



DOANE
UNIVERSITY

2024-2025

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 Chief Academic Officer. Replaced President’s Leadership Team (PLT) with Leadership Team (LT).
August 2022	Annual review and updates to Section 1, 9, and 10. Updated Faculty Voice/Vote language, 8.2, passed by Faculty Spring 2020, BOT Fall 2021.
May 2023	Annual review and updates to Sections 1, 9, and 10. Section 4 added the Faculty Sanctions Appeal Policy, and revised the Promotion and Tenure Language and Timelines, passed by Faculty Spring 2023, BOT Spring 2023. Also completed a Legal review and approval of language in Non-renewal of a Term Appointment. All references to Division Chairpersons were eliminated throughout the Faculty Handbook and updated Department Chair responsibilities in Section 5. Updated Faculty Travel Allowance in Section 6. Updated Section 8. (Faculty Governance) per May 2023 document passed by Faculty Spring 2023, BOT Spring 2023. Section 9, added the Doane University Liberal Arts Statement, passed by Faculty Spring 2023, BOT Spring 2023. Also in Section 9, added Academic Credentials, College of Business to Teaching Load and the credit hour definition, a link to Doane University’s Syllabus Template and Syllabus Addendum, the Preferred Faculty Hiring Timeline, and the New Opportunity, Initial, and Full Proposal Template links. Sections updated or removed, pending Faculty Council process: 4.1.3 (Academic Tenure), Section 5 (Administrative Roles), 5.1.1. (Responsibilities), and 5.2. (Director or Program Director. Section 6.1.1.1.3. (Faculty Leave Application Process). Section 7.1.5. (Class Attendance), 7.1.8. (Academic Integrity), and Section 7.2.1. (Self-Evaluation).

July 2024	<p>Annual review and update to Sections 1, 9, 10.</p> <p>Section 4- Changes to Practice Appointment Section 4.3.2.2. Added sections for Conversion from Practice Appointments to Tenure-System Appointment and Conversion of Visiting Faculty Appointments. Changes to dates and processes in the Year 3 and Year 6 Checklists.</p> <p>Section 6.1.5. – Professional Dues- changed wording to allow use of FDF for professional organizational membership dues.</p> <p>Section 8 –changed wording from Division Chairs to Department to represent our new Government Structure.</p> <p>Moved the Public Events Committee responsibilities into the Faculty Development Committee.</p> <p>Replaced the Residential Academic Admission and Progression Faculty Committee with Undergraduate Acceptance Retention, and Persistence Committee under 8.3.4. Structures for University Affairs.</p>
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Section 1. Quick Information

1.1. Doane University Faculty and Academic Personnel

The tables identify the departments, faculty, and department chairs in each College. Faculty librarians are also identified.

Lorie Cook Benjamin, Chief Academic Officer

Faculty in the College of Arts & Sciences – Pedro Maligo, Dean

Department	Position	Name Note: [DC] Department Chair
Art & Design	Professor	Eric Stearns [DC]
	Assistant Professor	Kailin Nielsen
	Assistant Professor	Chelsey Augustine
Biology	Professor	Brad Elder
	Professor	Tessa Durham Brooks
	Professor	Kate Marley
	Associate Professor	Dane Bowder
	Associate Professor	Erin Doyle [DC]
	Assistant Professor	Taylor Hancock
	Assistant Professor of Practice	Rebecca Sprouse
	Assistant Professor of Practice/Curriculum Coordinator, Biology	Amna Qureshi
Visiting Assistant Professor	Eric Holley	
Chemistry & Biochemistry	Professor	David Clevette
	Professor	Andrea Holmes
	Associate Professor	Chris Huber [DC]
	Assistant Professor	Trisha Vickrey
	Assistant Professor of Practice	Matt Beio
Communication	Assistant Professor	Amanda Irions [DC]
	Assistant Professor of Practice	Nathaniel Wilson
	Assistant Professor of Practice	J.B. Tyson
	Assistant Professor of Practice	Eric Tucker
Computing	Professor	Alec Engebretson
	Professor	Mark Meysenburg [DC]
Engineering & Physics	Associate Professor	Cale Stolle
	Associate Professor	Joel TerMaat [DC]
	Assistant Professor	Mohamed Amar
	Assistant Professor	Lavi Zamstein
	Visiting Assistant Professor	Ather Mahmood
English	Professor	Brad Johnson
	Professor	Philip Weitl [DC]
	Assistant Professor of Practice	Lucas Kellison

	Assistant Professor of Practice	Melanie Ritzenthaler
Health & Human Performance	Associate Professor of Practice	Greg Seier [DC]
	Assistant Professor of Practice	Mitchell Sasek
History	Professor	Kim Jarvis [DC]
	Professor	Mark Orsag
	Associate Professor	Dan Clanton
	Assistant Professor	Courtney Buchkoski
Mathematics & Data Analytics	Associate Professor	Peg Hart
	Associate Professor	Barbara Jennings-Herzog [DC]
	Associate Professor	Margaret Watts
	Associate Professor/ Director of Institutional Effectiveness	Kris Williams
	Assistant Professor of Practice	Tracee Fairbanks
	Assistant Professor	Jerome Roehm
Modern Languages	Associate Professor of Practice	James (J.L.) Vertin
	Associate Professor	Joshua Pope [DC]
	Assistant Professor	Carlos Rivera
Music	Professor	Kurt Runestad [DC]
	Assistant Professor	Andrew Feyes
	Assistant Professor	William Whipple
	Assistant Professor of Practice	Kathy Ohlman
Natural Resources & Environmental Sciences	Professor	Russ Soucek [DC]
Psychology	Professor	Heather Lambert [DC]
	Associate Professor	Brian Pauwels
	Associate Professor	Jocelyn Schock King
	Assistant Professor of Practice	Jean Kilnoski
Sociology	Professor	Danelle DeBoer [DC]
	Professor	Tim Hill
	Associate Professor	Kari Gentzler
	Assistant Professor	Andrea Johnson
Theatre	Professor	Rob McKercher
	Professor	Jeff Stander [DC]
	Associate Professor	Joel Egger
	Assistant Professor of Practice	Shandi Anderson

Faculty in the College of Business – Daniel Bothe, Dean		
Department	Position	Name
Accounting	Assistant Professor of Practice	Jean Walkenhorst
	Assistant Professor of Practice	Tracy Cor [Co-DC]
	Assistant Professor of Practice	Jeanne Vrbka [Co-DC]
Agribusiness		Adjunct Instructors
Business	Assistant Professor	Julianna Grabianowski
	Associate Professor of Practice	Kathleen Zumpfe
	Assistant Professor	Charlena Miller
Economics	Professor	Jennifer Bossard [DC]
	Visiting Assistant Professor	Peng Zhao
Entrepreneurship	Assistant Professor of Practice	Lisa Tschauner [DC]
Instructional Design & Technology	Assistant Professor	Terri Deems [DC]
Leadership	Assistant Professor	Jared Cook [DC]
	Visiting Assistant Professor	Tiffany Shonerd

Faculty in the College of Education – Tim Frey, Dean		
Department	Position	Name
Educational Leadership & School Counseling	Professor	Cate Sommervold
	Assistant Professor	Teresa Perkins [DC]
	Associate Professor of Practice	Cindy Gray
	Assistant Professor of Practice	Rachel Catlett
	Assistant Professor of Practice	Felicia Nofuente
Mental Health Counseling	Assistant Professor	Courtney East [DC]
	Assistant Professor	Andrea McGrath
	Assistant Professor	Arden Szepe
Teaching & Learning	Professor	Rod Diercks [Co-DC]
	Professor	Marilyn Johnson Farr [Co-DC]
	Associate Professor	Cindy Meyer
	Assistant Professor	Jill McCaslin-Timmons
	Assistant Professor	Emily Griesch
	Assistant Professor	Rob McEntarffer
	Assistant Professor	Trina Pettit
	Assistant Professor	Carrie Rath
	Assistant Professor	Tiffany Young
	Assistant Professor of Practice	Alexandra Clouse
Assistant Professor of Practice	Deb Stuto	

Faculty in Technology Services – Derek Bierman, Chief Information Officer		
Department	Position	Name
Library	Learning & E-resources Librarian, Associate Professor of Practice	Jayne Germer
	Online Learning Librarian; Associate Professor of Practice	Cali Biaggi

1.2. Faculty Committees

1.2.1. Ceremonial Faculty Roles

- Mace Bearer: Mark Meysenburg
- Faculty Marshals: Tim Hill and Jeff Stander

1.2.2. Faculty Liaisons to Board of Trustees Committees

[Faculty Liaisons to Board of Trustees](#)

1.2.3. Doane University Undergraduate Acceptance, Retention, and Persistence Committee

[Doane University Undergraduate Acceptance, Retention, and Persistence Committee](#)

1.3. Standing Faculty Committees

[Standing Committees](#)

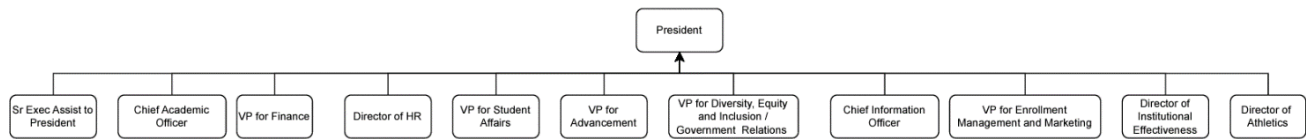
1.4. University Organizational Chart

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Doane University is organized into several divisions that handle different aspects of the University's affairs. Each division is headed by a member of the leadership team or a dean. A full size and printer friendly version of the chart can be found at this [link](#).

Doane University Organizational Chart

President's Leadership Team

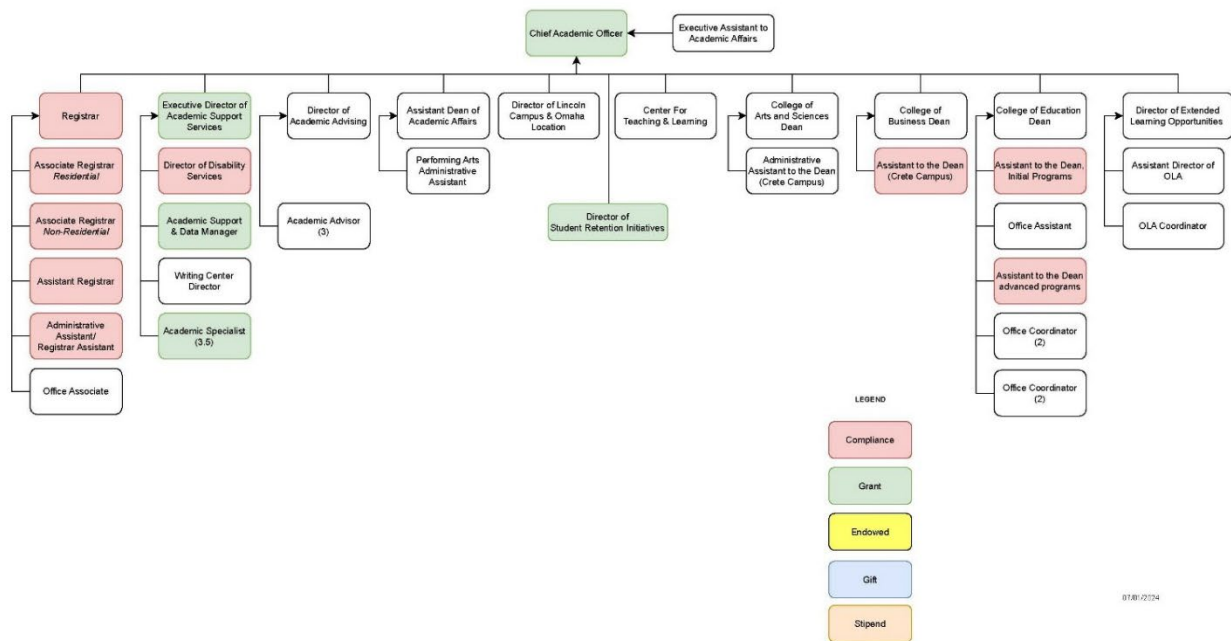


1.5. Academic Affairs Organizational Chart

The Division of Academic Affairs is organized around three colleges, and other units to provides services to all Doane University faculty and students. A full size and printer friendly version of the chart can be found at this [link](#).

