside of Doane during a Faculty Development Leave must be approved by the University. Such compensation needs to be identified, if possible, in the proposal and discussed by the Faculty Development Committee prior to the recommendation to the Interim Chief Academic Officer. Final approval is by the Board of Trustees.

#### **6.1.1.1.6. Types of Faculty Development Leaves**

The following options are available for Faculty Development Leaves:

1. one full academic year at half pay
2. one semester (16-weeks) at full pay
3. half time through one full academic year at full pay; if utilizing this option, the faculty member will also maintain half of a normal teaching workload

Faculty members on Faculty Development Leaves will not be expected to take part in committee assignments, advising responsibilities, and student recruitment. The individual on half pay has the option to continue the full contribution to their retirement plan. In such cases, the University will continue its contribution.

#### **6.1.1.1.7. Number of Leaves**

The number of Faculty Development Leaves available per year is typically four.

#### **6.1.1.1.8. Follow-up requirements of individuals awarded leaves**

Each recipient is required to submit a written summary of the completed project to the Interim Chief Academic Officer for inclusion in the faculty evaluation file within three months of its completion. Each recipient is also required to present, within one year, the project through some type of public performance. A variety of options are available for public performance such as:

1. Faculty Colloquium presentation
2. Conversations with Colleagues presentation
3. state or national conference presentation
4. publication
5. performance or exhibition

#### **6.1.1.1.9. Additional information**

1. The remuneration granted by the University during the Faculty Development Leave must be repaid (except under extraordinary circumstance or illness) if the recipient does not teach one full year at Doane University upon return from the leave.
2. Courses may be taken during the leave for personal growth and enhancement, but leave may not be utilized for completion of a degree or for coursework leading to a new degree.
3. Applications to peer review granting agencies for funds to supplement Faculty Development Leaves are encouraged.

### **6.1.2. Non-Medical Unpaid Leaves Of Absence**

#### **6.1.2.1. Leave for further graduate study**

1. Application for this type of leave requires the recommendation of the division chair, respective Dean, and Interim Chief Academic Officer. Forms are available in the Office of Academic Affairs. The deadline for application is October 1 of the academic year prior to the proposed leave. Final approval is by the Board of Trustees at their next meeting.
2. All applications will have attached a statement by the division chair concerning the method of replacing the faculty member during the period of leave.
3. A leave for further graduate study may be full or part-time. These leaves are normally for up to one year. Exceptions must be mutually agreed upon.
4. The University provides no compensation for this type of leave except that the individual may choose to continue his or her contribution to health coverage and/or retirement which will be matched by the University. Part-time compensation for courses taught will follow the respective adjunct schedule.
5. Time spent on this type of leave will normally count as part of the probationary period toward promotion and tenure. Normally these leaves will not be granted the year in which a tenure decision must be made. Exceptions to this policy will be mutually agreed to in writing prior to the leave.
6. Remuneration granted in the form of fringe benefits (e.g., University contributions for health coverage and retirement) during the leave must be repaid if the individual does not teach one full year at Doane upon return from the leave.

#### **6.1.2.2. Postdoctoral special research leave**

1. Application for this type of leave requires the recommendation of the division chair, respective Dean, and Interim Chief Academic Officer. Final approval is by the Board of Trustees at their next meeting.
2. All applications will have attached a statement by the division chair concerning the method of replacing the faculty member during the period of leave.
3. A postdoctoral or special research leave may be full or part-time. These leaves are normally for up to one year. Exceptions must be mutually agreed upon.
4. The individual may choose to continue his contribution to health coverage and/or retirement which will be matched by the University. Part-time compensation for courses taught will follow the respective adjunct schedule.
5. Time spent on this type of leave may count as part of the probationary period toward promotion and tenure. Normally these leaves will not be granted the year in which a tenure decision must be made. Exceptions to this policy will be mutually agreed to in writing prior to the leave.
6. Remuneration granted in the form of fringe benefits (e.g., University contributions for health coverage and retirement) during the leave must be repaid if the individual does not teach one full year at Doane upon return from the leave.

#### **6.1.2.3. Leaves to full-time faculty for service outside the institution**

1. Application for this type of leave requires the recommendation of the division chair, respective Dean, and Interim Chief Academic Officer. Final approval is by the Board of Trustees at their next meeting.
2. All applications will have attached a statement by the division chair concerning the method of replacing the faculty member during the period of leave.
3. A leave for public or private service outside the institution may be full or part-time. These leaves are normally for up to one year. Exceptions must be mutually agreed upon.
4. The individual may choose to continue his contribution to health coverage and/or retirement which will not be matched by the University in these cases.
5. Time spent on this type of leave may count as part of the probationary period toward promotion and tenure. Normally these leaves will not be granted the year in which a tenure decision must be made. Exceptions to this policy will be mutually agreed to in writing prior to the leave.

#### **6.1.3. Medical Leaves of Absences**

##### **6.1.3.1. Family Medical Leave Act (FMLA)**

Full-time faculty members may qualify for FMLA for the following reasons:

1. For incapacity due to pregnancy, prenatal medical care or child birth.
2. To care for your child after birth, or placement for adoption or foster care.
3. To care for your spouse, son, daughter or parent, who has a serious health condition\*.
4. For a serious health condition\* that makes you unable to perform your job.

Refer to the Employee Handbook for the full policy, procedures and eligibility requirements:

[http://catalog.doane.edu/content.php?catoid=10&navoid=652#Family\\_and\\_Medical\\_Leave\\_Act](http://catalog.doane.edu/content.php?catoid=10&navoid=652#Family_and_Medical_Leave_Act)

Contact the Human Resources Department for additional information.

#### **6.1.3.2. Medical Leave of Absence (not under protected leave)**

Full-time faculty members may be eligible for a medical leave of absence to care for themselves or a family member. Refer to the full policy in the Employee Handbook:

[http://catalog.doane.edu/content.php?catoid=10&navoid=652#Leave\\_of\\_Absence\\_not\\_under\\_protected\\_leave\\_\\_\\_\\_](http://catalog.doane.edu/content.php?catoid=10&navoid=652#Leave_of_Absence_not_under_protected_leave____)

Contact the Human Resources department for more information.

#### **6.1.4. Military Leave**

Full-time faculty may be eligible for military leave. Refer to the Employee Handbook for the full policy:

[http://catalog.doane.edu/content.php?catoid=10&navoid=652#Military\\_Leave](http://catalog.doane.edu/content.php?catoid=10&navoid=652#Military_Leave)

Contact the Human Resources department for more information.

### **6.2. Fringe Benefits**

#### **6.2.1. Employee Benefit Plans**

Doane University offers various employee benefit plans to employees, including a retirement plan, a health insurance plan, a long term disability plan, and a life insurance plan. The terms of these plans and various other fringe benefits are available in the Employee Handbook, which is available on the following website:

<https://www.doane.edu/employee-policies-handbooks>

These summaries highlight the benefits under the various programs, but applicable law requires that the plans be operated in accordance with the plan documents. Accordingly, in the event of a conflict between the following summaries and the plan documents, the plan documents will control. The plan documents are available in the Payroll Office. Doane University further retains discretion to interpret the policies set forth in this handbook outlining the various employee benefits and to determine their applicability or inapplicability to any given fact situation. Additional benefits available for faculty are described in the below section.

#### **6.2.2. Faculty Development Travel Allowance**

A professional development travel budget is administered through the Office of Academic Affairs. Each full-time faculty member can request up to \$850. A faculty member can accumulate two years of funding. To request these funds, a faculty member must submit a preliminary travel budget to the Office of Academic Affairs prior to their expenditure. In addition, a travel/entertainment voucher, accompanied by receipts, must be submitted to the Office of Academic Affairs as soon as possible after travel has been completed. Additional available funds may be available to defray expenses of faculty members reading papers, participating in panel discussion, or otherwise contributing to professional meetings. Faculty should consult with their respective Dean for additional funding options.

### **6.2.3. Professional Dues**

Faculty members are expected to pay their own dues to their respective professional organizations. In the cases of institutional membership, however, the University will pay. When in doubt, faculty should consult their respective Dean or the Office of Academic Affairs.

## **7. Faculty Responsibilities**

### **7.1. Faculty Duties**

#### **7.1.1. Teaching Load**

In the College of Arts & Sciences and the College of Education, full-time teaching faculty members normally teach the equivalent of 21 credit hours in each academic year. Faculty in College of Professional Studies normally teach the equivalent of 30 credit hours in 12-month year.

#### **7.1.2. Academic Advising And Retention**

Faculty members share the important responsibility for the academic advising of students and its role in student retention. On the Crete campus, academic advising is directed by the Assistant Dean for Academic Affairs, the First Year Success Advisor, and Academic Advisor. Faculty shall notify the Assistant Dean for Academic Affairs whenever a student has multiple unexplained absences or is demonstrating inappropriate behavior. Faculty must also enter this information into Retention Alert, in WebAdvisor, for documentation purposes. We will be implementing a new CRM this fall (2021), called Salesforce.

The non-residential campus advising is primarily done by two professional advisors that advise for every major.

#### **7.1.3. Committee Service**

All full-time teaching faculty members may serve on standing committees. Normally no faculty member serves concurrently on more than three standing committees.

#### **7.1.4. Office Hours**

Faculty members are expected to be available to students for counsel and advising for a minimum of six regularly-scheduled office hours per week and at other times by appointment. It is recommended that faculty distribute these hours to accommodate varying student schedules. Each faculty member is expected to be as diligent as possible in maintaining this schedule.

#### **7.1.5. Class Attendance**

Attendance is taken each class session during the first two weeks of the term. Reporting attendance is done electronically through WebAdvisor's gradebook. Attendance reporting is required by Federal Financial Aid laws so money is only paid to students actually attending.

Students are expected to regularly attend all classes for which they are registered. It is University policy that valid absences are only those due to illness or to University-sponsored trips or activities, though absence from class owing to extraordinary circumstances affecting students, either directly or indirectly, such as a death in the family or a health emergency, may also be considered valid, provided all parties concerned are informed of such circumstances in a timely manner, and provided all parties concerned agree the absence is valid.

Absences due to University-sponsored trips or activities should be reported by the student to each individual instructor prior to the absence in order to make arrangements for making up work and assignments missed. A list of students participating in all University-sponsored trips or activities will be emailed. Absences due to valid extraordinary circumstances require students

to make arrangements with their professors as soon as possible for making up work and assignments missed.

Attendance to class is a student's responsibility, and therefore, he/she should assume full responsibility for any absences. It is the prerogative of the individual instructor to include class participation as one of the criteria for evaluation of the final grade. Students absent from classes for two consecutive class meetings, students with excessive absences that will impact their grade, and students who seem to be having problems (personal, social, or academic) should be reported to the Office of Academic Affairs (for the College of Arts & Sciences and the College of Education) or to the campus director (for the College of Professional Studies).

#### **7.1.6. University-Sponsored Trips and Activities**

A list of students involved in college-sponsored trips or activities should be provided to a faculty administrative assistant in advance of the trip or activity so it can be shared with all faculty. It should indicate the time of absence from campus, mode of travel, and faculty or staff member responsible. If students will be driving University vehicles, it is the responsibility of the faculty member or sponsor to be sure the student has taken the required health physical for driving University vehicles and passed the Doane online driver training.

#### **7.1.7. Examinations and Report of Grades**

All examinations are given at the discretion of the individual instructor. During finals week at the end of the term, all courses should meet for some sort of final evaluation of students. This final evaluation should consist of a final examination or a final project of some kind.

Prompt reporting of mid-term and final grades is imperative. Final grades are issued to all students at the end of each semester. Mid-term grades in each course are issued to freshmen and new transfers during their first semester. All returning students who receive a D or F will be issued a “downslip” at mid-term. In no case, can a final grade be changed unless a clear-cut mistake in calculation is discovered. In every case, the Registrar, Dean, or Interim Chief Academic Officer must approve the change. Grade change forms are available in the Registrar’s Office.

The public posting of grades either by the student’s name, institutional student identification number, or social security number without the student’s written permission is a violation of FERPA. Even with names obscured, numeric student identification numbers are considered personally identifiable information. Therefore, the practice of posting grades by social security number or student identification number violates FERPA.

Instructors and others who post grades should use a system that ensures FERPA requirements are met.

Final grades for seniors who are completing graduation requirement are processed before Commencement. Once processed, these grades are considered correct and complete.

#### **7.1.8. Academic Integrity**

Faculty are encouraged to take positive, proactive measures to encourage academic integrity. Discovered instances of dishonesty in examinations and coursework will be dealt with as serious violations of University policy. A formal complaint will be filed with the chair of the Academic Integrity subcommittee who will forward the complaint to the Office of Academic Affairs.

Because the nature of the sanction for first offenses is determined by the instructor, a statement outlining a range of steps that might be taken should be included in the syllabus.

Every instance of dishonesty must be reported to the chair of the Academic Integrity Committee. Copies of any documents of evidence must be provided to the Office of Academic Affairs.

A detailed statement of policies and procedure for academic integrity are distributed to all students and is listed in the student handbook. Procedures for faculty reporting of academic integrity cases and a sample reporting form are on the Office of Academic Affairs website: <https://bit.ly/3AmPOYm>

## **7.2. Faculty Evaluation**

Faculty evaluation is the compilation of information used for the purpose of improving faculty effectiveness and in making decisions on reappointment and advancement in rank. Faculty evaluation is conducted to provide information regarding faculty effectiveness, and moreover, to provide impetus for growth, self-improvement, and fulfillment of individual and institutional potential.