Doane University Organizational Chart

Division of Academic Affairs



Section 2. Introduction to Doane University

2.1. Role of Faculty Handbook

The Doane University Faculty Handbook is designed to provide information to faculty and staff concerning faculty matters within Doane University. It is superseded by the Doane University's [Employee Handbook](#), the Doane University Catalog, and the Doane University's Student Handbook.

Revisions and additions to Section 1 (Quick Information), 9 (Resources for Faculty), and 10 (Institutional Policies and Guidelines) are coordinated through the Office of Academic Affairs. Changes to the other sections 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 Sections 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, 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 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 Chief Academic Officer will coordinate this process. If the Board rejects the change, this outcome will be communicated by the 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 over 150 years, Doane University has occupied a distinguished place among the colleges and universities of the Midwest as Nebraska's first and oldest private liberal arts and sciences school, with the purpose, "We Build Leaders".

The history of Doane dates from 1857, when the General Association of Congregational Churches, in its first annual meeting in Fremont, Nebraska, resolved to lay the foundation of a literary institution of a high order in Nebraska. Fourteen years later, and after several unsuccessful attempts to establish Congregational schools across the state, an academy was founded in Crete on May 22, 1871.

The efforts of the local Congregational pastor and Thomas Doane, chief civil engineer for the Burlington and Missouri River Railroad, were instrumental in advancing the idea of the academy.

On July 11, 1872, Doane College was founded. The college was officially incorporated at that time as a nonprofit institution governed by an independent, self-perpetuating board of trustees. It has received continuous accreditation from the North Central Association of Colleges and

Schools, now named the Higher Learning Commission, since 1913.

Doane began its work in higher education for adults and "nontraditional" students when it offered its first professional development classes in Lincoln in 1981. The current Lincoln campus was established in 1988.

In 2016, Doane College became Doane University, reflecting its structure of multiple campuses, colleges, and the addition of online programs. No matter the changes, Doane has continued to hold on to its liberal arts origins, prioritizing teaching, research, academic study and helping students reach success in all aspects of their education.

Doane is historically affiliated with what is now called the United Church of Christ. Doane serves as the representative institution for the Nebraska, Rocky Mountain, Kansas-Oklahoma, and South Dakota conferences of the UCC. Doane, although founded by Protestants, is open to students of all religions, as well as those who profess no formal religion.

2.3. Mission Statement

The following Mission Statement was adopted by the Board of Trustees on May 5, 2023.

Doane University's mission is to create distinctive educational experiences, immersed 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 describes the 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](#).

Section 3. Faculty Roles

3.1. Standard Appointments

3.1.1. Full-Time Faculty

A full-time faculty member is an employee of Doane University qualified for appointment to one of the academic ranks listed in Section 4. Full-time faculty members ordinarily have duties consisting of teaching, service, scholarship, and, in some cases administrative duties.

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 Section 4, and teach half-time or greater as determined by the appropriate Dean and the 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, the Chief Academic Officer, and the College Deans automatically hold faculty rank. All other faculty rank is granted through the Chief Academic Officer. Changes in rank are granted by the Chief Academic Officer or in the case of a change in rank for the Chief Academic Officer, by the President.

3.2. Special Appointment Faculty

3.2.1. Visiting Faculty

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.

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 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 salary enhancement, 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.

3.2.4. Emeritus/Emerita Faculty

3.2.4.1. Emeritus/Emerita

The status of Professor Emeritus or 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.

Emeriti faculty are not eligible to hold office at the University and do not participate in Faculty Council and Assembly 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 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 teaching, service, and scholarship .

- c) The letter of intent may suggest current faculty members, who know the applicant's teaching, service and/or scholarship, 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 written recommendation.
 3. The dean shall review the candidate's record and provide a written recommendation.
 4. The Chief Academic Officer shall review the candidate's record and provide a written 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/emerita faculty member.
3. Listing as Emeritus/a with faculty in Doane University catalogues.
4. Full faculty library privileges.
5. Permanent parking privileges.
6. Receipt of all campus publications, and sources of information, including advance notice of events.
7. An e-mail address, departmental mailbox, and use of University stationery (if desired).
8. Invited participation in public ceremonies: commencements, academic processions, etc.
9. Invitation to all University or college functions open to the faculty.
7. Use of campus recreational and social facilities.
10. 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 available 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.

Section 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

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.

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.

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. Refer to the Faculty Sanction Appeal Policy The tenure process is explained in Section 4.10. Faculty Sanction Appeal Policy.

4.1.3.1. Appointments Leading to Tenure

A 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. Each

tenure decision represents a significant financial 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.

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

Is the candidate an excellent teacher: do they serve the learning and welfare of our students effectively in and out of the classroom?

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

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?

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?

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

Is the candidate as strong as the University could likely secure among professors available in the marketplace of the discipline?

Is the candidate likely to contribute to Doane University being a distinctive University of great academic strength and visibility?

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. Has the review process been fair and impartial?

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 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 Zoom interviews and selecting the most qualified candidates to invite for a campus interview. If all candidates are local, the committee can opt out of the Zoom screening interview process. 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 Chief Academic Officer. Exceptions to these standard expectations must be approved by the Chief Academic Officer.

4.3. Types of Faculty Appointments

4.3.1. Tenured and Tenure-System Faculty

Faculty on the tenure system have either a probationary or a tenured contract. Every effort is made to hire faculty with terminal degrees in hand for tenure-system 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 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-system positions.

4.3.1.1 Tenure-System Probationary Appointments

Probationary appointments shall be for one year, subject to renewal.

4.3.1.2. Prior Experience and Expedited Review Process

Upon the approval of the 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 third year of teaching at Doane University for the awarding of continuous tenure to take effect at the beginning of their fourth year. The faculty member must request consideration of previous full-time faculty experience by March 1st of their first year. Requests are to be made to the Chief Academic Officer and the faculty member's respective Dean. Previous full-time faculty status includes the following full-time positions: visiting assistant professor, assistant professor of practice, assistant teaching professor, lecturer, instructor, or full-time positions that include at least a half-time credit-bearing teaching load at the post-secondary level.

The table below indicates the promotion, tenure, and review schedule for faculty members with prior full-time experience recognized by the University.

<u>Years of experience granted</u>	<u>Year 1 Review</u>	<u>Year 2 Review</u>	<u>Year 3 Review</u>	<u>Year 4 Review</u>	<u>Year 5 Review</u>
<u>1</u>	<u>Follow Year 1 Checklist</u>	<u>Follow Year 2 Checklist</u>	<u>Third-Year Review (Follow Year 3 Checklist)</u>	<u>Follow Year 5 Checklist</u>	Promotion and Tenure Review (Follow Year 6 Checklist)
<u>2</u>	<u>Follow Year 1 Checklist</u>	<u>Follow Year 2 Checklist</u>	<u>Third-year review (Follow Year 3 Checklist)</u>	<u>Promotion and Tenure Review (Follow Year 6 Checklist)</u>	
<u>3</u>	<u>Follow Year 1 Checklist</u>	<u>Follow Year 2 Checklist</u>	<u>Promotion and Tenure Review (Follow Year 6 Checklist)*</u>		

*For faculty granted three years of experience, in addition to following the sixth-year checklist during year three, the Dean and Department Chair must complete an announced visit by September 22nd of that year (follow the observation procedure in the Year 3 Checklist in the handbook).

Faculty who receive recognized prior full-time experience by the University can choose to submit previous scholarship in their portfolio and during the promotion and tenure review if the scholarship was conducted within the previous three years before hire. However, faculty members must demonstrate continued scholarship at Doane. Previous teaching and service will not count towards the promotion and tenure review at Doane University. The exception to this policy is the hiring of Deans, the Chief Academic Officer, or the President, who meet the criteria for promotion and tenure and would like to pursue tenure consistent with their previous rank.

4.3.1.3. Requests for Tenure Timeline Extensions

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.

Faculty may request an extension, effectively pausing the tenure timeline. The tenure-review process may be postponed due to extenuating circumstances such as, but not limited to, current efforts to complete a terminal degree; a research or teaching opportunity outside of Doane; serious health-related issues; a sanctioned leave of absence; or, a request to delay an expedited review process. Per 8.3. Governance Structure in the Faculty Handbook, written 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 respective Dean and the Chief Academic Officer. The Chief Academic Officer will consult with the faculty member's respective Dean before rendering a decision.

Requests for a one-year extension should be made by April 1st. However, in unforeseen circumstances, extensions can be requested up until August 1st of the academic year of the scheduled tenure review.

Normally, an individual will be granted no more than three extensions. The 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.

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 the respective Dean and the 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 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.

4.3.1.4. Change in Faculty Appointments

Academic freedom is the cornerstone of U.S. institutions of higher education. Accordingly, faculty tenure protects and ensures such freedom. For the institution, tenure is a commitment to academic freedom and the overall mission of higher education of free inquiry and the pursuit of knowledge. As such, institutions should do their best to sustain and protect tenure-system probationary appointments. Doane University respects, honors, and preserves faculty on the tenure-track position.

4.3.1.4.1. Conversion from Tenure-System Appointments to Practice Appointment

There may be some cases where a tenure-system probationary appointment possibly could be converted into a professor of practice appointment. In the rare case where a faculty member deems it necessary, they may work with first their Department Chair and then their Dean. The Chief Academic Officer has final authority on the decision. The Director of Human Resources, the Faculty Council Chair and Vice-Chair, and Promotion and Tenure Committee Chair must also be notified that a faculty member has requested a change in appointment status. If the conversion is denied, the faculty member will continue to follow the tenure-system review and promotion process.

4.3.1.4.2. Conversion from Practice Appointment to Tenure-System Appointment

Cases may arise where a faculty member or department wishes to request an appointment conversion from a practice appointment to a tenure system one. For example, such requests could result from the completion of a terminal degree; however, completing a terminal degree does not automatically warrant a change in appointment status. The process will follow the intent of Principle 6 of the University's Principles of Shared Governance (Section 8.1). Such a request must be initiated by the department or program in which the faculty member resides. In consultation with the Department, the Department Chair makes a request to the Dean and Chief Academic Officer to create a tenure-track line. The Department could decide to request a faculty appointment conversion or request a national search based on the needs of the department or program.

The following appointment conversion considerations should be taken into account: departmental or programmatic need, faculty retention, scope of initial search (i.e., local or national search, or consideration of candidates with terminal and non-terminal degrees), relevance of terminal degree, market and potential candidate pool. Approval request of change in status is not guaranteed, and is dependent on position/tenure-track allocations for the institution, college, or department. In consultation with the faculty member and the respective Department Chair and Dean, the Chief Academic Officer has final authority on the decision.

4.3.1.4.3. Conversion of Visiting Faculty Appointments

In the case of visiting assistant professor appointments, assuming a national search was conducted, if the hired candidate meets the requirements for the position, including a terminal degree, the line may be converted to a tenure-system or practice appointment as determined by the respective Department Chair, Dean, and Chief Academic Officer in consultation with the department or program and visiting faculty member. The Chief Academic Officer has the final authority on the decision. If the visiting faculty member meets the requirements of the position including having a terminal degree, a visiting appointment should last no more than two years and could result in a conversion to a tenure-system probationary appointment or a practice appointment. A decision may be made to conduct a national search if the position line is to be converted.