Faculty will be reviewed on the basis of the following criteria: Teaching, Scholarship, and Service. In the evaluation process, the categories of teaching, scholarship and service are weighted in a fashion that is consistent with the faculty member's rank, taking into account teaching load, and administrative duties. Teaching, scholarship and service are described below, and the representative activities that are used to demonstrate or assess competency in faculty performance in these areas are listed.

### **7.2.1. Self-Evaluation of Overall Performance**

The faculty member annually completes a Professional Activity Summary. Self-evaluation is designed to:

1. Provide the faculty member with the freedom to analyze strengths and areas for improvement and develop self-insight.
2. Develop positive attitudes and self-confidence in improvement of instruction; and
3. Provide documented improvement over a long period of time.

Every faculty member must submit a Professional Activity Summary to their Dean by June 15 of each year. Faculty members will discuss their Professional Activity Summary each year with their immediate supervisor as determined by the Dean of each College. This summary will be reviewed and placed in the Faculty Evaluation File. The Professional Activity Summary provides each faculty member the opportunity to demonstrate his/her contribution to the institution in the areas of teaching, scholarship, and service during the academic year. This report will be used for faculty evaluation by the administration. The Office of Academic Affairs will provide direction on what the summary should cover.

### **7.2.2. Teaching**

Teaching activities are related to developing the kinds of knowledge, skills, attitudes and behaviors of students that are necessary components of healthcare education. Teaching may include, but is not limited to: 1) design, implementation and evaluation of classroom, laboratory, clinical and other teaching/learning activities; and 2) student advisement.



The University recognizes that excellence in teaching is one of the most important attributes of a faculty member. An excellent teacher is one who demonstrates: 1) command of the subject and use of effective teaching/learning methods; 2) skill in communicating with students and challenging them to go beyond what is required; 3) integrity, open-mindedness and objectivity in presenting material; 4) ability to relate the subject to other areas of knowledge; 5) collaboration with other faculty in the development of curriculum; and 6) systematic assessment of student learning and provision of constructive feedback to students to foster professional development.

#### **7.2.2.1. Assessment of Teaching**

Data from student evaluations (formative and summative), and from in-class peer, Program Director, Dean, and expert evaluations are used both by faculty in improving their teaching, and by supervisors in evaluating faculty performance. Assessment of teaching includes, but is not limited to, evaluation of faculty performance in the areas of teaching proficiency, course preparation, course implementation, and assessment of student performance, as defined and illustrated below:

##### **7.2.2.1.1. Teaching Proficiency**

1. Scholarly competence in the discipline, including familiarity with current developments. Representative activities include attendance at conferences or other discipline-specific continuing education; preparation of students for participation in professional meetings, exhibitions, performances, or other professional activities outside the classroom setting; reading books and articles pertaining to the discipline; modifying and/or developing course materials that reflect current advances in the discipline; authoring publications pertinent to discipline; supervision of student research; conference presentations; consulting/practice in discipline; performances/exhibits given; grants written/received in discipline.
2. Application of teaching methods that are appropriate for presenting subject matter in one's course. Representative activities include attendance at conferences that emphasize teaching; attendance at or participation in faculty development events; reading articles and books on teaching; development, implementation, and evaluation of teaching methods/materials; authoring publications on teaching methods; writing/receiving grants in teaching/curriculum development.

##### **7.2.2.1.2. Course Preparation**

1. Clear formulation of student learning outcomes. Representative activities include creating and/or revising syllabi, tests, assignments, and/or lab/clinical/practical examinations that are aligned with learning objectives.
2. Thorough course planning, paying attention to substance and organization of individual classroom, laboratory, and clinical sessions. Representative activities include creating and/or revising syllabi, lecture notes, teaching materials, instructions for assignments, and/or lab setup/preparation.
3. Thorough preparation for individual classroom, laboratory, and clinical sessions. Representative activities include creating and/or revising lecture notes, teaching materials, instructions for assignments, and lab setup/preparation.

#### **7.2.2.1.3. Course Implementation**

1. Effective use of a variety of instructional methods as appropriate. Representative activities include creating and/or revising teaching materials.
2. Fostering an environment which stimulates students' pursuit of learning. Representative activities include creating and/or revising instructions for assignments.
3. Encouraging students to become active learners and problem solvers. Representative activities include modifying or developing student papers, assessment/assignments, projects, tests, and/or lab, clinical, practical evaluations.
4. Punctuality and reliability in conduct of classes. Representative activities include being physically present in classroom-based courses; communicating regularly with students; fostering interaction with students in online courses.

#### **7.2.2.1.4. Evaluation of Student Performance**

1. Timely review and fair evaluation of students' work. Representative activities include using data from assignment rubrics, student evaluations (formative and summative), and from peer/program director/dean/expert evaluations.
2. Routine evaluation of courses with respect to student achievement and learning outcomes. Representative activities include using data from student evaluations (formative and summative), clinical evaluations, and peer/program director/dean/expert evaluations.
3. Course revision as needed to increase effectiveness. Representative activities include developing and implementing teaching materials/methods to target specific area(s) of need, evaluating teaching materials/methods, and implementing process improvement techniques.

#### **7.2.3. Student Advising (if required)**

The University recognizes that not all departments require student advising as a responsibility of faculty members. Advising responsibilities may include, but are not limited to:

1. Maintaining accessibility for advising outside of class time;
2. Assisting students in selecting courses that will lead to fulfillment of degree requirements;
3. Providing students with information on policies, procedures and programs of the University;
4. Assisting students in exploring possible career choices;
5. Referring students to other resource persons as appropriate to assist in meeting educational objectives.

#### **7.2.4. Scholarship**

A faculty member must be a productive scholar, for scholarship is an intrinsic element of academic life at the University. To acknowledge that scholarly productivity is an essential component of a faculty member's duties is not to diminish the importance of excellent teaching, but rather to ensure that teaching, which lies at the heart of the institution's responsibility to its students, is able to draw upon the intellectual richness that typically characterizes a community of scholars. The specific form and intensity of scholarly activity appropriately varies due to inherent differences among the disciplines. Examples may include but are not limited to:

1. Scholarly books and treatises.

2. Research reports and monographs.
3. Chapters and sections.
4. Articles in professional journals.
5. Paper and/or poster presentations at professional conferences.
6. Reviews of books, journals, and other educational materials.
7. Research grants.
8. Published instructional materials.
9. Research awards.
10. Learning programs, artistic creations, and educational hardware and software related to the field/profession.
11. Other evidence of scholarly or creative activity includes:
  - a) Mentoring; and
  - b) Professional Development.

In addition to traditional written works, scholarship may encompass, in particular disciplines, such types of intellectual expression as mathematical and scientific formulas and software creation. Despite their myriad forms, works of scholarship share common characteristics which make it possible both to identify basic types of scholarship and to assess the value of works within those categories.

### **7.2.5. Types of Scholarship**

The four basic types of scholarship are defined by Ernest L. Boyer in *Scholarship Reconsidered* (1990). Among the four basic types of scholarship, the scholarship of teaching is emphasized the most in the evaluation and advancement processes at the University, but the University affirms all four types of scholarship. The following descriptions of the four types of scholarship are the University's adaptations of Boyer's four categories:

1. The Scholarship of Teaching encompasses scholarly activities which are directly related to pedagogical practices. Such scholarship seeks to improve the teaching and advising of students through discovery, evaluation, and transmission of information about the learning process.

The Scholarship of Teaching must be distinguished from teaching itself. The Scholarship of Teaching involves the disciplined discovery, evaluation, and transmission of information about the learning process. Teaching, in contrast, involves the application of that information through actual instruction.

Examples of the Scholarship of Teaching include, but are not limited to publications about pedagogy and methodology, development and publication of instructional materials, conducting workshops on innovative teaching methods, and the creation of exercises or activities in areas relating to one's discipline.

2. The Scholarship of Application encompasses scholarly activities which seek to relate the knowledge in one's field to the affairs of society. Such scholarship moves toward engagement with the community beyond academia in a variety of ways, such as by using social problems as the agenda for scholarly investigation, drawing upon existing knowledge

for the purpose of crafting solutions to social problems, or making information or ideas accessible to the public.

The Scholarship of Application partially overlaps with the requirement of service. For example, in cases where public service involves the direct application of knowledge in one's field to the affairs of society, the work counts toward satisfaction of both the service and scholarship requirements for retention, advancement, and salary increases. However, the same is not true of all forms of service. There is a difference, for example, between carrying one's share of the administrative burdens of the University and participating in projects that require the application of knowledge from one's field. To be considered scholarship, service activities must be tied directly to one's discipline and require the use of knowledge of the discipline in the service of the University or outside community.

Examples of the Scholarship of Application include but are not limited to such diverse forms of scholarship as drafts of model legislation; articles, books and web pages examining the legal, economic, or ethical implications of new social phenomena; editorials and opinion pieces involving issues in one's discipline; participating on the editorial board of refereed publications; and certain types of research in the applied sciences.

3. The Scholarship of Integration encompasses scholarly activities which are primarily interdisciplinary or interpretive in nature. Such scholarship seeks to better understand existing knowledge by making connections across disciplines, illuminating data in a revealing manner, drawing together isolated factors, or placing known information into broader contexts. It synthesizes, interprets, and connects the endings in a way that brings new meaning to those facts.

Interdisciplinary works, such as those that use economic and/or psychological analysis, may qualify as Scholarship of Integration. The same is true of evaluative and interpretive works, such as review essays, which probe the merits of another's work from a particular viewpoint, such as a religious, political, or gender-based perspective.

4. The Scholarship of Discovery encompasses those scholarly activities which extend the stock of human knowledge through the discovery or collection of new information. Such scholarship seeks to confront the unknown and typically exhibits a dedication to free inquiry, disciplined investigation, and the pursuit of knowledge for its own sake. The Scholarship of Discovery includes, but is not limited to, what is sometimes referred to as basic or original research. Research denotes disciplined inquiry in which a problem is investigated by means of an appropriate design and methodology and in which findings are interpreted within an explanatory framework. Studies that are theoretical, experimental, analytical, qualitative, or descriptive are among the standard forms of inquiry.

Examples of the Scholarship of Discovery may be drawn from the sciences, such as the development of new materials and drugs, the discovery of unknown physical phenomena, and the identification of laws governing physics or mathematics. Across the disciplines, many types of empirical research, involving the use of quantitative techniques from the social sciences, fall within the Scholarship of Discovery.

The four categories defined above do not embrace the entire range of valuable scholarship. Furthermore, some works of scholarship have attributes that legitimately fall within more than one of the four stated categories. Consequently, it is often difficult to fairly categorize a work in the absence of full details about its content.

### **7.2.5.1. Assessment of Scholarship**

The evaluation of scholarship includes, but is not necessarily limited to, whether the work is well expressed, innovative, comprehensive, and visible and whether it has been favorably reviewed by, and has influenced, others, according to the following criteria:

1. **Well Expressed.** Scholarship is well expressed if it effectively communicates the content of the work. At a minimum, the work must be appropriately organized and presented through a suitable medium. The clarity of the work is typically an important consideration.
2. **Innovative.** Scholarship is innovative if it is original in a meaningful sense. The originality of the work may relate to the content of the work, its mode of dissemination, its source, and perhaps to other matters as well. For instance, a written work may be innovative if it addresses a previously uncharted topic or brings a new perspective to bear upon previously identified ideas or issues; because it carries a message to a new audience or employs a new medium; or because it requires scholars to extend a personal range of scholarly competence.
3. **Comprehensive.** Scholarship is comprehensive if its presentation reflects a broad appreciation of existing information, relevant issues, and possible alternatives. Whether the scholar has placed a work into context is a significant consideration. Another important factor is whether the work has an appropriate degree of complexity in light of applicable limitations, such as those relating to space, time, or resources. The comprehensiveness of the work is enhanced to the degree that the work is interdisciplinary.
4. **Visible.** Scholarship is visible if it is communicated to an audience in a manner that is likely to enhance the reputation of the individual scholar and the University. The size and nature of the audience reached by the work is relevant to this determination. In addition, in the case of written works, consideration should be given to the prestige of the publisher and the prominence given to the work. Similar considerations apply to the evaluation of non-written works.
5. **Peer Reviewed.** Scholarship is reviewed when it is subject to scrutiny by others. Peer review of a work may occur at several stages:
  - a) Pre-dissemination;
  - b) During the dissemination process; and
  - c) Post-dissemination.

Prior to dissemination, drafts, prototypes and other tentative forms of a work may be evaluated by peers or others within or outside the University, for the purpose of soliciting guidance. During the dissemination process, potential publishers and others may evaluate the merits of a work with a view toward determining whether it deserves a forum. After dissemination, the work may be the subject of reviews which evaluate the final product of the scholarship.

6. **Influential.** Scholarship is influential if it affects the conduct or work of others. For instance, there is evidence that a work is influential if a book is adopted for use in others' classrooms, where a study or article is invoked as the basis for governmental action, or where a scientific discovery forms the predicate for research by others.

### **7.2.5.2. Standards Interpreting the Scholarship Requirement**

The faculty members of the University shall define, adopt and periodically revise standards interpreting the University's scholarship requirement. These standards shall articulate the

minimum expectations for scholarly productivity on the part of all faculty members in the University, taking the following into account:

1. The mission of the University;
2. The various constituencies served;
3. The types and qualities of scholarship; and
4. The time and resources available to the faculty members for scholarly activities, both of which vary throughout the University.

The standards adopted should reflect both the importance of demonstrative evidence of continuing scholarly productivity and the fact that rigid timetables for research and scholarship are often unrealistic. In addition, the standards must recognize that the focus of individual research and the direction of one's scholarly activities are subject to seasonal change throughout the faculty member's career. The standards should not so narrowly define acceptable forms of scholarship as to inhibit the pursuit of new forms of scholarship within the University.