Upon hire, if there is a possibility of advancement or change in status, the Department Chair will discuss those possibilities and requirements with the new faculty member. Additionally, during the faculty member's first review, the Dean will also discuss opportunities for advancement or change in faculty status.

4.3.2. Non-Tenure-System Faculty

4.3.2.1. Term Appointment

Term appointment faculty have a contract for employment for a limited period of one to three years, which is renewable.

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.

Term appointment faculty will be evaluated by their respective Department Chairs and/or Dean using the annual Faculty Professional Activity Summary.

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 three years of service at Doane under the term appointment toward consideration for promotion and/or tenure subject to the approval and negotiation with the respective Dean and the Chief Academic Officer.

4.3.2.2. Practice Appointments

Practice faculty members are colleagues holding the rank of Assistant Professor of Practice, or higher, without being tenured or on the tenure system. Librarians with faculty status will be considered practice faculty.

Practice appointments shall be for one year, subject to renewal. Practice appointments may be eligible for multi-year contracts subject to the approval of the respective Dean and the Chief Academic Officer.

Practice faculty will determine if they wish to opt out of promotion in rank by March 31st of their second year. A practice faculty member must notify the Chief Academic Officer by March 31st of the second year if they would like to opt out of the promotion process starting in year three.

If the faculty member continues the promotion process after the second year, they will follow the yearly promotion and review checklists (Section 4.7), including portfolio development in the third-

year review, sixth-year review, and professor of practice review. For faculty of practice who were hired as an assistant professor of practice prior to the 2024-2025 academic year, they will follow the policy outlined in the faculty handbook for the academic year they were hired. These faculty members may opt-in for the review process by notifying their Dean by August 31st of the year in which they would like to begin the promotion and review process. Librarians with faculty status will follow a separate process.

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 three 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 Chief Academic Officer.

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 [Section 8.2] in the faculty governing body, provided they meet the criteria for such.

4.3.2.3. 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-System

Rank	Academic Preparation	Teaching Experience	Eligibility for Promotion
Assistant Professor of Practice	A master's degree or equivalent graduate coursework in the field in which they teach.		An Assistant Professor of Practice is usually eligible for consideration for promotion to Associate Professor of Practice after serving six years at the rank of Assistant Professor of Practice.
Associate Professor of Practice	A master's degree or equivalent graduate coursework in the field in which they teach.	A candidate for appointment as an Associate Professor of Practice should present evidence of effective college-level teaching experience or relevant professional experience.	An Associate Professor of Practice is usually eligible for consideration for promotion to Professor of Practice after serving six years at the rank of
			Associate Professor of Practice.
Professor of Practice	A master's degree or equivalent graduate coursework in the field in which they teach.	A candidate for appointment as a Professor of Practice should present evidence of effective college-level teaching experience or relevant professional experience.	n/a

4.4.2. Tenure-System 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		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 Associate Professor should have at least six years of effective 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 may be eligible to seek advancement in rank earlier than the general timeline.	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 Chief Academic Officer.

Professor	The rank of Professor requires an earned terminal degree in a related field from an accredited institution.	Typically, a candidate for appointment as Professor should have at least ten years of effective 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 Chief Academic Officer.
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4.5. Faculty Contracts

The precise terms of each faculty member’s appointment will be stated in a the faculty member’s contract.

Contracts will be issued to full-time and pro-rata faculty on a yearly basis indicating contract period, service period, rank (i.e., visiting, term, practice, probationary, tenured), and salary.

Contracts will be issued by March 15 preceding the academic year covered by the contract.

Accepted contracts must be signed and returned to the Chief Academic Officer on or before April 1st of the same year.

1. 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 their most recent signed contract.
2. 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 Chief Academic Officer, at their sole discretion, chooses to accept the signed contract after April 1st.

In accordance with United States Citizenship and Immigration Services (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 if applicable. 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 mentoring 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 mentoring, 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.

4.6.2. Scholarship

A faculty member is expected to be an active member of their scholarly community, for scholarship is an intrinsic element of academic life at Doane. To acknowledge that scholarly activity 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/department 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. academic advising of students
2. serving on a committee or other governance body
3. advisory roles to student groups/organizations

4. accreditation activities
5. 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 (FPAS). 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 their contribution to the institution in the areas of teaching, scholarship, and service during the academic year. The FPAS 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 person's 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. A Curriculum Vitae updated annually
2. Department Chair/Dean evaluations
3. Classroom/course 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 and other professional recognitions

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 their 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, 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 though 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.

1. 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.
2. 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.

1. 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.

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 Chief Academic Officer, the Department Chair (or their 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 Chief Academic Officer. The final membership selection will be made by the Chief Academic Officer in consultation with the respective Dean. For third year reviews, the review committee will include two faculty members (preferably at least one from the candidate's program/department), the Department Chair or designate, and two members of the Promotion and Tenure Committee selected by the members of that body. For tenure and for promotion reviews, the review committee will include: two faculty members (preferably at least one from the candidate's program/department) and the Department Chair or designate.

4.7. Yearly Review Process for Promotion and/or Tenure

For purposes of this process, Year One is the person's first full year of contract. If the faculty member under review is the Department Chair, the respective Dean and the 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

Date	Description
End of September	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	<p>The Department Chair will make an announced visit to the faculty member's classroom/course. When necessary, the Dean will designate a colleague to conduct this classroom/course 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.</p> <p>The faculty member will invite a colleague from any discipline to make an announced classroom visit or course observation. The <i>Classroom Observation Form</i> may be completed and given to the faculty member for possible inclusion in the portfolio.</p>
by Dec 1	The Department Chair will meet with the faculty member to provide feedback related to the classroom/course 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 their 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 the faculty member complete an annual Faculty Professional Activity Summary in June.
by Jan 22	The Department Chair and the Dean meet with the faculty member to provide timely feedback on their 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 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 Department Chair/Dean may again make announced visits to the faculty member's classroom/course and/or have conversations with the faculty member to evaluate progress toward addressing concerns.
by Feb 22	Should the faculty member request it, an optional follow-up discussion may be held with the Department Chair/Dean so the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Chief Academic Officer to be included in the Faculty Evaluation File.

by Feb 24	The Chief Academic Officer makes a recommendation to the President to reappoint or not reappoint.
by Mar 1	(for case of non-reappointment) 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	(in case of reappointment) 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 Department Chair and the Dean to discuss the format for the review process.
	The Department Chair 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 Department Chair will make an announced visit to the faculty member's classroom/course. When necessary, the Dean will designate a colleague to complete the classroom/course 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 their classroom or observe their course. 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 Department Chair 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 their 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 Department Chair review the materials in the Faculty Evaluation File.
	The faculty member, the Department Chair, and the Dean meet to discuss the faculty member's strengths and possible opportunities for growth.
by Dec 1	The Department Chair meets with the Dean to decide to reappoint or not reappoint. In the case of non-reappointment, the procedures in Section 4.9.4 or Section 4.9.5 are followed.
by Jan 15	(for case of non-reappointment) The faculty member is notified of the President's decision to not reappoint.

by Feb. 1	(in case of reappointment) The faculty member has the option to submit a self-evaluation of their 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	(in case of reappointment) The Dean prepares a written evaluation of the faculty member's performance, including information supporting the conclusions. The evaluation is forwarded to the 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	(in case of reappointment) Should the faculty member request it, an optional follow-up discussion may be held with the Chief Academic Officer, Dean, and the Department Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Chief Academic Officer to be included in the Faculty Evaluation File.
by Mar 15	(in case of reappointment) The faculty member is issued a contract for the next academic year.
by April 20	The faculty member submits to the Office of Academic Affairs five names of faculty (preferably at or beyond their rank) to serve on their Review Committee. The final membership selection will be made by the Chief Academic Officer in consultation with the respective Dean. The 5-person Review Committee is composed of two faculty members (at least one from the faculty member's department), the Department Chair or designate, and two members of the Promotion and Tenure Committee to be selected by that body.
by May 15	The CAO notifies the candidate if the candidate needs to submit additional names of faculty due to unavailability or ineligibility of any of the five on the candidate's original list.
by May 30	The CAO communicates to the candidate the names of the colleagues who will serve on the Review Committee.

4.7.3. Year 3 Checklist

Date	Description
	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	Dates for announced classroom/course visits by the Dean and the Department Chair are set. The faculty member may also ask a colleague to visit his/her classroom/course.
by Sept 22	All announced classroom/course visits have taken place. Observers submit completed forms to the Faculty Evaluation File.
by Oct 15	The Review Committee reviews the portfolio and the Faculty Evaluation File. The Review Committee meets with faculty member to discuss their teaching, scholarship, and service.
by Nov 1	The Review Committee makes a recommendation for the faculty member's reappointment/non-reappointment to the Dean and the Promotion and Tenure Committee. The Review Committee Chair emails the letter to the Dean, the Promotion and Tenure Committee, and the Academic Affairs Office. The letter will be provided to the faculty member and included in the Faculty Evaluation File. A reappointment recommendation will include feedback for continued professional development for tenure and/or promotion.
by Nov 30	The candidate has the opportunity to request a meeting with the full Promotion and Tenure Committee.
by Dec 15	The meeting requested by the candidate with the Promotion and Tenure Committee takes place.
by Dec 20	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 Chief Academic Officer and Dean. The letter will be provided to the faculty member and included in the Faculty Evaluation File. The Promotion and Tenure Committee Chair emails the letter to the Chief Academic Officer, the Dean, and the Academic Affairs Office. A reappointment recommendation will include feedback for continued professional development for tenure and/or promotion.
by Dec 31	(in case of non-reappointment) The Dean submits a written recommendation for the faculty member's non-reappointment to the Chief Academic Officer, which will to be placed in the Faculty Evaluation File.
by Jan 10	(in case of non-reappointment) The Chief Academic Officer will make a recommendation to the President. The Chief Academic Officer may consult with the Department Chair, Dean, Promotion and Tenure Committee, and/or the faculty member.
by Jan 15	(in case of non-reappointment) The faculty member is notified of the President's decision to not reappoint.
By Feb 15	(in case of reappointment) 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	(in case of reappointment) The faculty member is issued a contract for the next academic year.

4.7.4. Years 4 and 5 Checklist

The Promotion and Tenure Committee, Dean or the 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.
	The faculty member continues the development of their online portfolio along with refinement and implementation of the professional development plan.
by Nov 15	The Department Chair meets with the Dean to decide to reappoint or not reappoint. In the case of non-reappointment, the procedures in (Section 4.9.4 or Section 4.9.5) are followed.
by Jan 15	(in case of non-reappointment) The faculty member is notified of the President’s decision to not reappoint.
by Feb 1	(in case of reappointment) The faculty member has the option to submit a self-evaluation of their 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	(in case of reappointment) The Department Chair and the Dean meet with the faculty member to provide timely feedback on their 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	(in case of reappointment) The Dean prepares a written evaluation of the faculty member’s performance, including information supporting the conclusions. The evaluation is forwarded to the 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	(in case of reappointment) Should the faculty member request it, an optional follow-up interview may be held with the Chief Academic Officer, Dean, and the Department Chair so the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Chief Academic Officer to be included in the Faculty Evaluation File.
by Mar 15	(in case of reappointment) The faculty member is issued a contract for the next academic year.
by April 20	The faculty member submits to the Office of Academic Affairs five names of faculty (preferably at or beyond their rank) to serve on their Review Committee. The final membership selection will be made by the 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 department) and the Department Chair or designate.
by May 30	The CAO communicates to the candidate the names of the colleagues who will serve on the Review Committee.

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.
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 their teaching, scholarship and service.
by Oct 15	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 Review Committee Chair emails the letter to the Dean, the Promotion and Tenure Committee, and the Academic Affairs Office. The letter will be provided to the faculty member and included in the Faculty Evaluation File.
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.
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 the dean 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 Chief Academic Officer. The Promotion and Tenure Committee Chair emails the letter to the Chief Academic Officer, the Academic Affairs Office. The letter will be provided to the faculty member and included 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 Chief Academic Officer. The recommendation is placed in the Faculty Evaluation File.
by Feb 25	The 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 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 in the Practice system and 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 and is not limited to: 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, serving in roles consistent with those of individuals having faculty status, 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 Chief Academic Officer.
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 in rank within the Practice system.
3. 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.
4. In terms of the Year 1 checklist (4.7.1) and Year 2 checklist (4.7.2), in lieu of classroom/course observations, the CAO will appoint a department chair and a dean to implement/carry out those procedures. All feedback should identify strengths and possible opportunities for growth. This feedback is shared with the librarian under review and also given to the CAO to review and place in the Faculty Evaluation File.
5. In terms of the Year 3 checklist (4.7.3), there are no classroom/course 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.

6. 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, they should provide as much advance written notice to the respective Dean and 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

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

Age attained during the last contractual year of full-time employment	Stipend
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

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](#).

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.

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 stipend payment in 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.

The retiree may continue to enjoy the benefits of faculty status including personal and dependent tuition waivers (for all dependents enrolled at the time of the person's retirement), 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

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 academic program's continuation is expressly determined by the Board of Trustees.

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.

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.

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 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 Chief Academic Officer on or before March 15 of the year preceding the next contract year. 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

Non-renewal is defined as a decision by the University to not continue the services of a faculty member beyond the expiration of their current contract. Since non-renewal is not a dismissal for cause, it is not necessary for the University to set forth its reasons. The 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 Chief Academic Officer.

Non-renewal may be determined by a recommendation of department chair and/or respective Dean to the Chief Academic Officer. The recommendations will become part of the recommendation by the Chief Academic Officer to the President, who makes the final decision.

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

4.9.5. Non-Renewal of a Probationary Appointment

Non-renewal is defined as a decision by the University to not continue the services of a faculty member beyond the expiration of their current contract.

The Promotion and Tenure Committee will review recommendations by a Department Chair and respective Dean for non-renewal. The Committee will have all pertinent personnel records, including department chairs and administrative recommendations at its disposal. The Committee may invite the department, Department Chair, 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 they see fit. The committee will make a recommendation to the Chief Academic Officer. The recommendations of the Committee will become part of the recommendation by the Chief Academic Officer to the President, who makes the final decision.

Written notice that an appointment is not to be renewed will be given the faculty member in advance of the expiration of their appointment according to the following minimum periods of notice:

1. not later than March 1 during the first academic year of faculty service at Doane University;
2. 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.

Non-renewal of an appointment with less notice than specified may occur only for adequate cause subject to a hearing, as discussed above.

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 or governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation. If such a limited appeal is pursued, it should be made in writing to the Chair of 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/they bases the allegation, and the burden of proof will rest upon him/her/them. The appeal request and any subsequent potential review of the case will follow the procedures described in section 4.10. of the faculty handbook for the Faculty Sanction Appeal Process.

4.9.6. Dismissals

4.9.6.1. For Adequate Cause

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 their institutional responsibilities.

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 Chief Academic Officer to the faculty member involved. The faculty member may request an appeal by writing to the Chair of the Faculty Council. The appeal request and any subsequent potential review of the case will follow the procedures described in section 4.10. of the Faculty Handbook for the Faculty Sanction Appeal Process.

If the appointment is terminated, the faculty member will continue the performance of their duties and receive compensation, as specified under their 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

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.

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 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 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

The Chief Academic Officer, after consultation with the Office of Human Resources, the respective Dean, and department 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.

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 Department Chair as part of this process.

4.10. Faculty Sanction Appeal Policy

4.10.1. General Overview and Rationale for an Ad Hoc Faculty Committee to Review Proposed Sanctions of Faculty Members

Faculty, as members of a community of scholars, have both rights and responsibilities as professionals who engage in the pursuit of truth. In cases where the University’s administration, acting on its own behalf or on behalf of a faculty member, staff member, or student, believes that a faculty member has violated those responsibilities to a degree that warrants a written, formal disciplinary sanction to be placed in the faculty member’s Human Resource file, the faculty member should be evaluated by the standards of ethics and competence specific to the academic profession. In order to ensure these appropriate standards are used, faculty members who wish to contest a proposed sanction have the right to petition the Faculty Council for a review (i.e., request that a formal “sanction appeal” procedure be activated) of that sanction. This review, if

determined by the Faculty Council to be warranted, will be conducted by an ad hoc committee of faculty peers known as the Faculty Advisory Committee (FAC). The FAC will evaluate whether the faculty member's conduct violated their professional responsibilities and determine, in their judgment, whether any proposed sanction is appropriate and consistent with the principles of academic freedom. The committee will then recommend a resolution to the parties involved. If such a recommendation is rejected by either party, the matter will then be forwarded to the President of the University who will make the final decision.

4.10.2. Scope of Faculty Rights and Responsibilities

The American Association of University Professors' (AAUP) Statement on Professional Ethics outlines the general rights and responsibilities that accompany membership in a community of scholars. (<https://www.aaup.org/report/statement-professional-ethics>). It provides the most comprehensive description of the expectations of faculty members, and the professional standards by which their conduct should be judged.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the

effect of their decision upon the program of the institution and give due notice of their intentions.

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

4.10.3. Faculty Role in Personnel and Related Matters

The “Statement on Government of Colleges and Universities,” which was endorsed in 1967 by the American Association of University Professors (AAUP) and in 1966 commended by the Association of Governing Boards (AGB) to its members, addresses the importance of the faculty’s role in personnel and related matters. Specifically,

Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that its judgment is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail. (p. 121, AAUP Policy Documents and Reports, 11th edition)

4.10.4. Relationship to Academic Freedom and Faculty Status

This policy should not be interpreted in ways that intrude upon academic freedom (as defined in sections 4.1.1. and 4.1.2. of the Faculty Handbook) of faculty, who in the course of their professional academic duties may necessarily address, research, teach, publish, present, or otherwise display findings and conclusions involving topics that may be potentially controversial in the broader public sphere, but are nonetheless relevant to the faculty’s discipline and academic obligations. This policy applies to individuals who are designated as faculty by their appointment title. This includes adjunct faculty, instructors/professors of practice at all ranks, tenure-track and tenured professors at all ranks, and individuals otherwise granted faculty status (e.g., librarians with faculty status). Members of the university administration who hold a faculty status as a part of their employment also maintain their academic freedom when performing duties specific to their faculty responsibilities.

4.10.5. Timelines

Timelines listed at various points in the document are to be viewed as guidelines which may be modified in good faith by mutual consent of the parties involved to take into account circumstances such as unexpected emergencies, holidays, or other events that require departing from the specific timelines indicated.

4.10.6. Relationship to Other Institutional Policies and Offices

In disputes involving allegations of faculty conduct that may violate university policies related to Title IX, The Americans with Disabilities Act (ADA), or discrimination or harassment of protected classes, the relevant policies for investigations, specified in the employee handbook, will be followed. However, in such cases involving faculty, it is essential that the administration consult with the Faculty Council to assess any potential academic freedom concerns that have been raised or may be raised regarding the conduct in question. If, after the investigations conducted by the appropriate university office leads to a recommended sanction against a faculty member, the faculty member has the right to petition the Faculty Council to convene the Faculty Advisory Committee (FAC) to begin the formal sanctions appeal process, as described below. In these specific contexts (i.e., alleged conduct relevant to Title IX, ADA, or the discrimination or harassment of protected classes), the Faculty Council will convene the FAC on the limited grounds that there is probable cause that the proposed sanction specifically violates the faculty member's academic freedom.

4.10.7. Relationship to Other Academic Offices which Evaluate Faculty

The sanctions appeal process described below shall not generally be used to supersede the judgment of standing faculty governance committees (e.g., the Tenure and Promotion Committee, the Academic Affairs Committee, etc.) or to provide a substitute for that judgement. In addition, personnel non- reappointment decisions that fall within the responsibilities of faculty or administration may only be contested via this sanctions appeal process on the limited grounds that the reasons for non- reappointment were violative of a) academic freedom or (b) governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation. 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/they bases the allegation, and the burden of proof will rest upon him/her/them. If the Faculty Council concludes that there is sufficient evidence for further investigating the faculty member's allegation, the matter shall be heard and acted on by the ad hoc Faculty Advisory Committee (FAC), following the process described below.

4.10.8. Faculty Sanction Appeal Process

4.10.8.1. Attempts to Secure Informal Resolution

The Faculty Council, as the elected representative body of the full faculty, will initially serve in an informal consultative role to the administration and faculty who are parties to disputes that have not yet resulted in formal sanctions or appeals. In addition, and if agreeable to both the faculty member and the complainant, the Faculty Council may also serve as a means by which

an informal resolution may be achieved before formal sanctions and appeal procedures are initiated. Any parties involved in a dispute may request the appropriate Dean, the institution's Chief Academic Officer and/or other mutually agreed-upon individual(s) from the administration or faculty to be involved as mediator(s). It is generally desirable for the University that disputes between faculty members and the administration be resolved amicably and if at all possible, through informal means by which all parties reach an acceptable resolution.

It should be noted that the respondent may withdraw from the sanction appeal at any point in the process described below, thereby accepting the proposed sanction, and ending the proceedings.

4.10.8.2. Administration's Proposal of Formal Sanction

If informal attempts at resolution have failed, the university administration, acting on its own behalf or on behalf of other faculty, staff, or students, may propose a formal disciplinary sanction upon a faculty member with the intention that it will be recorded in writing in the faculty member's Human Resource personnel file. Adequate cause for sanctions proposed by the administration will be related, directly and substantially, to the fitness of faculty members in their professional capacities for teaching, scholarship and service to the institution. Sanctions will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens or residents.

In order to begin the process of formal sanction, the Chief Academic Officer (or administrative designate) will make a preliminary determination regarding the specific nature of that formal sanction to be imposed upon the faculty member alleged to have engaged in the misconduct (hereafter referred to as the "respondent"). The following procedures will then occur:

1. Written notification of charge(s) and proposed sanction. The administration will notify the respondent of the alleged misconduct, with a written statement of charges, framed with reasonable particularity, along with the proposed sanction(s) to be recorded in the respondent's Human Resource file. Proposed sanctions may be major (dismissal or suspension from all duties) or minor (e.g., written reprimand, restitution, loss of prospective benefits for a stated period, a reduction in salary for a stated period, or other penalty. This list of potential minor sanctions is illustrative, and not meant to be exhaustive). Within the written statement of charges and proposed sanction, the administration will notify the respondent of their right to request from the Faculty Council a formal, initial consideration of the charges and proposed sanction(s).
 - a) Opportunity for written response to charges. The administration will give the respondent an opportunity to respond in writing to the statement of charges and proposed sanction. The respondent will be given a minimum of 10 (ten) working days to file a written response. A faculty member may also accept the formal sanction, in which case the dispute is resolved.
 - b) Respondent request for sanction appeal, if desired. If the respondent does not accept the formal sanction, the respondent may contact the Faculty Council chair to request a sanction appeal (described below). Specifically, this is a request that the Faculty Council convene a hearing panel, called the Faculty Advisory Committee (FAC), to conduct a formal, detailed investigation of the case to determine if the proposed

sanction is warranted.