#### **7.2.6. Service**

Service is defined as the contribution to the welfare of others through a variety of means at the University and in the community.

##### **7.2.6.1. Service to the University**

Service activities to the University are an expected part of a faculty member's responsibilities.

##### **7.2.6.1.1. Expected Service Activities**

1. Faculty Assembly meetings: Assembly meetings are the forum for faculty involvement in affairs of the University that directly relate to faculty governance. All faculty are expected to attend.
2. Division Meetings: Division meetings in the College of Arts & Sciences and the College of Education are typically held on a scheduled basis to discuss the concerns of the division, to suggest methods of improving the curriculum, and to explore new endeavors and determine progress of students.
3. Graduation Attendance. All full-time faculty are expected to attend the graduation ceremonies.
4. Committee meetings and activities: Faculty are expected to actively participate in all meetings and activities of committees to which they are elected or assigned, whether it be related to Faculty governance or to administrative duties.

## 8. Faculty Governance

### 8.1. Principles Of Shared Governance

A statement of principles highlighting a mutual commitment of the Doane community for collaboration and communication were approved by the Faculty in Feb 2018 and approved by the Board of Trustees on Feb 23, 2018.

*Principle 1: **Student academic excellence***, as it aligns with the mission of the institution, is the overarching priority of all stakeholders.

*Principle 2: A **culture of communication*** nurtures an environment in which discussion occurs among all relevant stakeholders that is regular, meaningful, comprehensive, and constructive. Faculty, administration, and the Board all pledge a commitment to open, honest, inclusive, and respectful dialogue while maintaining appropriate confidentiality.

*Principle 3: **Strategic planning*** drives all decisions related to institutional priorities and resource allocation across the University and, therefore, reflects joint effort and shared governance by faculty, administration, and the Board in developing a University-wide strategic plan and budget.

*Principle 4: **Institutional budgeting*** is primarily the responsibility of the President acting on behalf of the Board of Trustees, with other stakeholders having consulting roles.

*Principle 5: **Curriculum and academic matters*** are primarily the purview of the faculty, with other stakeholders having consulting roles.

*Principle 6: **Faculty employment matters*** are primarily the responsibility of the President and the Board of Trustees as articulated in the Faculty Handbook, with faculty having a consulting role. Appointment and advancement decisions of the faculty should generally be respected by the administration and the Board, and should follow best practices regarding the principle of academic freedom.

*Principle 7: **University operations*** are primarily the responsibility of the President and the relevant administrative office but often have wide impact. Therefore, decisions with implications for other stakeholders should be approached with special attention to the input of those affected.

*Principle 8: **Selection and ongoing review of the University President*** is the responsibility of the Board and shall be conducted in accordance with the Board's policies, with other stakeholders having consulting roles.

*Principle 9: **Selection and ongoing review of other key University Officers*** is the responsibility of the University President. For academic officers (academic dean or Interim Chief Academic Officer), a meaningful role for the faculty is imperative.

*Principle 10: **Continual review and adjustment of this document [shared governance]*** is an essential element of the shared governance process, and should be approached with a spirit of mutual respect. It is the duty of every member of the community to maintain the relevance of the ideals represented in these principles by reviewing this document annually, or more frequently if needed.

The complete document is available in the Faculty Handbook and Governance folder on the Academic Affairs website: <https://bit.ly/2WwM5ZH>

The Principles were adapted from similar documents in effect at Gustavus Adolphus College and Colorado College.

## **8.2. Membership**

Members of the faculty are eligible for the following three membership privileges in faculty governance upon meeting the respective qualifications:

1. Voice - All faculty who have a contract to teach a course in the current term or semester at Doane, or who are currently eligible to vote or serve, have a voice in the full Faculty Assembly and the college Faculty Assembly for any college in which they teach a course.
2. Vote - All faculty who have taught at least twelve credits in the immediately preceding academic year, and who are teaching in the current academic year as determined by the respective Dean of the respective college, have a vote in the full Faculty Assembly and the college Faculty Assembly for any college in which they teach. Exceptions to the teaching requirements include all newly hired faculty with a full-time contract, all full-time faculty on paid leave, and all full-time librarians with faculty rank. In all exceptions, faculty members have a vote in the full Faculty Assembly and the college Faculty Assembly for any college in which they are appointed. Faculty who do not meet the qualifications to vote can petition the Faculty Council for voting privileges.
3. Serve - All faculty who have a full-time contract at Doane with faculty rank and who are eligible to vote are eligible to serve on Faculty Council. The exception to the full-time contract requirement is the adjunct representative on the Faculty Council. All faculty who are eligible to vote are eligible to serve on any other faculty governance structure for which they meet membership qualifications. Faculty who do not meet the qualifications to serve can petition the Faculty Council for serving privileges.

An academic year runs from August through July. Each August, the Faculty Council will create, publicize, and maintain a list of faculty membership and privileges with faculty approval for that academic year. As contained in the bylaws, the President of the University and the Interim Chief Academic Officer, as well as College Deans and Associate Vice Presidents who hold faculty rank are also members of the faculty.

## **8.3. Governance Structure**

Faculty governance structures include structures for coordination, communication, and oversight (Faculty Council and Faculty Assembly); structures for communicating and collaborating with stakeholders outside the faculty (liaisons to the Board of Trustees and the liaison to the Leadership Team); structures for regulating faculty affairs (e.g., the Promotion and Tenure Committee and the Faculty Development Committee); and structures for regulating academic and curricular affairs (other faculty standing committees).

Terms of service on governance structures will be for two years (unless otherwise noted); no individual shall serve more than three consecutive terms on any given structure. A period of two years must intervene before an individual can be appointed to a structure that he/she served on previously for three consecutive terms of appointment. An attempt should be made to have no faculty member serve on more than one standing structure at a time. No faculty member, however, shall serve on more than three standing structures simultaneously without approval of Faculty Council. Appointments to standing structures are confirmed by the faculty at or before the full Faculty Assembly in May.

Each of the structures has the authority to designate sub-structures from its own membership and to enlist the cooperation and assistance of faculty members and University officers not members



of the committee in order to discharge its proper responsibilities. For dealing with matters which fall outside the normal jurisdiction of standing structures, ad hoc structures may be formed. Membership of the ad hoc structures shall be appointed by the Faculty Council with faculty approval. Such structures should be dissolved upon the submission and acceptance of a final report to the faculty.

Each structure will elect a chairperson from its membership and organize itself as it deems most efficient for the discharging of its duties. The minutes of all structure meetings must be kept and made available to Faculty Council as deemed necessary.

Faculty members may also serve on special structures appointed by the President of the University, the Interim Chief Academic Officer, or a respective Dean.

### **8.3.1. Structures for Coordination, Communication and Oversight**

#### **8.3.1.1. Faculty Council**

##### **1. Duties**

- a) Represent and promote the faculty voice to all University stakeholders including, but not limited to the Board of Trustees, Cabinet, and President, while contributing to the strategic vision of the University, and facilitating communication between and among the colleges/school of the University;
- b) Call, set agendas, and conduct all full Faculty Assemblies;
- c) Create, publicize, and maintain a list of faculty membership and privileges with faculty approval for each academic year;
- d) Conduct nominations and elections for available Faculty Council positions in February and as needed;
- e) Appoint faculty members to all non-elected standing committee positions with faculty approval in May and as needed;
- f) Annually review and make proposals to the full Faculty Assembly as appropriate in regard to the structure, functions, and the functioning of all existing and proposed governance structures;
- g) Assign to the appropriate standing structure any problem or issue not already allocated as a regular function of any existing structure, when consideration of such a problem or issue has been requested;
- h) Act as the liaison between faculty and administration and/or the Board of Trustees on matters not specifically assigned to other regular standing structures including, but not limited to, advising on honorary degrees and commencement speakers;
- i) Act as an advisory group to the President, the Interim Chief Academic Officer, and the Chief Financial Officer, and to recommend policy regarding faculty personnel issues, such as insurance plans, sick leaves, group health, and retirement; and
- j) Review changes to the Faculty Handbook proposed by any duly constituted faculty or institutional structure, an individual faculty member or University administrator, the President, or the Board of Trustees.

##### **2. Membership and Related Matters**

- a) Chair (tenure required by beginning of term of office) - elected by all faculty with voting privileges
  - b) Vice Chair (tenure required by beginning of term of office)- elected by all faculty with voting privileges
  - c) CAS Representative (full-time required, also serves as CAS College Assembly Chair) - elected by CAS faculty with voting privileges
  - d) COB Representative (full-time required, also serves as COB College Assembly Chair) - elected by COB faculty with voting privileges
  - e) COE Representative (full-time required, also serves as COE College Assembly Chair) - elected by COE faculty with voting privileges
  - f) CPS Representative (full-time required, also serves as CPS College Assembly Chair) - elected by CPS faculty with voting privileges
  - g) SIL Representative (full-time required, also serves as SIL School Assembly Chair) - elected by SIL faculty with voting privileges
  - h) Adjunct Representative - elected by all faculty with voting privileges, excluding faculty with full-time teaching contracts
  - i) Graduate Faculty Representative (teaching load must include at least 12 hours of graduate instruction per year) - elected by all those faculty with voting privileges who teach at least six hours of graduate instruction per year
  - j) Two At-Large Members - elected by all faculty with voting privileges
  - k) College/school representatives also serve as chair of Faculty Assemblies within their individual college/school. All privileges and duties defined below regarding the Chair's responsibility at university-wide Faculty Assemblies devolve to the college/school representative for assemblies internal to an individual college/school.
  - l) If the Chair is guilty of gross negligence or misconduct, any member of the Faculty may call for a vote of no confidence in the Chair during any regular Faculty Assembly. Upon such a motion being moved and seconded, the Chair shall immediately surrender the gavel to the Vice Chair for the duration of the debate. Such a motion is subject to a vote of the full faculty and must pass by a three-fifths margin to carry. In the event of the Chair's removal by a vote of the Faculty Assembly, or in the event a Faculty Council Chair is unable or unwilling to perform the duties of the office, the Vice Chair will immediately become the Chair for the remainder of the Chair's term of office.
  - m) The faculty member who serves as the Chair will have release time of at least one course per semester (or equivalent). Additional compensation, if any, will be determined by the Academic Leadership Team. This policy shall be reviewed by the Interim Chief Academic Officer and the Faculty Council every three years to see if it continues to fit the needs of the University.
3. The Interim Chief Academic Officer is an ex officio, non-voting member of the Faculty Council.
  4. In order to facilitate communication, the President of the University will meet at least once per semester with the Faculty Council, and the Chair of the Board of Trustees (or

designate(s)) will meet at least once per semester with the Faculty Council. These meetings may be part of a larger forum such as a Faculty Assembly.

5. Any member of the Faculty Council may move that a meeting be closed-door, a motion which shall be subject to a vote of the entire Faculty Council. Should the Faculty Council vote itself into closed-door session, only voting members shall be present.
6. Elections
  - a) Held each February
  - b) Election each year for two-year terms
    - i. Even-numbered years - Faculty Council Chair, CAS, COB, and CPS Representatives, Graduate Representative, one At-Large
    - ii. Odd-numbered years - Faculty Council Vice Chair, COE, SIL and Adjunct Representatives, one At-Large
  - c) Order of Elections
    - i. Faculty Council Chair/Vice Chair
    - ii. Faculty Council College Representatives
    - iii. Graduate Representative (even years); Adjunct Representative (odd years)
    - iv. Faculty Council At-Large Members
  - d) Nominations and election coordinated by current Faculty Council
  - e) Voting procedures allow flexibility and opportunity for all eligible voting faculty to cast ballots
  - f) In the event a member of Faculty Council is unable or unwilling to complete their term with four months or more remaining, the Chair shall call a special election to fill the position. They shall make the call for nominations within one week of the vacancy (or announcement of impending vacancy), and then provide a minimum of one week for nominations and one week for the election itself. If a vacancy occurs with less than four months remaining in the term, the calling of a special election shall be at the discretion of the Chair, in consultation with the remaining Council members. If the vacancy is in the Chair's position, the Vice Chair shall become the Chair and shall follow the above procedure for filling the position of Vice Chair.

#### **8.3.1.2. Faculty Assembly**

A Faculty Assembly is the mechanism available to gather faculty in order to: (a) bring proposals and resolutions forward to faculty for discussion and vote for recommendation; (b) provide a forum in which to discuss and debate matters of interest to the faculty, and/or (c) provide a venue in which information can be presented to faculty and feedback obtained.

A full Faculty Assembly, open to all faculty with voice and vote, will be held at least once each month during the academic year (August-May, excluding January). A schedule of regular full Faculty Assemblies for the entire academic year will be published by the Faculty Council prior to the academic year. Special full Faculty Assemblies may be called by the Faculty Council. Also, special college Faculty Assemblies, open to all faculty with voice and vote in a particular college, may be called by the Faculty Council or the elected Faculty Council representative for that college.

Faculty may attend in person or via technology, which will be made available for all Faculty Assemblies. Faculty Assemblies are open only to the faculty membership and guests invited by the Faculty Council. Members are expected to attend all regularly called Faculty Assemblies and their regular meeting time should be kept free of conflicting engagements. If special situations arise which make attendance impossible, the faculty member will notify the Faculty Council chair as soon as possible.

The quorum for a Faculty Assembly will be a majority of the full-time faculty.

Chairing the full Faculty Assembly is the responsibility of the Chair of the Faculty Council. If the Chair of the Faculty Council is unavailable to perform this duty, the responsibility shall devolve on the Vice-Chair. The Vice-Chair shall also act as the chair of the Faculty Assembly anytime Faculty Council business is brought to the floor of the Faculty Assembly. Chairing a college Faculty Assembly is the responsibility of the elected Faculty Council representative for that college. The Secretary of the Faculty is designated by the Faculty Council and is responsible for the recording of official minutes of all official Faculty Assemblies. All faculty governance structures bringing reports requiring faculty action must distribute these reports to the Faculty Assembly membership at least five (5) days prior to the Faculty Assembly during which action will be taken. The Faculty Assembly agendas are prepared by the Faculty Council.