- c) Rare use of immediate suspensions in extraordinary circumstances. Steps 2a. through 2c. above shall be followed for all proposed sanctions, including major (dismissal and suspension) and minor (detailed above), except in two extraordinary circumstances. The first of these consists of the administration believing that an immediate suspension (with the potential to lead to dismissal) is necessary to prevent immediate harm to the faculty member or other individuals. The second of these is to ensure the integrity of an investigation focused upon a faculty member suspected of conduct that, if confirmed, would constitute such harm (with the potential to lead to dismissal). Such a suspension can have a significant impact upon the respondent's professional standing, and thus must be followed by administration consulting with the Faculty Council Chair as soon as possible after the suspension is enacted concerning the propriety, the length, and the other conditions of the suspension. The Faculty Council Chair may rely upon input from other Faculty Council members to aid in such consultation. A suspension that is intended to be final is a dismissal and will be treated as such. Salary will continue during the period of the suspension.

4.10.8.3. Sanction Appeal Request to Faculty Council

Faculty respondent request for sanction appeal. To contest a proposed sanction, the faculty member will petition the full Faculty Council via the Faculty Council Chair. Respondents may petition the Faculty Council for major (dismissal or suspension) or minor sanctions that are intended to be recorded in the respondent's Human Resources file.

Faculty Council decision to initiate appeal or decline request. The Faculty Council will make an initial determination (via simple majority vote) as to whether such a claim constitutes sufficient grounds for a formal sanction appeal hearing to be conducted by an ad hoc Faculty Advisory Committee (FAC). A faculty member's request for a formal review of the case does not obligate the Faculty Council to convene the FAC, or otherwise undertake a detailed consideration of the matter, if it decides there are insufficient grounds to proceed further. A decision by the Faculty Council to decline further consideration of the dispute (i.e., decline to convene the FAC) will be considered final.

4.10.8.4. Composition of Faculty Advisory Committee (FAC)

If the Faculty Council determines a formal hearing of the case (i.e., a sanction appeal) is warranted, a five-person Faculty Advisory Committee (FAC) shall be convened within 30 days. It will consist of the Chair of the Faculty Council, the Faculty Council representative from the College of the respondent, two faculty members chosen by the Chief Academic Officer, and a fifth faculty member chosen by the first four. In the event that a fifth member of the FAC cannot be agreed upon by the first four, the fifth member will be chosen from the full faculty by simple majority vote of the Faculty Council. If a conflict of interest exists with either or both of the FAC members from the Faculty Council, the Faculty Council shall appoint via majority vote an alternate(s) from the full faculty. In addition, each party (the respondent filing the appeal against the administration and the administration recommending the sanction) will have one challenge to the composition of the FAC without stated cause. In such a case, the

Faculty Council will choose a replacement from the full faculty, determined by simple majority vote among the Council members.

Once the membership of the Faculty Advisory Committee is established, it will convene within ten (10) working days to elect a chair and commence the proceedings.

1. Procedures of Faculty Advisory Committee (FAC). Once convened, the Faculty Advisory Committee will proceed as follows:
 - a) The chair of the FAC will schedule a time and place on the faculty member's primary campus or university location for a hearing to be held within 10 working days. If the faculty member does not have a home campus or location (e.g., primarily teaches online courses) the FAC shall have the discretion to determine the best campus location on which the hearing will take place.
 - b) One week prior to the hearing, each relevant party shall submit to the chair of the FAC a list of witnesses.
 - c) The FAC chair shall communicate the procedures and any rules of order to be followed for the hearing. The formal hearing will be conducted in private, and the parties shall make no public statements about the case while it is pending. Strict confidentiality among members of the FAC will be maintained throughout the hearing. The hearing will be conducted informally, with each side having an opportunity to call witnesses, ask questions, and explain their positions. Either party may have an internal Doane employee present only in an advisory role. Such an advisor may not address the committee without the permission of the chair. No attorneys or outside representatives shall be present. In the case of a student claim against a faculty member, the student may ask for a Doane employee to aid in their presentation.
 - d) The University and the FAC will cooperate with each other in securing witnesses and making available documents and other evidence requested by either party to the extent permissible by law. All parties shall have the right to cross-examine witnesses. Where a witness has made a statement and cannot or will not appear, but the FAC determines that fairness requires admission of the witness's statement, the FAC shall identify the witness, disclose their statement, and if possible, provide a list of written questions to be answered. The FAC shall grant appropriate continuances to enable either party to investigate evidence or for any other appropriate reason. A documented and demonstrable effort shall be made to obtain the most reliable evidence available; however, the FAC shall not be bound by strict rules of legal evidence. In the event that the university, the faculty respondent, or the FAC wishes to consult with an attorney outside the hearing, the party seeking such consultation shall be responsible for any expense involved.
 - e) The hearing shall be audio recorded by the University and made available to the hearing panel. If the involved parties wish to have copies or transcripts of that recording, it shall be provided. Any expense incurred shall be paid by the party/ies requesting it.

- f) The FAC shall deliberate in private after the hearing concludes and make its recommendations in writing to all parties and to the President of the University within seven (7) working days of the conclusion of the formal hearing. The recommendation of the FAC will take the form of findings of fact, conclusions, and a recommended disposition of the appeal that must be based solely on the hearing record, and pertinent to the University procedures as set forth herein or elsewhere in the Doane University Faculty Handbook and University policies. The recommendation, insofar as it consists of a recommended disposition of the dispute, may either be accepted by both parties or rejected by either party. Rejection or acceptance by each party shall be communicated in writing to the FAC, with a copy to the President of the University, within five (5) working days of receipt of the FAC's recommendation.

4.10.8.5. President's Final Decision

In cases where one or both parties reject the FAC's recommendation, the President will make a decision on the appeal, which may include acceptance, rejection, or revision of the FAC's recommendation. In doing so, the President recognizes the primary responsibility within shared governance the faculty has in matters of determining faculty status, and specifically in evaluating the degree to which their peers meet professional criteria of competence and ethical conduct, as described in the Statement on Government of College and Universities. In the rare event that the President rejects or revises the FAC's recommendation, it should be done so for compelling reasons which should be stated in detail. All parties will be notified of the President's decision in writing.

Portions of this document (the policy), both in concept and language, are adapted from sample discipline/grievance policies provided by Euben & Lee (2005), including those from Michigan State University, The University of New Mexico, Stanford University, Amherst College, Carleton College, and Williams College. In addition, policies from Nebraska Methodist College, Washington University in St. Louis, St. Norbert College, Fort Hays State University, Nebraska Wesleyan University, Emporia State University, and Boston University were also consulted for language and rationale behind decision points. Many of these appeared to be based significantly upon principles and language developed by the AAUP Policy Documents and Reports (i.e., the AAUP "Redbook.")

Section 5. Administrative Roles

5.1. Department Chairpersons

5.1.1. Selection

Deans, in consultation with their college faculty, shall appoint department chairs. Normally, chairpersons serve renewable three-year terms.

Selection for department chairs is conducted in the spring prior to the end of the term of service and should be staggered to preserve continuity among department chairs.

5.1.2. Responsibilities

Budgets	Facilitate in setting annual budget, serve as budget manager, review budget regularly
Department Contact	Serve as primary contact for Advising, Enrollment, Admissions, Marketing, Facilities, etc.
Curriculum	Responsible for overseeing the curriculum (eg. reviews and revisions of curriculum)
Assessment	Responsible for overseeing the assessment process
Course Schedules	Serve as primary contact, facilitate conversations, review schedules
Student Requests	Approve directed studies, override program requirements, allow substitutions
Faculty	Coordinate the evaluation, retention, and mentoring of faculty (full-time, part-time, and adjunct), help write and review job postings, help convene search committees, help onboard new faculty
Meetings	Convene as needed
Department Issues	Serve as primary contact for addressing issues within the department (eg. faculty, students, parents, logistical, classroom)
Represent Faculty & Students in Department	Represent the department internally and externally
Liaison to the Dean, CAO, and President	Serve as liaison to the department for the dean, CAO, and president
Community	Cultivate collaborative and productive relationships in the department and between departments
Other Duties as Assigned	

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

The respective Dean will convene regular meetings of department chairs as a group for the purpose of gaining program and faculty perspectives on College and University-wide matters.

The Chief Academic Officer will attend these meetings as appropriate. Other individuals may be invited to attend.

5.1.3. Department Chair Evaluation

Performance evaluation is conducted by the respective Dean in consultation with the faculty membership of each department.

5.1.4. Department Chair Compensation

Department chair is a compensated position. Compensation normally includes stipends, course releases, or a combination thereof commensurate with the person's responsibilities as determined by the respective dean.

5.2. Director or Program Director

Some programs may have Directors or Program Directors appointed by the respective dean. The responsibilities, evaluation, and compensation will be determined by the supervising dean.

Section 6. Faculty Employment Policies

General employment policies, which are applicable to faculty members as employees of the University, are described in the [Employee 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/Sabbaticals

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 who have a minimum of six years of full-time service at Doane and are tenured are eligible to be awarded a Faculty Development Leave. For example, a faculty member 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 at least six additional 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

By August 1 of the academic year, the Office of Academic Affairs will notify all faculty eligible that they may apply for a Faculty Development Leave. The application due date for a Sabbatical is September 1 of the current academic year. Completion of this form requires meeting and consulting with your dean at least ten (10) calendar days prior to the due date. In the Shared Governance Approve, Recommend, Consult (ARC) Matrix, the Leadership Team Approves and the Relevant Dean and Faculty Recommend the following: Sabbatical Policies, Sabbatical Eligibility for Individual Faculty, and Individual Sabbatical Decisions. 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 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. recommendation from the respective dean
8. 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 forwarded to the Faculty Development Committee for their input. Factors to be considered will include:

1. clarity of proposal
2. department feedback
3. Dean's recommendation
4. length of time since last Faculty Development Leave with priority given to faculty who have not previously had a Faculty Development leave.
5. benefits to students and the University
6. provides opportunity for research, creative effort, or intensive study.

The faculty member will be given the option of addressing the Faculty Development committee and respective dean 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 and respective dean prior to the recommendation to the 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) or two terms 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. Section 7 defines teaching load.

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 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 is available for public performance such as:

1. state or national conference presentation
2. publication
3. performance or exhibition

6.1.1.9. Additional Information

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.

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.

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

Application for this type of leave requires the recommendation of the department chair, respective Dean, and Chief Academic Officer. Forms are available through the Human Resources Office. 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.

All applications will have attached a statement by the department chair concerning the method of replacing the faculty member during the period of leave.

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.

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.

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.

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 University upon return from the leave.

6.1.2.2. Postdoctoral Special Research Leave

Application for this type of leave requires the recommendation of the department chair, respective Dean, and Chief Academic Officer. Final approval is by the Board of Trustees at their next meeting.

All applications will have attached a statement by the department chair concerning the method of replacing the faculty member during the period of leave.

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.

The individual may choose to continue their 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.

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.

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

Application for this type of leave requires the recommendation of the department chair, respective Dean, and Chief Academic Officer. Final approval is by the Board of Trustees at their next meeting.

All applications will have attached a statement by the department chair concerning the method of replacing the faculty member during the period of leave.

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.

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.

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

Refer to Doane University [Employee Handbook](#) or contact the Human Resources department for more information.

6.1.4. Faculty Development Allowance

A professional development budget is administered through the respective college dean. 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 budget to the college's administrative assistant prior to their expenditure.

All expenses must be accompanied by receipts and submitted to the college's administrative assistant as soon as possible after travel has been completed. Faculty should consult with their respective dean for additional funding.

6.1.5. Professional Dues

Faculty members may use their Faculty Development Allowance to pay dues to their respective professional organizations. In some cases, institutional membership will be paid by a department, college, or university. When in doubt, faculty should consult their respective dean or the Office of Academic Affairs.