#### **8.3.1.2.1. Legislation**

Legislation passed by the faculty at Faculty Assemblies is reviewed for policy, personnel, and budget implications by the Deans, Interim Chief Academic Officer, Chief Financial Officer, and the President. Any concerns or issues will be shared by the Interim Chief Academic Officer to the Chair of the Faculty Council. Official minutes of Faculty Assemblies are maintained by the faculty secretaries and available on Blackboard.

#### **8.3.1.2.2. Parliamentary Procedures**

Votes by the faculty assembly will use a simplified Robert's Rules of Order

##### **Guiding Principles**

- Everyone who wishes to do so has the right to speak a first time before anyone may speak a second time.
- A speaker shall be allowed to finish speaking.
- Everyone has the right to know what is going on at all times.
- Only one motion shall be under discussion at a time.

##### **How to Do Things**

All motions must have a second to be considered. After discussion a vote will be taken.

##### **Bringing up a new idea**

After being recognized by the Presiding Officer, present your motion ("I move that or I move to...").

##### **Changing the wording in a motion under consideration**

After being recognized by the presiding officer, state your amendment, indicating which words to add or strike ("I move to amend the motion by..." [state the amended motion]). Then make a motion to substitute your motion for the original one. If a second is obtained, a vote will

determine which motion is preferred. The committee introducing the proposal may include a “friendly amendment” to their proposal, which will be treated as a part of the original proposal under consideration.

### **Tabling a motion**

A motion to table (“I move to table the motion.”) postpones the discussion. Some reasons for tabling a discussion include: returning the motion to the appropriate committee for further study or investigation or requesting more time to consider the motion.

### **Time limit for a discussion?**

Move to limit discussion to a set period of time (“I move that the discussion be limited to... [state time limit]”).

### **Withdraw a motion**

Move to withdraw (“I move to withdraw the motion”) a motion from consideration if you do not want the assembly to vote on your motion. Only the person who made the motion may withdraw the motion.

### **Cancel a motion**

Move to cancel a motion (“I move to cancel the motion.”) if you want a motion set aside with no intention of considering it in its current form.

### **Points have been discussed and you want to end the discussion**

Move to close the discussion (“I move to close the discussion...”). This halts the discussion and brings the Assembly to a vote on the present motion.

### **Voting**

Once discussion has ended, the Presiding Officer will call for a vote. For a motion to pass, a simple majority of those voting is required, except for ending a discussion which requires a  $\frac{2}{3}$  majority. Abstentions are not votes and do not affect the majority needed for a motion to pass. However, any member who does not wish to cast a yes or no vote has the right to register their presence by casting an “abstain” ballot. For paper and electronic votes, the number of abstentions will be recorded alongside the yes and no votes.

### **Discussion has moved away from the agenda**

Call for orders of the day (“I call for the orders of the day...”). The Presiding Officer will stop the discussion and re-state the motion on the table.

### **Request a short break**

To take a short break, move to recess (“I move for a recess [state time period]”) for a specified amount of time.

### **Interrupting a speaker**

A speaker may only be interrupted for a parliamentary inquiry or a point of order. A parliamentary inquiry asks for additional information or clarification. A point of order is an allegation that one or more rules have been broken. It is the Chair’s responsibility to rule on the point of order, and to remedy the situation if necessary.

**Close of meeting**

The end of the meeting will be signaled by the Presiding Officer announcing “We are adjourned.”

*Adapted from Kapi‘olani Community College and Cornell University.*

**8.3.2. Structures for Faculty Affairs****8.3.2.1. Faculty Development Committee****1. Duties**

- a) To consider proposals from the faculty and make recommendations for grants for faculty development;
- b) To determine Thomas Doane Awards for faculty;
- c) To act as an advisory group to the President and the Interim Chief Academic Officer, and to recommend policy on matters related to faculty development such as programming, assessment, funding, faculty development leaves, and leaves;
- d) To act as an advisory board to the Center for Excellence in Teaching and Learning (CETL) on matters related to faculty development such as programming, assessment, and funding; and
- e) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

**2. Membership - voting members**

- a) AIS Representative
- b) CAS Representative
- c) COB Representative
- d) COE Representative
- e) SIL Representative

**3. Membership - non-voting members**

- a) CETL Representative

**8.3.2.2. Mace Bearer and Faculty Marshal(s)**

The Mace Bearer and Faculty Marshal(s) are elected annually by all faculty with voting privileges. These are positions executing duties regarding presentation of faculty at ceremonial events. Nominations for these positions will be made by the Faculty Council with the opportunity for additional nominations from the floor.

### **8.3.2.3. Promotion and Tenure Committee**

#### **1. Duties**

- a) To review faculty members during the third-year review, the tenure review, and other promotion reviews;
- b) To act as an advisory group to the President, Interim Chief Academic Officer, and respective Dean to recommend to reappoint or not reappoint following the third-year review and to offer recommendations on tenure and promotion;
- c) To act as an advisory group to the President, Interim Chief Academic Officer, and respective Dean on all other pre- and post-tenure review processes;
- d) To review and make recommendations on requests from the administration to grant tenure to a respective Dean or administrator; and
- e) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

#### **2. Membership and term of office**

- a) AIS Representative
- b) CAS Representatives - one from each division
- c) COB Representative
- d) COE Representative
- e) SIL Representative
- f) In most cases, faculty serving on this committee will not be assigned to any other standing committee or divisional review committee.
- g) Faculty will serve three-year terms (maximum of two consecutive terms)
- h) The Dean of each College/School, while not a member of the committee, will be primarily responsible for first, second, fourth, and fifth year reviews with optional assistance from division chairs (CAS), Undergraduate Chair (COE), Department Chair (COB), or Program Directors (SIL).

#### **3. Membership qualifications**

- a) Full time faculty status at Doane University, including librarians with faculty status.
- b) Faculty rank of associate professor or professor.

#### **4. Discussion and Voting procedures**

- a) A quorum, consisting of six faculty members, must be present in all cases upon which decisions on renewal of appointments and promotion and/or tenure are voted. Committee members who are being reviewed shall recuse themselves during their own review discussions and voting. They shall also recuse themselves during any committee deliberations regarding individuals' reviews in which they have participated at an earlier stage within the same review year.

### **8.3.3. Structures for Academic Affairs**

#### **8.3.3.1. Undergraduate Academic Affairs Committee**

##### **1. Duties**

- a) To approve all minor changes (e.g., course titles, prerequisites, and minor changes in course descriptions) in undergraduate curricular offerings, and to present a report of such changes to the faculty at the next Faculty Assembly;
- b) To consider all major changes in undergraduate curricular offerings, such as creation and deletion of courses or programs, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
- c) To consider all changes in academic policies, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
- d) To consider each year the Registrar's proposed academic calendar, and if approved, to forward it to the Faculty Assembly via the Faculty Council for their approval or disapproval;
- e) To consider the relationships between extra-curricular (including athletics) and cocurricular activities and the curricular program of the University and to make recommendations as appropriate;
- f) To approve proposals for or changes in student-generated majors. (For more information see student-generated majors in the Doane University catalog.); and
- g) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.
- h) To hold two two-hour meetings (one in June and one in July) as needed. The changes would be voted on at the August Faculty Assembly and would go into effect for the following academic year.

##### **2. Membership - voting**

- a) AIS Representative
- b) CAS Representatives - one from each division
- c) COB Representative
- d) COE Representative
- e) SIL Representative

##### **3. Membership and qualifications - non voting**

- a) Registrar
- b) Associate Dean for Academic Affairs or designate
- c) Executive Director of the Lincoln Campus
- d) One or two undergraduate students chosen each August by the voting members of the committee. Eligible students shall be undergraduate students who have completed at least 60 hours of instruction.



### **8.3.3.2. Academic Integrity Committee**

1. Duties
  - a) To periodically review policies and procedures relating to academic and intellectual integrity and present recommendations concerning them to faculty and administration;
  - b) To consider all charges of academic dishonesty; and
  - c) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.
2. Membership - voting
  - a) AIS Representative
  - b) CAS Representative
  - c) COB Representative
  - d) COE Representative
  - e) SIL Representative
3. Membership - non-voting
  - a) Registrar
  - b) In the event of a tie, the Registrar may cast a tie-breaking vote.

### **8.3.3.3. Academic Admission and Progression Committee**

1. Duties
  - a) To periodically review policies and procedures relating to admissions, financial aid, retention, and student academic standing and present recommendations concerning them to faculty and administration;
  - b) To make recommendations and decisions regarding those students who have not made satisfactory academic progress;
  - c) To receive regular reports from the appropriate admission officer on the admission process;
  - d) To review special admit students as requested by the appropriate admissions officer; and
  - e) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.
2. Membership - voting
  - a) CAS Representatives - one from each division
  - b) One to two COB Representatives
  - c) One to two COE Representatives
  - d) SIL Representative
  - e) Assistant Dean of the Academic Affairs (residential)

- f) Director of Academic Advising or designate (non-residential)
  - g) Director of Student Support Services (residential)
  - h) Director of Academic Support Center (non-residential)
  - i) Representatives for COB and COE are to represent faculty at residential and non-residential campuses respectively. One or two people may be assigned to each of these positions, at the College's discretion.
3. Membership – non-voting
- a) Director of Admission (residential)
  - b) Director of Enrollment (non-residential)
  - c) Director of Financial Aid (residential)
  - d) Assistant Director of Financial Aid (non-residential)
  - e) Athletic Director
  - f) First-Year and Second-Year Academic Advisors (residential)
  - g) Registrar
  - h) Associate Registrar (non-residential)
  - i) Dean of Students
4. Subcommittees
- a) Residential Campus Academic Admission and Progression Subcommittee
    - i. Duties: to review special admit students as requested by the Director of Admission and to make decisions regarding students who have not made satisfactory academic progress.
    - ii. Membership - voting: CAS Representatives – one from each division; COB Representative (residential); COE Representative (residential); Assistant Dean of Academic Affairs; Director of Student Support Services
    - iii. Membership – non-voting: Director of Admissions; Director of Financial Aid; Athletic Director; First-Year Academic Advisor; Registrar; Senior Director of Student Experience
    - iv. Student Appeal Process - A student who is suspended may request a review of the facts of their case by the Dean of their college/school by the appeal deadline stated in the suspension letter, per the policy in the academic catalog.
  - b) Non-Residential Campuses Academic Admission and Progression Subcommittee
    - i. Duties: to review special admit students as requested by the Director of Enrollment and to make decisions regarding students who have not made satisfactory academic progress.
    - ii. Membership - voting: COB Representative (non-residential); COE Representative (non-residential); SIL Representative; Director of Academic Support Center
    - iii. Membership – non-voting: Director of Academic Advising; Director of Enrollment; Assistant Director of Financial Aid; Associate Registrar

- iv. Student Appeal Process - A student who is suspended may request a review of the facts of their case by the Dean of their college/school by the appeal deadline stated in the suspension letter, per the policy in the academic catalog.

#### **8.3.3.4. Assessment Committee**

##### **1. Duties**

- a) To gather, analyze, and disseminate assessment data, except for data specific to the Doane Core, in order to provide feedback to faculty and staff regarding curricular improvement of the institution;
- b) To support programs and program assessment; and
- c) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

##### **2. Membership - voting**

- a) AIS Representative
- b) CAS Representatives - one from each division
- c) COB Representative
- d) COE Representative
- e) SIL Representative
- f) Two graduate faculty members who each teach 12 hours or more of graduate coursework per year (from different colleges when feasible) (Note: A college/school with graduate faculty meeting the above requirements may appoint one person to fill both a graduate faculty member position and a college/school position.)

##### **3. Membership – non-voting**

- a) Associate Dean for Academic Affairs or designate
- b) Deans of each college/school

#### **8.3.3.5. Graduate Academic Affairs Committee**

##### **1. Duties**

- a) To approve all minor changes (e.g., course titles, prerequisites, and minor changes in course descriptions) in graduate curricular offerings, and to present a report of such changes to the faculty at the next Faculty Assembly;
- b) To consider all major changes in graduate curricular offerings, such as creation and deletion of courses or programs, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
- c) To consider all changes in academic policies, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval; and
- d) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership and qualifications - voting
  - a) AIS Representative
  - b) CAS Representative
  - c) COB Representative
  - d) COE Representative
  - e) SIL Representative
  - f) Two graduate adjunct instructors
  - g) College/school representatives shall only be eligible to serve if they teach 12 hours or more of graduate coursework per year if graduate courses are taught in their college/school.
  - h) Adjunct members of the committee shall be chosen in July of each year by the college/school representatives.
3. Membership – non-voting
  - a) Registrar
  - b) Associate Dean for Academic Affairs or designate
  - c) Two graduate students chosen each July by the voting members of the committee. Eligible students shall be students who have completed at least three credits of graduate-level coursework.
  - d) Student members of the committee shall be chosen in July of each year by the college/school representatives

#### **8.3.3.6. Teacher Education Committee**

1. Duties
  - a) To review and approve student applications for entrance into the teacher training program;
  - b) To review and approve student teaching applications for entrance into student teaching;
  - c) To review and approve student teaching applications for entrance into the teacher training program;
  - d) To approve for certification those students recommended by College of Education;
  - e) To periodically review modification in the selection and retention of students in the teacher training program;
  - f) To formulate general policies concerning the purposes and function of the teacher training program in relation to other areas of the college program;
  - g) To develop consistent policies and procedures for special certification, fulfillment of off-campus professional requirements and similar matters;
  - h) To keep themselves informed of the current developments in teacher education such as new programs, research, certification requirements and accreditation criteria with a view to strengthening the teacher training program at Doane University; and

- i) To annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.
- 2. Membership - voting
  - a) One representative from each major teaching endorsement area
  - b) One member of the Academic Affairs Committee
  - c) Dean of COE
  - d) Registrar

### **8.3.3.7. Undergraduate Core Committee**

- 1. Duties
  - a) To monitor the Undergraduate Core Curriculum at Doane which includes the Foundational Areas of Knowledge, Liberal Arts Seminars, and Experiential Studies.
  - b) To collect the data and carry out the assessment of the Doane Core Curriculum;
  - c) To regularly evaluate the effectiveness, based on assessment information, of the philosophy of general education, essential student learning outcomes, habits of an intellectual and balanced life, and structure, description, and outcomes of the Undergraduate Core, and make appropriate recommendations for change, and if proved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
  - d) To maintain, review, and modify, based on assessment information, the guidelines used to certify that courses or experiences fulfill a component of the Undergraduate Core, and if modifications are proposed and approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
  - e) To consider all requests for courses or experiences to be added to or removed from the courses or experiences which can fulfill a component of the Undergraduate Core, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
  - f) To consider all student requests for exceptions to the Undergraduate Core, and either approve or disapprove. The committee should consult appropriate expertise when necessary. In case the committee is not available, the respective Dean may make such decisions in consultation with appropriate experts; and
  - g) To annually review duties and membership of the committee and appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.
- 2. Membership – voting
  - a) AIS Representative
  - b) CAS Representatives - one from each division
  - c) COB Representative
  - d) COE Representative

- e) SIL Representative
- 3. Membership and qualifications – non-voting
  - a) Associate Dean for Academic Affairs
  - b) Dean of each college/school or designate
  - c) Two students chosen each August by the voting members of the committee. Eligible students shall be undergraduate students who have completed at least 60 hours of instruction.
  - d) The students shall be chosen each August by the voting members of the committee.

#### **8.3.3.8. Experiential Opportunities Committee**

- 1. Duties
  - a) To formulate policies, procedures, and agenda for an ongoing campus program of public events of artistic, cultural, civic, and international interest, and promote such events;
  - b) To serve as an advisory and support committee and direct the campus event planner on the development of MindExpo;
  - c) To serve as an advisory and support committee to the Interim Chief Academic Officer for the summer undergraduate research program;
  - d) To serve as an advisory and support committee to the Interim Chief Academic Officer for other undergraduate research and experience initiatives;
  - e) To review, approve, and aid in the development of all short-term, faculty-led travel programs, including those being considered for the experiential learning component of the Doane Core Curriculum;
  - f) To serve as the liaison between the Director of International Programs and the faculty;
  - g) To work with administrators as may be relevant to ensure quality and foster creativity of International Programs at Doane University; and
  - h) To annually review duties and membership of the committee and appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.
- 2. Membership – voting
  - a) AIS Representative
  - b) CAS Representatives – one from each division
  - c) COB Representative
  - d) COE Representative
  - e) SIL Representative
- 3. Membership and qualifications – non-voting
  - a) Two students chosen each August by the voting members of the committee. Eligible students shall be undergraduate students who have completed at least 60 hours of instruction.

- b) Experiential Learning Coordinator
- c) The students shall be chosen each August by the voting members of the committee.

#### **8.3.4. Structures for University Affairs**

##### **8.3.4.1. Liaisons to the Board of Trustees**

1. Duties:
  - a) To report to the faculty concerning the activities of the various Board committees, and the reasons for them.
  - b) To represent faculty opinions and perspectives to members of the various committees of the Board.
  - c) To consult with appropriate faculty and administrators concerning any proposals the faculty may wish to put before the Board directly.
2. Membership: Two faculty members serve as liaisons to each committee of the Board
3. Membership Qualifications: Three years of service completed in a full-time faculty position with voting rights per Faculty Assembly rules, or membership on Faculty Council. In any pair of liaisons reporting to a given committee, at least one liaison must have achieved tenure. Additionally, the guidelines below are followed when possible.
  - a) Audit and Business Committee: Liaisons should have experience with budgeting within their department.
  - b) Technology Committee: Liaisons should make extensive use of technology in their courses or have considerable online teaching experience. In addition, one liaison should be housed at the residential campus and the other at one of the non-residential campuses, including online.
4. Selection of liaisons: One liaison to each committee will be selected from the Faculty Council. The second liaison for each committee may be nominated by any faculty member. All nominees will be voted upon by the full faculty.
5. Terms of service: Two-year terms with a maximum of two consecutive terms. Faculty Council liaison terms will align with Faculty Council Terms. The following guide will be used:
  - a) Fall 2019: New Faculty Council liaisons replace old FC members as needed
  - b) Fall 2020: New Faculty Council liaisons replace remaining FC members as needed
  - c) Fall 2021: Non-Faculty Council liaisons are elected.

##### **8.3.4.2. Liaison to the Leadership Team**

1. Duties
  - a) To report to the faculty concerning the activities of the Leadership Team;
  - b) To represent faculty voice to the Leadership Team;
  - c) Annually review duties and membership of the liaisons and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

## 2. Membership

- a) The Faculty Council Chair will serve as a liaison to the Leadership Team, with the Vice Chair available to serve as an alternate.

### 8.3.4.3. Liaisons to Other Areas of the University

1. It is left up to the discretion of the leadership in other areas of the University what structures they wish to rely upon to communicate with faculty, with the understanding that faculty knowledge of and input into changes in areas such as information technology and academic information services is essential to carrying out those services successfully. Should the leadership need assistance in finding recommendations for members to serve in this capacity, Faculty Council is available as a resource.
2. The faculty respectfully recommends that leaders interested in communication with faculty collaborate on a single structure when appropriate, rather than maintaining multiple separate advisory committees, with all the attendant redundancy that would imply.

## 9. Support Services for Faculty

### 9.1. Human Resources

Questions regarding employment should be directed to Anne Ziola, Director of Human Resources ([anne.ziola@doane.edu](mailto:anne.ziola@doane.edu)), Sara Weixelman, Senior HR Generalist ([sara.weixelman@doane.edu](mailto:sara.weixelman@doane.edu)) or Joshua Johnson, Executive Assistant for Financial Affairs & Human Resources ([Joshua.johnson2019@doane.edu](mailto:Joshua.johnson2019@doane.edu)). The Office of Human Resources provides guidance on employment-related policies and procedures, compensation and benefits.

### 9.2. Available Support Staff

Faculty support staff on the Crete campus are available to assist faculty members in the completion of their day-to-day activities. Their offices are located in Gaylord Hall, room 324 and Lied Mathematics and Science Building, room 157. The College of Education has support staff available in their college offices. The Lincoln campus has a staff person available in the Fred Brown Building.

### 9.3. Service Bureau

The University operates a well-equipped Service Bureau in Perry Campus Center on the Crete campus. The two high-speed copiers (one of which is color) allow efficiency and versatility in producing printed copies. Three-hole punch, folding, laminating and spiral binding services are also available. Print requests can be made through the online service portal, [help.doane.edu](http://help.doane.edu)

A fax machine (402-826-8278) is located in the Service Bureau. Faxes may be charged out to the department; however, personal faxes must be paid for at the time of use.

The Service Bureau provides daily outgoing mail services in the afternoons. Mail to be sent out should be in the Service Bureau by 2:30 p.m. to guarantee that day's postmark. Campus mail for students, faculty and staff is distributed in the morning after first-class mail as well as throughout the day providing there is time to do so. Any campus mail received after 4:00 p.m. may not be distributed the next morning.



The Service Bureau also provides basic office supplies for purchase by faculty or staff members. These will be written down in the charge book and charged off to the applicable department/office within a month's time.

#### **9.4. Campus Mail**

Faculty mailboxes for Crete faculty are located in the Perry Campus Center, across from Service Bureau. Faculty mailbox keys are available in the Lied Science Faculty Office, room 157. Mail from the downtown post office is delivered once each day in the morning. Campus mail is distributed in the morning after first-class mail and in the afternoon around 2:00 p.m.

#### **9.5. Supplies and Equipment**

Division chairs and directors of certain areas of activities must submit any budget modifications to their current year budget to the business office. The budgets are listed in webadvisor for the division directors and chairs for their viewing/printing. A budget modification online form is distributed annually to the budget managers for completion. These budget modifications will be reviewed by the CFO for final approval/discussion and will be submitted for final approval by the Board of Trustees when they meet to vote on budget approval in October of each year. Faculty members, therefore, must submit requests for major purchases to the appropriate person.

#### **9.6. Center for Excellence in Teaching and Learning (CETL)**

The mission of the Doane University Center for Excellence in Teaching and Learning (CETL) is to provide university-wide leadership for faculty professional development. Programming supports student-centered pedagogies, inclusive strategies, and reflective teaching practices aimed at continuous improvement of student learning. CETL initiatives support mentoring and scholarship among faculty to foster community and collaboration. CETL Programming includes: New Faculty Survival Guide & Orientation, Full Faculty Workshops, Faculty Seminars, CETL Groups, Mentoring lunches (first, second and third year faculty), Individual Faculty Mentoring, Faculty Socials, Writing & Research Bootcamp, Accountability Work Sessions, and Faculty Appreciation Week.

#### **9.7. Technology Services**

Technology Services has four functional areas: Service Center, Enterprise Application Services, Web Services, and Network Services.

- Access to email system: <http://mail.doane.edu>
- Listing of web resources and links: <https://facstaff.doane.edu/>
- A complete list of IT services <https://www.doane.edu/its/solutions>

##### **9.7.1. Service Center**

The Service Center is Doane University's help desk and the first level of support for all of Doane University's students, faculty, and staff. The Service Center supports and maintains all laptops, desktops, printers and computer labs, and tracks all assets. It is responsible for all cabling infrastructure, phone systems, personal computers, scanners, printers, and other office technology. The Service Center also houses the Service Bureau and its services.

##### **Services provided:**

PC hardware configuration, troubleshooting, consultation, reconfiguration, software installation, data recovery, anti-virus installation, field support for PCs, printers, scanners, voice, data and video cabling, phones, purchase tracking, and installation of specialized software.

If you need assistance, please contact the Service Center:

**Self-Service Portal:** [help.doane.edu](http://help.doane.edu)

**Email:** [help@doane.edu](mailto:help@doane.edu)

**Phone:** 402-826-8411

### **9.7.2. Enterprise Application Services**

Enterprise Application Services maintains and supports Doane University's academic and administrative applications, and reporting.

#### **Systems maintained:**

- Ellucian Colleague: Doane University's administrative system, which encompasses student information, human resources, finance, financial aid, housing, alumni and advancement, academic affairs, and student affairs.
- WebAdvisor and Colleague Self-Service: Provides users online access to Colleague.
- Recruit: Doane's customer relationship management system for enrollment.
- Canvas, in conjunction with Instructional Design team: Doane's online learning management system.

### **9.7.3. Web Services**

Web Services is responsible for maintaining Doane University's websites for all campuses.

### **9.7.4. Network Services**

Network Services is responsible for maintaining Doane's wired and wireless network and data center for all campuses. This includes all switches, servers, and network security. All user accounts are created and maintained by Network Services.

Services provided: Email account setup, network access, security, system monitoring, internet services, systems backup and recovery, server hardware configuration, firewall implementation, and system administration.

## **9.8. Instructional Design Support**

Online Education Services provides full-service online learning design, production, and assistance for the University's graduate and undergraduate online, hybrid, and technology-enhanced on-ground courses. The office works in close collaboration with University faculty, and subject matter experts across disciplines. Using evidence-based instructional strategies to design, develop, facilitate, and evaluate online, hybrid, and technology-enhanced on-ground courses, the Office creates courses that exemplify best practices in student-centered design and active, inquiry-based learning.

The Instructional Design Support (IDS) team provides workshops, group meetings, or one-on-one consultation services. To access faculty-related, Canvas assistance please email [helpdesk@doane.edu](mailto:helpdesk@doane.edu) or go to <https://helpdesk.doane.edu/portal> to submit a Tiger Tech Helpdesk ticket. An IDS staff member will respond to your ticket.

Faculty who wish to create an online, hybrid, or technology-enhanced on-ground course are encouraged to contact their Department chair or Program Director who will communicate the request to their respective Dean. The Dean will consult with the Director of Online Education Services to approve and prioritize the request.

### **9.9. Student Workers**

Faculty who are interested in hiring a student worker should submit a request to their Division and or Program Chair. If the Division/Program Chairperson approves the request the Faculty member can submit a job posting to Human Resources to advertise on the Doane webpage.

A Work Certification must be completed each academic year the student is employed. Work Certification forms can be requested from Financial Aid or Human Resources.

### **9.10. Bookstore**

The University Bookstore – serving textbook, supplies, clothing, and general merchandise needs is located in the first floor of the Perry Campus Center. Course materials required for the Summer and Fall semesters/terms are due by March 1 of each year. Required course materials of the Spring semesters and terms are due by October 1 of each year. Course material adoptions maybe submitted online by visiting: <https://www.doane.edu/bookstore>. Click on Follett Discover. If you have any questions or issues submitting course adoptions, please reach out to the bookstore directly by email, [bookstore@doane.edu](mailto:bookstore@doane.edu) or by telephone. They can be reached at 402-826-8288.

Faculty and their immediate family receive a ten percent discount on clothing and gift items. Some exclusions apply.