Section 7. Faculty Responsibilities

7.1. Faculty Duties

7.1.1. Teaching Load

Full-time tenured and tenure-track faculty members normally teach the equivalent of 21 credit hours in a 9-month contract and the equivalent of 27 credit hours in a 12-month contract. Practice and visiting faculty members normally teach the equivalent of 24 credit hours in a 9-month contract and the equivalent of 30 credit hours in a 12-month contract, unless otherwise negotiated.

7.1.2. Academic Advising And Retention

Full-time faculty members share the important responsibility for the academic advising of students, with some exceptions. This responsibility plays an important role in student retention. Faculty are assisted by the Director of Academic Advising and advising team.

7.1.3. Committee Service

All full-time teaching faculty members may serve on faculty 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 class and students' schedules. Each faculty member is expected to be as diligent as possible in communicating and maintaining the schedule.

7.1.5. Class Attendance

Faculty members teaching courses on the Crete Campus are expected to take attendance at each class session during the first two weeks of the term. Faculty members teaching courses on the Lincoln Campus, additional sights, and online are expected to take attendance at each class session during the first four weeks of the term. Attendance reporting is required by Federal Financial Aid laws.

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 provided electronically prior to the absence. 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 Director of Advising.

7.1.6. University-Sponsored Trips and Activities

A list of students involved in college-sponsored trips or activities should be provided electronically 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 Reporting of Grades

Prompt reporting of mid-terms and final grades is imperative. Final grades are issued to all students at the end of each term. On the Crete campus, freshmen and new transfers receive mid-term grades in all courses during their first term. All other Crete campus students, who receive a D or F, will be notified 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 Chief Academic Officer must approve the change. Grade change forms are available in the Registrar's Office. Grade change requests may also be emailed to the Registrar's office.

Final grades for seniors who are completing graduation requirements 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.

Doane University adheres to high academic standards. Students at Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may result when a student's academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in the Doane University Catalog, [Academic Integrity/Dishonesty policy](#). Not being familiar with these standards does not mean that the students will not be accountable for adherence.

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, 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. Teaching

Teaching activities are related to developing the kinds of knowledge, skills, attitudes and behaviors of students that are necessary components of higher 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.

7.2.1.1. Assessment of Teaching

Data from student evaluations (formative and summative), and from in-class peer, department chairs, deans, and expert evaluations are used 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:

7.2.1.1.1. Teaching Proficiency

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.

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.

7.2.1.1.2. Course Preparation

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 outcomes.

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.

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.

7.2.1.1.3. Course Implementation

Effective use of a variety of instructional methods as appropriate. Representative activities include creating and/or revising teaching materials.

Fostering an environment which stimulates students' pursuit of learning. Representative activities include creating and/or revising instructions for assignments.

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.

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.

7.2.1.1.4. Evaluation of Student Performance

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.

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.

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.

7.2.2. 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.

7.2.3. 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.

7.2.4. 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.

7.2.4.1. 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.

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.

7.2.4.2. 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.

7.2.4.3. Service

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

7.2.4.4. Service to the University

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

7.2.4.4.1. Expected Service Activities

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.

College and Department Meetings: These meetings are typically held on a scheduled basis as part of the administration and governance of the Colleges and departments.

Mandatory Attendance: All full-time faculty are expected to attend three of the following five University ceremonial events annually: Opening Convocation, December Commencement, Baccalaureate, and Spring Commencements. Contact the Academic Affairs Office early to get the needed information on renting or purchasing regalia.

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.

Section 8. Faculty Governance

8.1. Principles of Shared Governance

The following principles are listed in the Shared Governance Policy document dated May 2023. The complete document is available on the Doane University website under [Shared Governance](#).

Principle 1: Student academic excellence, as it aligns with the mission of the institution, is the overarching priority of all stakeholders: The Board of Trustees, administration, faculty, staff, students, and alumni.

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: Decisions should advance the mission, values, and purpose of the university. 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, staff, administration, and the Board in developing a university-wide strategic plan and budget.

Principle 4: Approving the institutional budget is the responsibility of the Board of Trustees, with the President, Leadership Team, and other stakeholders having recommending and consulting roles.

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

Principle 6: Employment decisions are primarily the responsibility of the President and the Board of Trustees. Handbooks articulate additional employment matters. Appointment and advancement recommendations 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 decisions 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 incorporate the consultations and recommendations 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, with other stakeholders having consulting roles. For academic officers, a meaningful role for the faculty is imperative.

Principle 10: Continual review and adjustment of this document 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.

8.2. Membership

As contained in the bylaws, the faculty of the University shall consist of the President of the University, the Chief Academic Officer, all members of the teaching staff specifically given that status by contract, and the officers of the University given status as members of the faculty by the faculty.

For purposes of accumulating credits towards voice and vote, the academic year runs June 1st to May 31st. Each July, a report is run to establish a list of faculty membership and privileges. By the third week of July, the Faculty Council Chair will publicize a list of faculty membership and privileges. Faculty who do not meet the qualifications to vote may appeal for voice and/or vote, and must do so by August 1 by contacting the Faculty Council Chair. Faculty Council will review the appeal and finalize the list prior to the first full Faculty Assembly of the academic year.

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

1. Voice – The privilege of voice at full Faculty Assemblies and college faculty assemblies is granted to all faculty members who are contracted for one course in the current terms.

The following administrators with faculty rank are disqualified from voice, and therefore are not present at Faculty Assemblies during any discussion and voting procedures: President, Chief Academic Officer, Deans at all ranks. These faculty members without voice and other guests may be invited by Faculty Council to speak at assemblies but will be excused before discussion and voting.

2. Vote – Faculty must first qualify for voice to be considered eligible for vote. Once this threshold is met, the privilege of voting at full Faculty Assemblies and college faculty assemblies is granted to full-time, pro-rata, and adjunct faculty as follows.

The privilege of voting is granted to all tenure-track, tenured, and of-practice faculty who have taught at least 70% of the CAS full-time load (currently equivalent to 15 cr.) in the immediately preceding academic year running from June 1st to May 31st, and who are teaching in the current academic year as determined by the respective Dean of the respective college. Exceptions to the teaching requirements include all newly hired faculty with a full-time contract, all full-time faculty on paid or unpaid leave, and all full-time librarians with faculty rank. In addition, voting is granted to faculty with qualified administrative titles (Directors or Program Directors, Academic Department Chairs, and Faculty Council Chair) and research grant recipients with faculty rank who have taught at least 50% of the CAS full-time load (currently equivalent to 11 cr.). Those qualified administrative titles and research grant recipients with faculty rank who fall below the 50% threshold will automatically be considered and voted upon on a case-by-case basis by the Faculty Council each fall before the first full Faculty Assembly.

Voting is granted to all adjunct faculty who have taught at least 70% of the CAS full-time load in the immediately preceding academic year and completed 3 years of teaching at 70% of the CAS full-time load at Doane. This length of term requirement is a one-time qualification that designates the faculty member as “continuing adjunct”

solely for the purposes of voting privileges.

Voting is granted to all visiting professors (who have taught at least 70% of the CAS full-time load at Doane in the immediately preceding academic year) with a three-year minimum contract or who have cumulative contract renewals for at least 3 years.

Faculty with voice who do not meet the qualifications to vote may appeal to the Faculty Council for voting privileges.

3. Service – 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 appeal to the Faculty Council for service privileges.

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 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, Leadership Team, 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 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) Adjunct Representative - elected by all faculty with voting privileges, excluding faculty with full-time teaching contracts
 - g) 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
 - h) Two At-Large Members - elected by all faculty with voting privileges.
 - i) College representatives also serve as chair of Faculty Assemblies within their individual college. All privileges and duties defined below regarding the Chair's responsibility at university-wide Faculty Assemblies devolve to the college representative for assemblies internal to an individual college.
 - j) 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.
 - k) 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 Chief Academic Officer and the Faculty Council every three years to see if it continues to fit the needs of the University.
3. The 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 Graduate

- Representative, one At-Large
 - ii. Odd-numbered years - Faculty Council Vice Chair, COE, 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) Voting procedures allow flexibility and opportunity for all eligible voting faculty to cast ballots
- e) 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, Chief Academic Officer, Chief Financial Officer, and the President. Any concerns or issues will be shared by the Chief Academic Officer to the Chair of the Faculty Council. Official minutes of Faculty Assemblies are maintained by the Assistant to the Dean of the College of Arts and Sciences and available on the Academic Affairs Shared Google Drive.

8.3.1.2.2. Parliamentary Procedures

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

Guiding Principles

- a) Everyone who wishes to do so has the right to speak a first time before anyone may speak a second time.
- b) A speaker shall be allowed to finish speaking.
- c) Everyone has the right to know what is going on at all times.
- d) 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 consider proposals from the faculty regarding the use of the Gregory Speaker Funds for the fall and spring semesters;
- c) To determine Thomas Doane Awards for faculty;
- d) To act as an advisory group to the President and the Chief Academic Officer, and to recommend policy on matters related to faculty development such as programming, assessment, funding, faculty development leaves, and leaves;
- 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) CAS Representative
- b) COB Representative
- c) COE Representative

8.3.2.2. Mace Bearer and Faculty Marshal(s)

The Mace Bearer and Faculty Marshal(s) are elected biennially 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, 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, 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) Perkins Library Representative
 - b) (3) CAS Representatives
 - c) COB Representative
 - d) COE Representative
 - e) In most cases, faculty serving on this committee will not be assigned to any other standing committee or divisional review committee.
 - f) Faculty will serve three-year terms (maximum of two consecutive terms)
 - g) The Dean of each College while not a member of the committee, will be primarily responsible for first, second, fourth, and fifth year reviews with optional assistance from, Department Chairs, or Program Directors.
 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) Perkins Library Representative
 - b) (3) CAS Representatives
 - c) COB Representative
 - d) COE Representative
3. Membership and qualifications - non voting
- a) Registrar
 - b) Director of Institutional Effectiveness
 - c) Director of Academic Advising.

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) CAS Representative
 - b) COB Representative
 - c) COE 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. 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) Perkins Library Representative
 - b) (3) CAS Representatives
 - c) COB Representative
 - d) COE Representative
 - e) Two graduate faculty members who each teach 12 hours or more of graduate coursework per year (from different colleges when feasible) (Note: A college with graduate faculty meeting the above requirements may appoint one person to fill both a graduate faculty member position and a college position.)
3. Membership - non-voting
 - a) Director of Institutional Effectiveness
 - b) Deans of each college

8.3.3.4. 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) Perkins Library Representative
 - b) CAS Representative
 - c) COB Representative
 - d) One or Two COE Representatives
 - e) Two graduate adjunct instructors
 - f) College 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.
 - g) Adjunct members of the committee shall be chosen in July of each year by the college representatives.
 3. Membership - non-voting
 - a) Registrar
 - b) Director of Institutional Effectiveness
 - 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 representatives.

8.3.3.5. 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 Undergraduate Academic Affairs Committee
- c) Dean of COE
- d) Registrar

8.3.3.6. 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 approved, 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;
 - i) Committee and full faculty approval required:
 - (1) FAK Course Addition or Removal
 - (2) Proposal for a change in FAK course requirements (waivers, etc.)
 - (3) Proposal for a change in LAR course requirements (waivers, etc.)
 - (4) Changes to the FAK outcomes
 - (5) Changes to the Doane Core Outcomes
 - ii) Committee approval required:
 - (1) FAK Course Substitution
 - (2) LAR Course Substitution
 - (3) Changes to FAK rubric/assessment tool (FAK faculty approval also needed)

- (4) Changes to LAR rubric/assessment tool (LAR faculty approval also needed)
 - iii) For information purposes only the following can be shared with committee, but is not required:
 - (1) New LAR section/topic information
 - 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) Perkins Library Representative
 - b) (3) CAS Representatives
 - c) COB Representative
 - d) COE Representative
 3. Membership and qualifications - non-voting
 - a) Director of Institutional Effectiveness
 - b) Dean of each college or designate

8.3.3.7. Undergraduate Research Committee

This committee likely would need to meet once or twice in the fall semester, and more often in the spring semester based on the current timeline of the below listed duties. It would ultimately be preferable to identify a consistent staff or faculty position for these duties rather than risking loss of institutional knowledge around undergraduate research efforts, as faculty committee membership and leadership changes regularly.