### **9.11. Financial Aid**

Before advising a student to withdraw from a class, please refer the student to the Financial Aid Office to ensure the 'W' grade will not have a negative impact on his or her federal financial aid eligibility. To maintain eligibility, there is a cumulative GPA requirements and a student must complete 75 percent of his/her attempted credits.

NOTE: 'W' grades are considered attempted credits. Other student questions regarding scholarships and loans should be directed to the Financial Aid Office.

Undergraduate SAP policy: <https://www.doane.edu/satisfactory-academic-progress-for-undergraduates>.

Graduate SAP policy: <https://www.doane.edu/satisfactory-academic-progress-for-graduate-students>.

### **9.12. Academic Success Center (ASC)**

The Academic Success Center offers courses in math, reading, writing, and study skills which are geared to new first-year and new transfer students. ASC staff members review ACT scores and notify faculty advisers of their recommendations for student support services. Students with low ACT sub scores are required to enroll in ASC courses as prerequisites to college-level courses. All students, regardless of their skill levels or ACT scores, are encouraged to enroll in ASC courses to enhance their existing skills. In addition to credit courses, the ASC provides students with free peer tutors, exam analysis, academic counseling/coaching, writing assistance, various workshops, and financial literacy training and additional grant aid for those who are eligible. The ASC staff encourages faculty advisers to contact them about advisees who are experiencing academic difficulty. The Academic Success Center is university wide and provides academic services for all students. They also provide a Writing Center on the Lincoln and Crete campuses.

### **9.13. Access/Services for Students with Disabilities**

The Americans with Disabilities Act of 1990 (ADA) is a federal anti-discrimination statute which provides civil rights protection to individuals with disabilities in the areas of employment, public accommodations, State and local government services, and telecommunications. The ADA was designed to remove barriers which prevent qualified individuals with disabilities from enjoying the same opportunities that are available to persons without disabilities. This is done in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA). Faculty are expected to familiarize themselves with the policies and requirements of Doane's policies and support services for ADA on the following website:

<https://www.doane.edu/disability-services>.

### **9.14. Registrar's office**

The office is primarily concerned with keeping the official record of each student attending Doane University. Official transcript evaluations are done in the Registrar's Office, and degree audit are maintained there. The office also develops the final exam schedule, the fall and spring course schedule, and assigns classrooms. Grades are processed, and student athlete eligibility is reported to the N.A.I.A. by the Registrar's Office. If a student has a question about his/her test scores (e.g. ACT/SAT, CLEP), having a transcript forwarded, withdrawing from a course, declaring or changing majors, changing advisors, or progress toward graduation, he/she can be referred to this office.

#### **9.15.1 Course Substitutions**

Course substitution requests should be submitted to the Registrar following the below procedure:

1. The student and advisor initiate the request for making course substitutions in a major or minor. The request must contain a rationale for the change. The advisor and student must request supporting documentation from faculty in the content area if the advisor does not work within the major.
2. The advisor and student must request approval from the division chair in which the major/minor is found.
3. The Registrar will make the appropriate changes in the major/minor as requested by student/advisor.

Note: The request, supporting documentation, and approval can be created, distributed, and forwarded to the registrar via e-mail. A paper form is not required.

Undergraduate Core Curriculum substitutions need to be submitted to the Undergraduate Core Committee for approval. Forms are available online or from the faculty secretaries.

### **9.15. Records Retention**

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) Retention of Records guidebook states:

- Academic advising records will be kept two years after graduation;
- Exams and graded coursework should be kept one year after course completion;
- Grade books with record of students in course and work completed should be kept five years after course completion.

### **9.16. University Calendar**

All Crete-campus University-sponsored events, activities and programs should be scheduled through the Events staff in the Facilities Services Department by going online to:

[http://www.doane.edu/About\\_Doane/Offices/events/](http://www.doane.edu/About_Doane/Offices/events/). Lincoln-campus faculty can contact Angie Klasek at 402.467.9002 or [angie.klasek@doane.edu](mailto:angie.klasek@doane.edu) for their scheduling needs and Omaha-campus faculty can contact Chris Brady at 402.891.6600 or [chris.brady@doane.edu](mailto:chris.brady@doane.edu).

### **9.17. Division of Student Experience**

On our residential Crete campus, the Division of Student Experience believes that the educational experience should be seamless, with activities in and out of the classroom supporting each other to most effectively facilitate student growth and development. The Division offers programs and services to support Doane students to be empowered, informed and responsible learners in a diverse world. We build leaders. Student Experience team members are trained professionals that seek to ensure a safe and active campus environment for our students. The Student Experience Division includes the following offices: Residence Life and Education; Judicial Affairs; International Programs; Campus Engagement; Career, Leadership and Service; Health and Wellness, including public health, clinical nursing services and mental health counseling. The Division of Student Experience is also responsible for Food Service, summer Enrollment Days and Fall Orientation.

If faculty or staff have any concerns or questions regarding the Student Conduct Code, the university's judicial system, or disciplinary actions and proceedings, please contact the Office of Student Experience by emailing [studentexperience@doane.edu](mailto:studentexperience@doane.edu) for further assistance or guidance.

### **9.18. Division of Diversity, Equity, and Inclusion**

The Division of Diversity, Equity and Inclusion (DEI)'s mission is to drive inclusion and belonging to achieve innovation, equity, and excellence in the global community. We promote the mission by advancing three commitments: 1. Foster and sustain a diverse campus, inclusive climate, and strong internal and external community relations, 2. Strengthen institutional learning, education, service, and scholarship for success in a diverse world, and 3. Improve access, equity, and success among all members of the community by closing equity gaps and eliminating structural barriers, especially for historically underrepresented and marginalized community members.

Through a unified structure of offices, the DEI team works collaboratively with students, faculty, and staff in departments, offices, divisions, and colleges/school across the university to support the achievement of centralized and decentralized DEI outcomes. The offices include: Religious and Spiritual Life, Veteran/Military Student Services, CAPE (Campus Advocacy, Prevention, and Education) Project, and Diversity, Equity and Inclusion, which also provides Title IX coordination and other non-discrimination services. The Division can be reached at [dei@doane.edu](mailto:dei@doane.edu) or by calling 402-826-8116.

### **9.19. Career, Leadership and Service (CLS)**

Career, Leadership & Service (CLS) works to holistically develop students and prepare them for life after Doane. Inter-departmental collaboration guides students to engage with multiple faceted developmental programs and curriculum that prepare them to work, lead and serve in their communities. CLS provides expertise in career development, leadership development and service/service learning. Our office works to connect with employers and community partners to assist our students in engaging in the broader community. Faculty sponsors assist CLS in

supporting internships and service learning that connect academic knowledge to experiential learning.

#### **9.20. Health Services**

Students should not attend classes if:

1. Student has a fever over 100;
2. Student has a contagious illness;
3. Student illness requires a doctor visit;
4. Student illness requires them to be hospitalized or return home for continued care, or
5. Student has written documentation from a physician stating they should not be in class or practices.

On the Crete campus, Student Health Services does not write excuses for missed classes, exams, or practices due to illness. If a student is too ill to attend class, it is the responsibility of the student to notify the professor. However, the ill student will need to be evaluated in the Student Health Office so the absence can be documented in their health files and appropriate care/referral can be given. Any documentation from a physician excluding a student from class should be presented to the Student Health Office.

On the Crete campus, the Student Health Office will utilize Retention Alert as a means to notify faculty of students who will not be attending classes due to communicable illnesses and/or illnesses which require two or more days of class absences and/or the Student Health Nurse's discretion.

It is important that students are familiar with each faculty members' policy on attendance. Faculty will make the final decision as to whether the absence is excused. Crete campus students found submitting false information to the Nurse or Faculty as it relates to illness and missed classes will be subject to the Crete Campus disciplinary policy.

Crete campus Nursing hours are 8:30 – 3 pm. After hour messages will be returned the following day.

If a student is ill after 3 pm, please self-isolate in your residence hall room or your off campus residence and wear a mask. Contact the student health office in the morning at (402) 826-8265.

On the Crete campus during the hours that nursing staff is not available, students with immediate questions about COVID-19 safety guidance or a medical emergency can call one of the Residential Life Emergency Lines:

Southside: Hansen, Sheldon, Frees (402) 826-8475

Northside: Burrage, Colonial, Smith (402) 826-8301

In the case of an emergency, all Doane University students should call 911.

### **9.20.1. Suicidal Thoughts/Behaviors of Students**

If/when a faculty member becomes aware of an issue with a student, here are resources:

#### **During Office Hours**

##### *Residential*

- Suicide attempt: call 911; report incident to Kelly Jirovec/SAO (8111) and Doane Safety Office (8669)
- Immediate danger (student has a plan for harming self): call 911; report incident to Kelly Jirovec/SAO (8111) and Doane Safety Office (8669)
- Concern but not immediate danger (student reports suicidal thoughts with no plan): contact Kelly Jirovec/SAO (8111); if Kelly is not available, contact Doane Public Safety Office (8669)

##### *Nonresidential*

- Suicide attempt: call 911; report incident to Doane Public Safety Office (402-826-8669)
- Immediate danger (student has a plan for harming self): call 911; report incident to Doane Public Safety Office (402-826-8669)
- Concern but not immediate danger (student reports suicidal thoughts with no plan): contact Myron Parsley 402-429-3218; if Myron is unavailable contact Doane Public Safety Office (402-826-8669)

#### **After Hours**

##### *Residential and Nonresidential*

- Suicide attempt: call 911; report incident to Doane Public Safety Office (402-826-8669)
- Immediate danger: call 911; report incident to Doane Public Safety Office (402-826-8669)
- Concern but not immediate danger: contact Doane Public Safety Office (402-826-8669)

### **9.21. Communication and Marketing**

University "publicity" includes all material which is printed, online, or broadcast via any medium relative to the institution and its people. The Office of Strategic Communications (OSC) has the responsibility to think and act for the benefit of the University in common with all other members of the University community, and thus see that the spirit, reputation, and tradition of the University are upheld.

It is very important that all members of the University community bring to the attention of the Office of Strategic Communications any items which appear to be of news value to Doane University.

All advertising for the University and its departments must comply with the Doane University Brand Standards and be approved by the Office of Strategic Communications prior to submission to media.

### **9.22. Workplace Safety / LB758 Committee**

Doane University maintains a Safety Committee whose function it is to review and maintain the University's written injury prevention program, review safety related issues for the University and review/research issues at the direction of the Cabinet. The Safety Committee Coordinator is the Public Safety Director who will schedule quarterly meetings to review/recommend safety activities throughout the University. Employees are urged to bring safety-related issues to the attention of:



- Doane Safety Office at [doanesafetyoffice@doane.edu](mailto:doanesafetyoffice@doane.edu),
- Facilities Department at [facilities@doane.edu](mailto:facilities@doane.edu),
- Human Resources Office at [humanresources@doane.edu](mailto:humanresources@doane.edu).

### **9.23. Perkins Library**

The mission of Perkins Library is to provide exceptional academic resources and services in a creative, inclusive, and collaborative learning environment, where engaged library faculty and staff support the Doane community in their pursuit of intellectual inquiry, information literacy and the ethical use of information. Library faculty and staff ensure that the library is a welcoming and helpful environment for academic research within the Learning Commons. The library's collections include more than 250,000 print and electronic books and more than 80 databases that provide access to almost 28,000 journal titles, a large portion of which are in full-text format. The Learning Commons also is the home of the IT Helpdesk, the Writing Center, the Information Literacy Classroom, a recording studio, media lab, Doane University Archives, and the Rall Art Gallery. The Learning Common's entrance is located on the first level of the Communication Building.

The library supports students, faculty and academic programs through the services outlined below. In addition, the library offers free interlibrary loan of materials not owned by Perkins Library as well as reference/research assistance.

#### **9.23.1. Information Literacy Instruction**

Upon request, librarians are available to teach research and academic integrity sessions, and will work with faculty to develop information literacy (IL) skills within courses and throughout academic programs. Instruction is typically delivered in the Information Literacy Classroom within the Learning Commons so students have access to laptop computers. Librarians request at least one week of preparation time in order to have adequate time for consultation with the instructor and to develop an effective IL learning activity for students. The librarians request that instructors be prepared to participate in the librarian's instruction in order to help convey to students the importance of information literacy.

#### **9.23.2. Research Assistance**

Librarians are available to meet with students and faculty for one-on-one or group research assistance. Faculty members are encouraged to ask students to contact the library and make an appointment for help with research assignments.

#### **9.23.3. Acquisitions/Collections**

##### **9.23.3.1. Budget**

The library materials budget is not allocated formally to divisions or college, but is a single fund available for purchase of library materials by the Director of the Library with input from the faculty according to established collection development policies (available on the library's website). As faculty recommend the acquisition of materials, they are asked to keep in mind that the library's mission is to provide materials that relate to Doane's curriculum. Faculty members, especially those new to Doane, who wish to help develop their areas, are encouraged to submit relevant orders and to indicate priority of need. As budgets allow, these materials will be considered for purchase.



#### **9.23.3.2. Ordering Materials**

1. The Director of the Library has overall responsibility for the development of the collection, but relies to a great extent on the faculty's specialized knowledge of their disciplines and the content of courses. Librarians can help faculty access standard selection aids such as *Choice Reviews Online* to assist in choosing appropriate resources for the collection.
2. Requests for orders should be forwarded to the library. Suggestions for acquisition may be in the form of:
  - a) emailed lists from *Choice Reviews Online* to which faculty are encouraged to subscribe
  - b) the online purchase request form on the library's web page
  - c) a "please order" note on an advertising flyer; or
  - d) in an email message to: [library@doane.edu](mailto:library@doane.edu).
3. All available bibliographic information should be included, especially an ISBN (International Standard Book Number) if it can be located. An estimate of the publication date would be helpful to the library staff. If publication or bibliographical information is incomplete, faculty should include a reference to where they discovered the item.
4. Acquisition requests may be submitted at any time of the year, although it is recommended that they be submitted to the library prior to March 15.

#### **9.23.3.3. Weeding the Collections**

1. Culling out-of-date or irrelevant titles from the library's subject collections is an important task to be shared equally with discipline faculty and library faculty.
2. Specific attention should be paid to such items as:
  - a) duplicate copies of older works,
  - b) ephemeral materials no longer in demand,
  - c) older editions of works replaced by later editions,
  - d) obsolescent works in such fields where currency is extremely difficult to maintain, unless the work is being retained as an example of the history of a particular discipline,
  - e) any item badly worn or defaced, for which a replacement is available if important to the collection.

#### **9.23.3.4. Borrowing Library Materials**

1. Faculty members have the privilege of indefinite loans of Perkins's Library materials but must return or renew their materials at the end of each term to verify possession of the materials. The library, however, reserves the right to recall items after two weeks.
2. A faculty member's Doane University I.D. card is used to check out materials. If a student is sent to the library to check out materials for an instructor, the faculty member's I.D. card must be presented to complete the transaction.

#### **9.23.3.5. Reserve Materials**

1. Faculty may place course materials, including media and personal items, for limited student use in a closed reserve area of the library. The faculty member will specify the loan period according to student needs. Forms for placing items on reserve are available from the library or online (<http://www.doane.edu/library/faculty-resources/library-course-reserves>), and should be submitted before assignments are made for those materials. A reserve item remains

on closed reserve until it is taken off by the instructor who put it on reserve, or until the end of the term or the request period. Students who wish to borrow the item under special circumstances for periods longer than faculty have designated must have the faculty member contact a librarian.

#### **9.23.3.6. Archives**

1. The Doane University archives are available by special permission and by appointment for student and faculty research. The collections contain historical records and photographs regarding Doane University and related topics pertaining to Nebraska and local history.
2. Archival materials are non-lending and must be used under supervision. To access archival resources, contact the library to discuss procedure and availability.

### **10. Institutional Policies and Guidelines**

#### **10.1. Family Educational Rights and Privacy Act (FERPA)**

All Doane faculty member are required to be aware of the federal guidelines that dictate access to students' educational records. These guidelines, termed FERPA, are detailed below.

##### **10.1.1. What is FERPA?**

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The Act provides students with the right to inspect and review their own education records, the right to seek to amend those records, and to limit disclosure of information from the records. The intent of the legislation is to protect the rights of students and to ensure the privacy and accuracy of education records.

##### **10.1.2. Who is protected under FERPA?**

FERPA covers students who are currently enrolled or formerly enrolled regardless of their age or status. Students who have applied but have not attended an institution do not come under FERPA guidelines.

##### **10.1.3. What are education records?**

An education record is any record (1) from which a student can be personally identified and (2) maintained by the University. A student has the right of access to these records. Education records include any records in whatever medium (handwritten, print, email, etc.) that are in the possession of any school official.

##### **10.1.4. What is not included in an education record?**

For faculty members, the most notable records that are not considered "education records" for purposes of FERPA are records that are kept in the sole possession of the maker or private notes held by school officials that are not accessible or released to other personnel.

##### **10.1.5. What is directory information?**

Doane may disclose designated 'directory information' without a student's prior written consent. At Doane this includes a student's: name, address, telephone number, major field of study, dates of attendance, current enrollment status (full-time/part-time), receipt or non-receipt of a degree, and academic awards received (dean's list, honor roll).

#### **10.1.6. What rights does FERPA afford students with respect to their education?**

1. The right to inspect and review their education records within 45 days of the day the University receives a request for access.
2. The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.
3. The right to provide written consent before the University discloses personally identifiable information from student's education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

At orientation each student completes a FERPA Consent to Release Information form listing those to whom the University can release information. This information is entered into Colleague (formally Datatel) and can be viewed through WebAdvisor.

#### **10.1.7. What rights does FERPA afford faculty members?**

FERPA is in place for the students. As a faculty member you can access a student's record if you have a "legitimate educational interest" in doing so.

For more information on FERPA, and to see the entire FERPA Policy, please visit the Registrar's Web page <https://www.doane.edu/about-doane/offices/registrar/faq>

### **10.2. Intellectual Property Policy**

In furtherance of the University's goal of encouraging creative and scholarly works, Doane University has adopted this Intellectual Property Ownership Policy. The policy was approved by the Board of Trustees on May 11, 2007.

#### **10.2.1. Ownership of Creative Works**

As "works made for hire" are defined under Section 101 of the Copyright Act of 1976, works created by a faculty member within the scope of his or her employment are owned by the employer. The University, however, does not intend for this "works made for hire" rule to apply to faculty-created works unless extraordinary resources of the University are used in the creation of a work. Therefore, faculty members will own the copyrights in works that result from their pursuit of traditional teaching, research and scholarly activities, including the creation of books, articles and other literary works; computer software; inventions; artistic, musical or dramatic works; or course materials, whether in traditional or electronic form, unless extraordinary resources of the University were used in the creation of the work. With regard to any particular creative work, the University and the faculty member may mutually agree on an alternative ownership arrangement.

#### **10.2.2. Ownership of Inventions**

Under patent law, inventions are owned by the inventor and not the employer unless the inventor agrees to assign his or her rights in an invention to the employer. Unless extraordinary resources of the University are used in the creation of a work, the University will not expect the faculty member to assign his or her rights in an invention conceived, developed, or discovered during the faculty member's employment with the University. With regard to any particular invention, the University and the faculty member may mutually agree on an alternative ownership arrangement.

### **10.2.3. Responsibility of Ownership**

Unless otherwise agreed or upon the University being determined to be an owner, the faculty member shall be fully responsible for any patent/copyright applications and the expenses and costs associated with obtaining such rights and protections, as well as any legal or other professional expenses incurred in relation to such intellectual property.

### **10.2.4. Definition of Extraordinary Resources**

“Extraordinary resources” may consist of released time from regularly assigned duties (but not a faculty development leave or similar leave); direct investment by the University through funds or staff; the University’s purchase of special equipment for the project; use of the University’s multimedia production personnel and facilities; or extraordinary use of the University’s computing resources. Use of incidental supplies, use of a University computer in a faculty office, or use of University personnel or shared facilities on an occasional basis will not be considered use of extraordinary resources.

### **10.2.5. Administration**

This Intellectual Property Ownership Policy will be administered by the Interim Chief Academic Officer. Disputes concerning application of this policy will be resolved by a review panel of three members consisting of the President, a representative appointed by the creator of the work, and a representative appointed by the Dean of the faculty member’s college.

## **10.3. Copyright/Fair Use Guidelines**

Under the Copyright Act, copyright owners have the exclusive right to reproduce, distribute, perform, display, and prepare derivative works of their creations. If another person desires to reproduce or use a copyrighted work, that person must either seek permission from the copyright owner or fall within the Copyright Act’s “fair use” exemption. “Fair use” is a defense to copyright infringement that allows one to use a copyrighted work under certain conditions without the permission of the copyright owner, as discussed in more detail throughout this document.

If you have any questions about whether a particular use constitutes “fair use,” please contact your Department chair or academic Dean.

### **10.3.1. Fair Use Factors**

There are no bright line rules or tests with the fair use doctrine. To determine whether a use is “fair use,” courts weigh the four factors outlined below. Following each factor are some considerations that, if true in a particular situation, are suggestive of fair use as it relates to that factor. Keep in mind that each of the four factors must be considered; no single factor is dispositive when determining whether a particular use is appropriate.

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.
  - a) Materials are provided only for the purpose of serving the educational needs of the course and only for one course
  - b) Students are not charged a fee for the course materials, nor does the University benefit monetarily from the use of the materials.
2. The nature of the copyrighted work.
  - a) The selected work is directly relevant to the learning objectives for the course

- b) Careful consideration was taken with regards to “consumable” materials that are meant to be used and repurchased
- 3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
  - a) Amount of materials provided are limited, consisting of less than 10% of the total work
  - b) The amount of work provided is directly related to the learning objectives in the course
- 4. The effect of the use upon the potential market for or value of the copyrighted work.
  - a) Materials provided include a citation to the original source of publication and a form of copyright notice when applicable
  - b) Materials are made available exclusively for students enrolled in the course and for educational purposes only within the course; students may not distribute the materials beyond the limits of the course
  - c) Access to materials is limited by password to deter unauthorized access beyond the use of the course
  - d) Materials provided include works that the instructor, the library, or University has lawfully obtained a copy
  - e) Materials are not provided that are reasonably available and affordable for students to purchase.

### **10.3.2. Guidance For Educators Related to Photocopying**

The U.S. Copyright Office has published guidance to help educators analyze what types of photocopying is consistent with the fair use doctrine (available at:

<http://copyright.gov/circs/circ21.pdf>). This guidance was established by publishers and the academic community. While the guidance is not part of the Copyright Act, it is recognized by the Copyright Office and by judges as minimum “safe harbor” standards for fair use in education. It must be understood, however, that this guidance is not legally binding.

Several portions of the guidance that are particularly relevant to the educators at Doane University are summarized in the forthcoming subsections. Note that this guidance specifically acknowledges that (1) these guidelines are subject to change in the future, and (2) it is conceivable that there may be situations where copying does not fall directly within the guidelines but may nonetheless be permitted under the fair use doctrine.

#### **10.3.2.1. Single Copy**

An educator may make a single copy of the following for use in scholarly research, teaching, or preparation to teach a class:

- 1. A chapter from a book
- 2. An article from a periodical or newspaper
- 3. A short story, short essay or short poem, whether or not from a collective work
- 4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

#### **10.3.2.2. Multiple Copies for Classroom Use**

An educator may make multiple copies of a work for classroom use or discussion so long as the educator adheres to the following guidelines:

- 1. The number of copies made cannot exceed more than one copy per student in the course

2. Each copy must include a notice of copyright if represented on the original work
3. The copying meets the tests of “brevity” and “spontaneity,” which are as follows:
  - a) Brevity
    - v. Poetry: (a) A complete poem if the poem is less than 250 words and printed on two or fewer pages, or (b) An excerpt from a longer poem, the excerpt not exceeding 250 words
    - vi. Prose: (a) A complete article, story, or essay if the article, story, or essay is less than 2,500 words, or (b) An excerpt from a longer article, story, or essay, the excerpt not exceeding 1000 words or 10% of the work, whichever is less
    - vii. Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
  - b) Spontaneity
    - i. The copying must be at the instance and inspiration of the individual educator, not from educational institution administrators or higher authorities
    - ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely report to a request for permission.
4. The copying meets the “cumulative effect test,” which is as follows:
  - a) The copied materials can only be used for one course
  - b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author during one class term
  - c) Not more than three short poems, articles, stories, essays or excerpts may be copied from the same collective work or periodical volume during one class term
  - d) There may not be more than nine instances of multiple copying for one course during one class term
  - e) However, as a general rule, an educator has more freedom to copy from current newspapers and the news sections of other current periodicals if the copying is related to a current event.

### **10.3.3. Prohibitions Related to Photocopying**

Regardless of whether the requirements related to photocopying outlined above have been met, the following is prohibited:

1. Classroom copying cannot be used to replace workbooks, texts, standardized tests or other materials that were created for educational use (in other words, educators cannot usurp the profits of educational publishers through their copying)
2. There can be no copying of works intended to be “consumed” in the course of study, such as workbooks, exercises, test booklets, answer sheets, and like consumable materials
3. Copying cannot be used to create, replace, or substitute anthologies, compilations, or collective works
4. Students cannot be charged more than the actual cost of the photocopying
5. Copying cannot be repeated with respect to the same item by the same educator from term to term.

### **10.3.4. Other Fair Use Guidance For Educators**

Other sources, including case law and the Copyright Act itself, provide additional guidance related to the fair use doctrine that is useful for educators. The subsections below discuss this guidance.

#### **10.3.4.1. Course Packs**

A course pack is a compilation of materials (e.g., articles from journals, chapters from textbooks, and various other readings) that an educator assembles and requires students to purchase. Due to variations in the copyright restrictions for each individual work, educators should obtain permission to copy and use copyrighted works they wish to include in their course packs. The use of off-campus photocopy centers does not relieve the educator of this responsibility.

#### **10.3.4.2. Performance or Display of a Work in the Classroom**

The Copyright Act contains a provision allowing an educator to *perform or display* a copyrighted work in the course of *face-to-face* teaching activities that occur in the *classroom* or a similar place devoted to instruction (e.g., laboratory, studio, etc.). This applies to any copyrighted work, regardless of the medium. Therefore, educators can use sound recordings, movies, films, videos, readings, poems, plays, musical works, live performances, slides, or any other performance or display of a copyrighted work without restriction or permission, so long as the educator is using it in the course of face-to-face teaching activities in a classroom or a similar devoted place. However, an educator may not use a movie or other audiovisual work that the he or she knows or has reason to believe was not lawfully made.

Note that the guidance in the paragraph above does not allow an educator to make copies. Rather, it merely authorizes the educator to perform or display the work.

Additionally, it does not allow the educator to post the work on his or her web page, since doing so would not be considered face-to-face teaching that occurs in a classroom or similar setting. Further, if an educator wishes to record, videotape or transmit a class session in which he or she performs or displays a copyrighted work, a different analysis, as discussed in the next subsection, applies.