1. Duties
 - a) To serve as an advisory and support committee and direct the campus event planner on the development of MindExpo;
 - b) To serve as an advisory and support committee to the Chief Academic Officer for the summer undergraduate research program;
 - c) To serve as an advisory and support committee to the Chief Academic Officer for other undergraduate research and experience initiatives;
 - d) 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) CAS Representative

- b) COB Representative
- c) COE Representative

8.3.3.8. International Opportunities Committee

This group would likely only need to meet once or twice in both semesters.

Members should be selected by the Director of International Programs, in consultation with the Faculty Council/Department chairs, based on experience with international programs and travel courses.

1. Duties

- a) 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;
- b) To serve as the liaison between the Director of International Programs and the faculty;
- c) To work with administrators as may be relevant to ensure quality and foster creativity of International Programs at Doane University; and
- d) 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) Individuals with travel course expertise identified by the Faculty Council & the Director of International Programs.

8.3.4. Structures for University Affairs

8.3.4.1. Liaisons to the Committees of 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

- a. Academic Affairs
- b. Advancement
- c. Audit & Business
- d. Enrollment
- e. Student Affairs
- f. Technology

- g. Building & Grounds
 - h. Diversity, Equity, & Inclusion
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.
 - c. Academic Affairs Committee: Faculty Liaison (non FC member) shall be the chair of the Undergraduate Academic Affairs Committee
 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 (except for the Faculty Liaison for the Academic Affairs Committee, see above)
 5. Terms of service - Two-year terms with a maximum of two consecutive terms. Faculty Council liaison terms will align with Faculty Council Terms.

8.3.4.2. Doane University Undergraduate Acceptance, Retention, and Persistence Committee

The Doane University Undergraduate Acceptance, Retention, and Persistence (UARP) Committee will meet quarterly per calendar year and more often as needed. UARP represents all Doane undergraduate students.

1. Duties The UARP is charged with the following tasks:

a) To review undergraduate policies and procedures relating to:

i) Admissions including special admissions.

ii) Financial wellness.

iii) Retention.

iv) Persistence.

v) Academic probation, suspension, and appeals.

b) Consult with Faculty council, Staff council and the Leadership Team on recommended changes to the policies and procedures.

- c) To generate and disseminate regular retention and persistence reports.
- d) Collaborate with Institutional Research and Effectiveness on annual (and other) collected data.
- e) Charge and oversee subcommittees.

2. Membership All members will be voting members with Faculty members serving a maximum of two consecutive terms. Robert's Rules of Order will be used for discussion and group decision making.

a) Majority vote will be reached when "more than half of the votes are cast by persons legally entitled to vote, at a regularly or properly called meeting at which a quorum is present." (ROHR (10th ed.), p. 387).

b) Quorum is "a majority of the members of the committee" (ROHR (10th ed.), p. 336).

c) In the "absence of a quorum, any business transacted is null and void. The only actions are to adjourn, recess, or take measures to obtain a quorum" (ROHR (10th ed.), p. 336).

3. Subcommittees

The UARP committee has the authority to create sub-committees from its own membership and to enlist the cooperation and to seek additional members.

a. Standing Subcommittees

a.1. Conditional Admissions

The Conditional Admissions subcommittee will meet weekly (as needed) to review prospective students who do not meet current admission requirements. They will make decisions to approve, defer, or deny. The Chair position will be rotated among faculty members.

a.2. Academic Progression The Academic Progression subcommittee will meet at the end of each academic term to review academic progress of students facing probation and suspension. The Chair position will be rotated among faculty members.

*If only one faculty member from the college can serve, preference goes to the Conditional Admissions Subcommittee.

4. Definitions

Non-residential persistence: Percentage of all students enrolled the previous year that graduate, or return, divided by the number of all students enrolled in the previous year. (Doane Institutional Effectiveness & Research. Board Metrics- Data Dictionary. 2024.)

Residential first-year annual retention from the previous year: Percentage of entering first-time, first-year students in Fall of PREVIOUS year that enroll or graduate the FALL of current year. (Doane Institutional Effectiveness & Research. Board Metrics- Data Dictionary. 2024.)

Residential first-year Fall to Spring retention: Percentage of students in Fall census that return for Spring census. (Doane Institutional Effectiveness & Research. Board Metrics- Data Dictionary. 2024.)

Residential Graduation rate after 6 years (Cohort year ending): Percentage of undergraduates (first-time, firstyear) students graduating after six years for Fall cohort (IPEDS). (Doane Institutional Effectiveness & Research. Board Metrics- Data Dictionary. 2024.)

5. Reports to be shared at quarterly meetings for Crete, Lincoln, ~~Omaha~~, and Online.

a. Census Day Reports (Fall and Spring, residential and non-residential).

b. Undergraduate First-time, First-year, Fall-to-Fall Retention Report.

c. Residential first year, Fall to Spring retention.

d. Enrollment, Persistence, and Attrition Rates.

e. Tiger Take-off Data.

f. Graduate Exit Survey.

g. Financial Updates.

h. Trends from CARE team.

i. Updates on progress of students conditionally admitted, or on academic probation or returned from an appeal of suspension.

8.4.4.3. 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.

8.4.4.4. Liaisons to Other Areas of the University

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.

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.

Section 9. Information and Support Services for Faculty

9.1. Doane University Liberal Arts Statement

At Doane, we see a liberated mind as the surest path to intellectual fulfillment and professional achievement. As such, we embrace the liberal arts as the core of our curriculum. We conceive the liberal arts to be an expansive educational approach designed to foster critical analysis of the world and self-realization of the individual. Through exposure to a liberal arts education, we expect our graduates to:

1. Collaborate and lead with imagination and humility born of understanding and appreciating multiple perspectives;
2. Continue learning and growing throughout life, becoming iteratively more refined regarding their worldview, values, and vocation;
3. Navigate the complexities of contemporary society with resilience, integrity, and freedom of thought;
4. Critically and effectively discuss, debate, and deliberate the evolving issues of a constantly changing community, nation, and world; and
5. Identify and innovate opportunities to create value in their communities and in the broader world.

9.2. Faculty Qualifications

Faculty qualifications are used to determine if a faculty member has the appropriate credentials to teach specific classes. This form must be submitted when a new faculty member is hired to teach classes or when a current faculty member is teaching a new class. The respective dean's office is responsible for ensuring qualifications are met and documented.

In order to be in compliance with the Higher Learning Commission's guidelines for Determining Qualified Faculty and other accrediting bodies, Doane University adopts the following process for determining faculty qualifications using academic credentials and non-academic credentials (i.e. tested experience). Preference is given to academic credentials.

9.2.1. Academic Credentials

Academic credentials must be relevant to the course a faculty member is teaching and are typically at least one level above the level of the class (i.e. a Master's degree qualifies someone to teach a course for a Bachelor's degree). In terminal degree programs, faculty members must hold a terminal degree. Faculty teaching in graduate programs should have a record of research, scholarship or achievement appropriate for the graduate program. When hiring faculty, preference will be given to those with terminal degrees.

In order to qualify via academic credentials, instructors must meet one of the following:

1. Terminal Degree
 - a) Earned terminal degree in teaching field
 - b) Earned terminal degree out of field with 18 credit hours in teaching field
2. Master's Degree (non-terminal)

- a) Earned Master's degree in teaching field
- b) Earned Master's degree out of field with 18 credit hours in teaching field

9.2.2. Non-Academic Credentials

Out-of-field doctorate or master's degree faculty who do not meet the above criteria must be credentialed with documentation in two or more of the following areas:

1. In-field Professional Licensure or Certification

Documentation: Provide copy of license/certificate, expiration date, agency

2. In-field Professional Employment (3 years)

Note: Teaching experience in the discipline does NOT qualify as professional experience, with the clarification that K-12 teaching experience may be used as professional experience for those intending to teach education courses at the undergraduate or graduate level.)

Documentation: briefly describe the work experience and relevance to the position and provide documentation of related work experience from the employer on company letterhead

3. In-field Scholarship

A record of scholarship in the discipline that has been peer-reviewed, refereed, exhibited, published, performed, or other creative activities at regional, national, or international levels.

Documentation: Evidence of publication, performance, review.

4. In-field Training (ie vendor, military, etc.)

Documentation: Copy of transcripts indicating courses, certificates, training in the discipline

5. Leadership / Professional Organization Positions*

Holding district, state, national, or international leadership positions relevant to the discipline

Documentation: documentation of holding the position(s) for at least three years

6. Honors and Awards* (State, national, or international awards or honors in the discipline)

Documentation: Evidence of award/honor, date, and explanation.

7. Other Demonstrated Excellence in the Discipline*

Documentation: Describe those experiences and include documentation to support all claims:

*These items do not qualify for faculty to teach College of Business classes.

Notes:

- Faculty teaching in dual credit programs must meet the same guidelines as all other faculty at the institution.
- Teaching experience does NOT typically count as related work experience.

- Faculty teaching Liberal Arts Studies seminars (LAR 101, LAR 202, LAR 303) qualify with an academic degree “relevant” to what they are teaching with any master’s degree or higher as the goals of the courses are critical thinking, communication, teamwork, leadership, research, and reflection. The development of these skills is found in any master’s degree or higher program.

Adapted with permission from Upper Iowa University, *Using Tested Experience as a Basis for Determining Minimally Qualified Faculty form*.

9.2.3. Preferred Faculty Hiring Timeline

Section 4. Process Steps	Known Position Vacancies (e.g. Retirements, Previously Approved but Unfilled) and New	Position Openings that Develop after July 1 of preceding Academic Year	Visiting/Tenure (case by case basis)
Deans Prioritize Faculty Positions for Hiring	July 1 ^a	October 1 ^{a,b}	
Deans Make Recommendation to CAO	July 1	October 1	
Permission to Hire from President/CAO	July 15	October 15	
	Start Hiring Flowchart following Approval	Start Hiring Flowchart following Approval	

^aDates indicate year prior to the Academic year for which a faculty member would begin work at Doane. (e.g. Jul 1, 2022 or Oct 1, 2022) would be for a hire that started working at Doane August of 2023).

^bApplicant pools that are unsatisfactory can be readvertised/prioritized along with Column 2.

9.3. Human Resources

Questions regarding employment should be directed to Anne Ziola, Director of Human Resources (anne.ziola@doane.edu), or Sara Weixelman, Senior HR Generalist (sara.weixelman@doane.edu). The Office of Human Resources provides guidance on employment-related policies and procedures, compensation, and benefits.

9.4. 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

A fax machine (402-826-8278) is located in the Service Bureau.

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. Crete 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 until 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.

9.5. 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.

9.6. 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.

9.7. 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 may include, but is not limited to: New Faculty Survival Guide & Orientation, Full Faculty Workshops, Mentoring lunches (first, second and third year faculty), Individual Faculty Mentoring, Faculty Socials and Faculty Appreciation Week.

9.8. 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>

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.