#### **10.3.4.3. Distance Education**

The Copyright Act also contains provisions allowing the use of certain copyrighted works in distance education settings, such as courses offered via internet or closed-circuit television. However, these provisions impose requirements that are much more rigorous than the requirements imposed in face-to-face classroom settings. In order for the transmission of a copyrighted work in a distance education setting to comply with the law, educators must consider the following guidelines:

1. The transmission of the copyrighted work must be limited to “students officially enrolled in the course for which the transmission is made” to the extent “technologically feasible”
2. In the case of digital transmissions:
  - a) Technological measures must be applied to reasonably prevent the retention of the work in accessible form by the recipients for longer than the class session
  - b) Technological measures must be applied to prevent unauthorized further dissemination of the work in accessible form
  - c) Conduct that could reasonably be expected to interfere with technological measures used by copyright owners to prevent retention or unauthorized further dissemination must be avoided
3. The work being transmitted may be any of the following:
  - a) Performance of a nondramatic literary work
  - b) Performance of a musical work
  - b) Performance of any work in “reasonable and limited portions”
  - c) Display of any work “in an amount comparable to that which is typically displayed in the course of a live classroom session”

4. The work being transmitted may not be any of the following:
  - a) A work produced or marketed primarily for performance or display as part of mediated instructional activities transmitted via digital networks
  - b) A performance or display given by means of a copy not lawfully made and acquired under the Copyright Act and that the educational institution knew or had reason to know was not lawfully made and acquired
5. The performance or display must be made at the direction of or under the actual supervision of the educator
6. The performance or display must be an integral part of a class session offered as a regular part of the systematic mediated instructional activities of the educational institution
7. The performance or display must be directly related and of material assistance to the teaching content of the transmission
8. A work may be converted from print or analog form to digital form (limited to the amount that may be performed or displayed as set forth above) only if:
  - a) No digital version of the work is available to the educational institution, or
  - b) The digital version of the work that is available has technological protection measures that prevent its availability for performed or displayed.

*Fair Use Analysis Still Applicable:* Even if the particular use of a copyrighted work does not meet the above-mentioned requirements, it may still be allowable if it qualifies under the fair use analysis described previously.

#### **10.3.4.3.1. TEACH Act**

The Technology, Education and Copyright Harmonization Act (TEACH Act) of 2002 (see 17 U.S.C. § 110(2)) modified the Copyright Act to allow for the use of copyrighted works of third parties in distance learning activities conducted over internet. The TEACH Act allows educators at accredited, non-profit educational institutions to copy and transmit copyrighted works over distance learning networks without the permission of the copyright owner or the payment of royalties provided certain conditions are met. In order to take advantage of the TEACH Act, the following factors must be met:

1. The work must be legally acquired;
2. The use must occur under the supervision or direction of an instructor;
3. The use must be directly related to the content of the course;
4. The use must be a regular part of a mediated instructional activity;
5. The work can only be accessed by or transmitted to students who are officially enrolled in the course;
6. To the extent technologically feasible, measures must be taken to protect the work from further distribution outside the class and to prohibit retention of the work by the students; and
7. Copies of the work can only be made available to students for so long as is reasonably necessary to complete the transmission of the information to the students (for example, the duration of a class session).

All material displayed under the TEACH Act must contain the following notice:

The materials on this course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. The materials on this course website may be protected by copyright, and any further use of this material may be in violation of federal copyright law.



The TEACH Act does not permit the following:

1. Uploading material that was illegally obtained;
2. Uploading material that would typically be purchased by students for use in a class, such as textbooks, course packs and study guides;
3. Uploading materials specifically created for distance education.

Digitizing works only available in analog format for transmission to students in distance learning courses is allowable provided that there is no digital copy of the work available for use, purchase or licensing by the University, and that only the relevant portion needed for transmission is digitized.

#### **10.3.4.3.2. The digital millennium copyright act (DMCA)**

With regard to use of copyrighted materials in an educational context, it is important to ensure compliance with certain other provisions of the DMCA. The DMCA sets forth a general prohibition on circumvention of technological measures that control access to a digital work. An example of this the encryption program on a DVD that prevents its contents from being copied. Most importantly, the DMCA prohibits gaining unauthorized access to a work by circumventing a technological protection measure even if the use of the work would otherwise be a fair use. The DMCA also prohibits trafficking in technology or devices that are primarily designed to circumvent such a technological measure. Violations of the DMCA carry severe penalties, including large fines and imprisonment.

This means that fair use cannot be claimed as a defense for violations of the DMCA. In addition, educational or classroom uses otherwise allowed by law will not protect one from punishment for a violation of the DMCA. However, the anti-circumvention language of the DMCA only applies to digital content to which a technological protection measure has been applied. University faculty and staff are encouraged to make use of analog media or to use only digital media that is not copy-protected if possible when considerations of fair use are necessary.

#### **10.3.4.4. Educational Multimedia Projects**

Proposed guidelines have been drafted by copyright owners and educators relating to educational multimedia projects. These guidelines are not part of the federal Copyright Act, but they are recognized as minimum “safe harbor” standards for fair use in educational multimedia projects. It must be understood, however, that these guidelines are not legally binding. Below is a summary of these guidelines that can be used when determining whether a particular educational multimedia project would be within the bounds of the “fair use” exemption.

1. Use: Educators may perform and display their own multimedia projects created under the proposed guidelines in the following situations:
  - a) Face-to-face instruction
  - b) Assignments for student self-study
  - c) Remote instruction provided the network is secure and designed to prevent unlawful copying
  - d) For conferences, presentations, and workshops
  - e) For their professional portfolio

2. **Time Limitation:** Educators may use their educational multimedia projects for teaching courses for a period of two years after first use with a class. After two years, the educator must obtain permission for each copyrighted portion incorporated in the multimedia project.
3. **Types of Media and Permissible Amounts:** The following types of media may be used in the following amounts:
  - a) **Motion media:** Up to 10% of the total or three minutes, whichever is less
  - b) **Text Material**
    - i. Up to 10% of the total or 1,000 words, whichever is less
    - ii. An entire poem of less than 250 words, but no more than three poems by one poet or five poems by different poets in an anthology. For poems exceeding 250 words, 250 words, but no more than three excerpts by one poet or five excerpts by different poets in an anthology.
  - c) **Music, Lyrics, and Music Video:** Up to 10% of the total, but not more than 30 seconds from an individual musical work
  - d) **Illustrations and Photographs**
    - i. Up to five images from one artist or photographer
    - ii. Up to 10% or 15 images, whichever is less, from a collection
  - e) **Numerical Data Sets:** Up to 10% or 2,500 fields or cell entries, whichever is less, from a copyrighted database or data table
4. **When Permission is Required:** An educator must obtain permission from the copyright owners in the following situations:
  - a. Before the educator uses the multimedia project for commercial or non-educational purposes
  - b. Before the educator makes two or more copies of the multimedia project
  - c. Before the educator distributes the multimedia project beyond the scope of the proposed guidelines
  - d. Before the educator uses the multimedia project outside of the two-year period from when it was first used with a class

#### **10.3.4.5. Obtaining Permission To Use A Copyrighted Work**

If the reproduction or use of a copyrighted work does not fall within the Copyright Act's "fair use" exemption, the person who desires to reproduce or use the copyrighted work must seek permission from the copyright owner. In doing so, there are no special forms that must be used, and it is best practice to obtain permission in writing. When making the request, specify details such as the title of the copyrighted work; the precise pages, chapters, photographs, how many copies will be made and distributed, and the purpose of the copying and/or use.

If a work is enrolled with a clearing house, such as the Copyright Clearance Center (CCC), an educator may obtain permission from the clearing house rather than contacting the copyright owner.

#### **10.4. Human Subjects Research Guidelines**

Research at Doane University must be conducted in an ethical manner. Anyone who engages in human subjects research must follow the Research Ethics Guidelines to ensure no harm comes to

research participants and confidentiality is preserved. The following are research ethics guidelines:

1. **Voluntary Participation.** Participants should have the right to refuse all data gathering. Direct participation in a research study should not be a requirement for a class or prerequisite to an activity such as registration. In cases in which experience with research is required as part of a class, an alternative means to fulfilling that requirement must be available. (For example, a student may be allowed to write a brief response to a research article as a substitute for serving as a participant in a research project.) Participants in a research study have the right to withdraw from the study at any time without penalty.
2. **No Harm to Participants.** Researchers should be able to demonstrate that no long or short term harm will come to the research participant.
3. **Anonymity and Confidentiality.** Participants' rights to confidentiality and anonymity should be respected. No identifying information (name, address, social security number, etc.) of individual participants should be included in public reports or presentations that may result from the research, unless specific permission is granted by the individual participants.
4. **Informed Consent.** In general, participants must give informed consent to indicate that they understand the procedures to which they will be exposed when they participate in the study. Such consent may be obtained by requesting the participants sign a release form or by having participants simply read a description of the study prior to participation. Possible exceptions to the informed consent guideline do exist, such as research involving observations in a natural setting that does not otherwise put the participant at risk of harm, although such research must be carefully evaluated on an individual basis to ensure that adequate protection is provided for the participants.
5. **Deceiving Participants.** In general, participants should not be deceived regarding the procedures to which they will be exposed during a study. Deception may be justifiable in those cases in which the researcher can show it is essential to the integrity and value of the study (e.g., see American Psychological Association Code of Ethics). However, potential participants should not be deceived about procedures that can be reasonably expected to cause physical or emotional distress.
6. **Analysis and Reporting.** All findings should be reported as group data. Individual participants should not be identified without permission from the participant.
7. **Researchers.** Human subjects research should be, as much as possible, value free. Participants should not feel pressured to give the responses the researcher desires nor should the researcher alter data to support hypotheses. The researcher is also obligated to reveal how the data were gathered as well as any methodological problems that occurred. Researchers will also want to consult the codes of ethics in their fields (American Psychological Association Code of Ethics, American Sociological Association Code of Ethics, etc.) for additional guidelines.

### **10.5. Institutional Review Board**

Doane University uses an Institutional Review Board (IRB) process to review research projects involving human participants conducted by faculty and students to ensure the protection of those participants.

According to federal regulations, the IRB must have a minimum of 5 voting members, including

at least one member whose primary concerns are outside the area of science, and one member who is not affiliated with the University and has no immediate family member affiliated with the University. IRB members will be appointed by the Interim Chief Academic Officer to 3 year terms. Appointments to the IRB will be guided by the criteria provided by the Code of Federal Regulations, part 46. The criteria are designed to ensure appropriate levels of expertise, diversity, and familiarity with community attitudes among the IRB members. The IRB chair will be chosen by the board members for a 1-year term. Members of the IRB who have a research project under consideration will be required to recuse themselves from voting on the acceptability of that project.

The University distinguishes between federally supported research and non-supported research in the following manner:

1. For federally supported research, researchers will follow the general principles of the Belmont report, comply with the specific guidelines in the Code of Federal Regulations, Title 45, part 46 (i.e., the “Common Rule”) for the protection of human research participants, and follow the “Research Ethics Guidelines” specific to Doane University. The IRB (or when appropriate, the Chair or a designated member of the IRB) will review these projects to help the researchers maintain compliance with the Common Rule and ensure the protection of research participants. As a part of this compliance, the University will develop educational programs to ensure that the IRB members and faculty involved in such research are sufficiently knowledgeable about the Belmont principles and the Common Rule regulations.
2. For research that does not receive federal support, researchers will follow the general principles of the Belmont Report and the additional “Research Ethics Guidelines” specific to Doane University. The IRB (or when appropriate, the Chair or a designated member of the IRB) will review these projects to ensure the protection of research participants. These projects will not necessarily be subject to the specific requirements of the Common Rule that govern federally supported research, although the IRB may draw upon these guidelines on a case by case basis to ensure the adequate protection of research participants.

Researchers conducting work involving human subjects that is not exempt from review will be subject to the following process:

1. Submit a proposal: The primary investigator (i.e., lead researcher on a project) would submit a proposal form to the Chair of the IRB. This form, available in electronic form from the IRB website <http://www.doane.edu/irb> or by sending an email request to [irb@doane.edu](mailto:irb@doane.edu), requires the investigator to describe the nature of the project and address specific ethical issues. In the event that the research project is federally supported, the required form will follow the specific guidelines of the “Common Rule,” 45 CFR 46.
2. Proposal is reviewed initially by the IRB Chair (or a member designated by the Chair), and when appropriate, by the full IRB
  - a) If the Chair (or designate) determines that the proposed project presents no greater than “minimal risk” to the research participants (i.e., risk no greater than what they would expect to encounter in normal daily life), the proposal qualifies for expedited review and therefore need not be reviewed by the full IRB. The Chair (or designate) can still request that modifications to the project be made before approval is granted.
  - b) If the Chair (or designate) determines that the proposed project presents more than “minimal risk” to the participants, the proposal will be reviewed by the full IRB. The IRB may request that modifications to the project be made before approval is granted.
3. The decision of the Chair (or designate) or the full IRB can take one of several forms:

- a) Reject the project.
- b) Approve the project, pending revisions.
- c) Approve the project, with no revisions necessary.
- d) Request more information from the investigator(s) prior to decision.

Note: Approval of a project is effective for one-year maximum. In cases of projects involving more than minimal risk, the IRB may request more frequent review, depending on the nature of the project. If a project is not completed within a year, a proposal for continuing review must be submitted by the primary investigator.

4. Submission of termination notice (for federally supported projects)

Upon completion of data collection, the primary investigator will submit a termination notice to the IRB, indicating that the project has been concluded.

Doane University IRB review is restricted to only those research projects involving human subjects that are systematically designed to produce generalizable knowledge about human nature intended to be shared with the public or other scholars. Journalistic activities such as news or investigative reporting are explicitly excluded from the Doane University IRB review process. In addition, course projects which are intended for pedagogical purposes that involve the collection of information about humans but are not systematically designed to produce generalizable knowledge are explicitly excluded from the Doane University IRB review process.