9.8.1. 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
- Email: help@doane.edu
- Phone: 402-826-8411

9.8.2. 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.
- Sales Force: Doane's customer relationship management system for enrollment.
- edX: Online certificate platform, hosting Doane's DoaneX course offerings.

9.8.3. Web Services

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

9.8.4. 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.

9.8.5. 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 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.

Online Education Services also develops DoaneX certificate courses for reduced-cost education as part of our partnership with edX. DoaneX offerings include MicroMasters and Professional Development certificate programs as well as massive open online courses (MOOCs) to satisfy learning needs and skills. Faculty with ideas for DoaneX certificate-based course offerings are encouraged to contact their Dean who will consult with the Director of Online Education Services for approval.

9.9. Student Workers

Faculty who are interested in hiring a student worker should submit a request to their Department Chair. If the Department Chair 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/term are due by March 1 of each year. Required course materials of the Spring semesters and term 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 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 Suspension and Probation [policy](#).

Graduate Suspension and Probation [policy](#).

9.12. Academic Success Center (ASC)

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.

The Academic Success Center also offers courses in math, reading, writing, and study skills which are geared to new first-year and new transfer students who have showed deficiencies in fundamental skills in each of those areas. ASC staff members review ACT scores and/or high school courses and grades to make this determination and then notify faculty advisers of their recommendations for student support services. Students with low ACT sub scores and/or a C or below in English and Algebra, are required to enroll in ASC courses as prerequisites to college-level courses. 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.

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). Any Doane student who has a verified disability is encouraged to contact the disabilities office to set up an appointment to discuss possible accommodations while they are at Doane. Accommodations can be provided in the following areas: housing, academic, physical, social/emotional, nutrition and mental health. 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, program evaluations are maintained there, and grades are processed. The office enters the course schedule into the student information system (Colleague) and assigns classrooms. The Crete office develops the final exam schedule, and reports student athletic eligibility to the NAIA.

If a student has a question about registration, having a transcript forwarded, withdrawing from a course, declaring or changing majors, changing advisors, or progress toward graduation they can be referred to this office.

9.15. 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 department 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.

9.16. Credit Hours

Doane University follows the federal guideline defining a credit hour as one hour (50 minutes) of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (one semester), or the equivalent amount of work over a different time period (e.g., an 8-week term).

For a 3-credit hour, 15-week course, this equates to 150 minutes of direct instruction and 6 hours of out-of-class student work each week for a total of 37.5 hours of direct instruction and 90 hours of out-of-class student work over the semester for 127.5 hours of activity. For a 3-credit hour, 8 week course, this equates to approximately 4.5 hours of direct instruction per week and 11.4 hours of out-of-class student work per week.

This definition applies to courses regardless of delivery format, and thus includes in-person, online, and hybrid courses (combination of in-person and online). It also applies to internship, laboratory, performance, practicum, research, student teaching, and studio courses, among other contexts.

In music, students who are taking applied music lessons will receive 1 credit for a half-hour of one-to-one instruction per week, with a minimum of three hours of outside practice time per week. One credit in ensemble will be defined as a minimum of 2 hours (100 minutes) of rehearsal per week plus 1 hour of outside practice time per week.

To ensure that courses and activities satisfy the time commitment (or equivalent) defined above, and pursue the learning outcomes described for each course/activity, proposed curriculum changes are reviewed by the Academic Affairs Committee (which is comprised of appropriate representatives from across the university). If approved by the committee, the changes are then forwarded to the full faculty for its approval or disapproval. Approved changes are then included in the university course catalog the following academic year

9.17. 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;
- Gradebooks with record of students in course and work completed should be kept five years after course completion.

9.18. University Calendar

All Crete-campus University-sponsored events, activities and programs should be scheduled through the [Event Planing at Doane](#) website or by contacting the Event Services staff at (402) 826-6739, events@doane.edu.

Lincoln-campus and Omaha location faculty can contact Catherine Archie-Johnson at 402-466-4774 or cat.archiejohnson@doane.edu for their scheduling needs.

9.19. Division of Student Affairs

The mission of the Division of Student Affairs is to empower Doane students by providing inclusive community experiences that enable them to achieve their potential and use their talents to work, lead and serve throughout their lives.

The Division of Student Affairs believes that the educational experience should be seamless for all our students, both residential and non-residential. Our professional staff provide formative learning experiences that occur within and outside the classroom to facilitate growth and the development of the whole student. Partnering with multiple offices across all of Doane University's campuses, the staff offer co-curricular experiences that support students in becoming empowered, informed and responsible learners in a diverse world. The Division includes the following offices and functional areas: Residential Life and Education; Student Conduct; Campus Engagement; Greek Life; Career, Leadership and Service; Student Health Services, and; Counseling Services. The staff also serve as liaisons to Student Congress (Doane's student government), Student Programming Board, food service, and facilitate summer Enrollment Days and Fall Orientation.

If faculty or staff have any questions or concerns regarding the Division and its programs, please contact us by emailing studentaffairs@doane.edu or by calling 402-826-8111 for further assistance or guidance.

9.20. Division of Diversity, Equity, and Inclusion

The Division of Diversity, Equity and Inclusion (DEI)'s mission is to drive inclusion and belonging to advance equity and excellence. 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 portfolio of offices, the DEI team works collaboratively with students, faculty, and staff across departments, offices, divisions, and colleges to support the achievement of DEI outcomes. The offices include:

- Veteran & Military Services,
- CAPE (Campus Advocacy, Prevention, and Education) Project,
- International Programs, and

- The DEI Office. This office includes our DEI Specialist, Equity Compliance Officer (Title IX Coordinator; bias and non-discrimination policies), Executive Assistant, and Vice President of DEI.

The Division can be reached at dei@doane.edu or by calling 402-826-8116.

9.21. Career, Leadership and Service (CLS)

Career, Leadership, & Service (CLS) welcomes students to Doane, provides opportunities that offer holistic development rooted in the liberal arts, and prepares them to work, lead, and serve in their communities after graduation. 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. Our office also partners with faculty for career development-oriented presentations, faculty sponsors for internships and through the New Student Orientation process connected to the LAR 101 course.

9.22. Student 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 visit to a doctor or medical provider.
4. Student illness requires them to be hospitalized or return home for continued care.
5. Student has written documentation from a doctor or medical provider stating they should not be in class or practices.

Student Health Services does not routinely write absence verifications 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 or medical provider excluding a student from class should be uploaded to the student health portal under Dr notes.

The Student Health Office will notify the Academic Affairs Office and/or faculty of student absences (2 days or more) from class due to illness that meet the above requirements for class exclusion.

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

Crete Campus: The Student Health Office is staffed by a Nurse Practitioner, Monday-Friday 8:30am-4:30 pm for appointments scheduled through the student health portal. The nurse practitioner is available to assess, and treat illness as necessary.

If a student is ill after hours, students are encouraged to schedule an appointment via their health portal for the following day.

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

9.22.1. 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 Andreea Baker/SAO (8111) and Doane Safety Office (8669)
- Immediate danger (student has a plan for harming self and access to plan): call 911; report incident to Andreea Baker/SAO (8111) and Doane Safety Office (8669)
- Concern but not immediate danger (student reports suicidal thoughts with no plan): contact Andreea Baker/SAO (8111); if Andreea 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)

9.23. 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 Marketing (OSM) 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 Marketing 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.

9.24. 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. Perkins Library is physically located in the Communications Building on the Crete campus. The library website is <https://web.doane.edu/library>. The library supports students, faculty and academic programs on all campuses 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.

9.25. Instruction/Reference

9.25.1. 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 can be delivered in-person or online depending on the course modality and location. Librarians request at least one week of preparation time, but instruction can be requested as early as the instructor wishes during the course planning process. Planning for library instruction well in advance allows adequate time for the librarian to consult with the instructor and to develop an effective IL learning activity for students. The librarians request that instructors be prepared to be present and participate in the librarian's instruction in order to help convey to students the importance of information literacy.

9.25.2. Research Guidelines

Librarians can develop customized online research guides (also called LibGuides) for courses or subject areas. For a list of available guides and research starters, see <https://libguides.doane.edu/>. If you wish to have a guide created for your course, please contact the library. Research guides also can be embedded in Canvas. Contact the library for help.

9.25.3. Canvas Modules

Librarian-developed Canvas modules are also available to complement information literacy instruction. Search for “Doane Library” in Canvas Commons to import modules to your course. Available modules include an introduction to research at Perkins Library, developing research questions, evaluating resources, and others. Contact the library if you’d like a custom information literacy module created for your course.

9.25.4. 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.

9.25.5. Affordable Course Materials

The library licenses and subscribes to millions of electronic resources, including eBooks, journals, and streaming media. Replacing your textbooks with these materials can help reduce the cost of education for your students. Their tuition pays for library resources already! See

<https://libguides.doane.edu/coursematerials> for more information about using library resources or open educational resources as affordable course materials.

9.25.6. Acquisitions/Collections

9.25.7. Budget

The library materials budget is not allocated formally to colleges, 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.

9.25.8. Ordering Materials

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 to assist in choosing appropriate resources for the collection.

Requests for orders should be forwarded to the library. Suggestions for acquisition may be in the form of:

1. the online purchase request form on the library's web page
2. a "please order" note on an advertising flyer; or
3. in an email message to: library@doane.edu.

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.

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.

Perkins Library will prioritize eBook purchases whenever possible to support all campus locations and online programs.

9.25.9. Weeding the Collections

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.

Specific attention should be paid to such items as:

1. duplicate copies of older works,
2. ephemeral materials no longer in demand,
3. older editions of works replaced by later editions,

4. 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,
5. any item badly worn or defaced, for which a replacement is available if important to the collection.

9.25.10. Borrowing Library Materials

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.

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.

9.25.11. Interlibrary Loan

Faculty may request materials from other libraries through the library's interlibrary loan service. All available bibliographic information should be included, such as found in a reference citation. If publication or bibliographical information is incomplete, faculty should include a reference to where they discovered the item.

Forms for interlibrary loan requests are available in the library catalog and most databases. Faculty also may use the [form](#) available on the library [website](#).

Non-returnable items, e.g., journal articles, will be emailed to the faculty's Doane email address. Materials that must be returned, such as books and DVDs, can be picked up at the library's circulation desk or arrangements can be made for pick up at the Fred Brown Building reception desk on the Lincoln campus; returns can be made at the same locations.

9.25.12. Reserve Materials (Crete campus only)

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 <https://web.doane.edu/library/faculty-resources/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 library staff.

9.25.13. Archives

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.

Archival materials are non-lending and must be used under supervision. To access archival resources, contact the library to discuss procedure and availability.

9.26. New Opportunity, Initial, and Full Proposal Templates

The development of new opportunities is crucial to the continued vitality of Doane University. A new opportunity refers to any new program that generates net revenue after cost, involves multiple areas across the university, and is intended to last for multiple years. Given that any new opportunity will have an impact beyond individual programs and compete for limited human and financial resources, it is important that the development process provide a clear picture of the opportunity. For additional information, on the ideal development process for a new opportunity, follow the links below.

- [New Opportunity Proposal Procedures](#)
- [New Opportunity Initial Proposal Template](#)
- [New Opportunity Full Proposal Template](#)

Section 10. Institutional Policies and Guidelines

Additional policies and guidelines are located in the Doane University [Faculty Handbook](#).

10.1. Family Educational Rights and Privacy Act (FERPA)

All Doane faculty members 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?

The right to inspect and review their education records within 45 days of the day the University receives a request for access.

The right to request an amendment to the student's education records that the student believes are inaccurate or misleading.

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.

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](#).

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 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. 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
 - i. 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
 - ii. 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
 - iii. 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 directly related and of material assistance to the teaching content of the transmission.
6. 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 reasonable 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 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](#): or by sending an email request to 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.

10.5.1. 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.