

II. FACULTY POLICIES AND PROCEDURES

A. RECRUITMENT AND APPOINTMENT

Notice of Nondiscrimination

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

Any person having inquiries concerning the College's compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, Title IX of the Education Amendments of 1972, or Section 504 of the Rehabilitation Act of 1973, is directed to contact the office of Human Resources, (402) 826-6773. This office has been designated by the College to coordinate the institution's efforts to comply with the regulations implementing Title VI, Title IX, and Section 504. Any person may also contact the Assistant Secretary for Civil Rights, U.S. Department of Education, regarding the institution's compliance with the Regulations implementing Title VI, Title IX, or Section 504.

According to Title IX government regulations, which went into effect July 21, 1975, no person shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. This directive is issued in compliance with the requirements of that regulation.

Following Immigration Service and State of Nebraska Department of Labor directives, an alien may not be extended a tenure contract if in the United States on a limited visa. No contract may be extended nor implied for a period which exceeds dates of visa validity.

B. RANK AND PROMOTION

1. Full-time faculty (tenure-track and practice) are classified as follows:
 - a. Professor
 - b. Associate Professor
 - c. Assistant Professor
 - d. Instructor
2. Full-time faculty (non-tenure track) are classified as:
 - a. Lecturer

3. Faculty on exchange from colleges or universities are designated term appointment faculty.
4. Recommendations for promotion will be required from the division chair, the Faculty Affairs Committee, and the Vice President for Academic Affairs. The process may be initiated from any of the above sources. Final decision lies with the Board of Trustees prior to the year of advancement.
5. The following general criteria will be utilized in consideration for promotion:
 - a. Preparation and training in the area of the candidate's academic discipline;
 - b. Length of service in the present rank;
 - c. Evidence of significant contribution to the mission of the college;
 - d. Evidence of significant teaching ability and performance;
 - e. Evidence of creative scholarship appropriate to the candidate's discipline;
 - f. Evidence of service to the college;
 - g. Evidence of contribution to a collegial learning environment.
6. The ranks of tenure-track faculty, tenured faculty, and practice faculty shall be instructor, assistant professor, associate professor, and professor. The title of lecturer may be used to designate individuals employed in full-time teaching positions. The title of lecturer is unrelated to the ranks of professor, associate professor, assistant professor, and instructor, and any order within these ranks, and carries no eligibility for tenure.

The following are requirements for appointment and promotion to specific ranks:

Lecturer – non-tenure track

- a. Full-time teaching position.
- b. Visiting faculty teaching full-time and suitably qualified.
- c. Term contract with no reference to rank.
- d. Academic preparation – minimum: master's degree or equivalent.
- e. Teaching experience – A candidate for appointment as a lecturer should present evidence of effective teaching experience at the college level or the equivalent professional experience.

Instructor

- a. Academic preparation - master's degree plus significant graduate work toward the terminal degree.
- b. Teaching experience - a candidate for appointment as an instructor should present evidence of effective teaching experience at the college level or the equivalent professional experience.
- c. Instructors who have not completed all requirements for their terminal degree by the beginning of the third year in rank will not be reappointed

as an instructor, but may be reappointed as a lecturer in a non-tenure track position.

- d. Eligibility for promotion - instructors will be eligible for consideration of promotion to assistant professor during the third year review if all requirements for the terminal degree have been completed.

Assistant Professor

- a. Teaching experience - a candidate for appointment as an assistant professor should present evidence of effective teaching experience at the college level or the equivalent professional experience.
- b. Eligibility for promotion - an assistant professor is usually eligible for consideration for promotion after serving six years at the rank of assistant professor with a terminal degree or at least six years if he/she entered in the rank of instructor.

Associate Professor

- a. Teaching experience - a candidate for appointment as an associate professor should usually have at least six years of teaching experience at the college level.
- b. Eligibility for promotion - associate professors may remain in rank indefinitely; promotion to the rank of professor is not automatic by virtue of time of service; 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. Faculty will have demonstrated positive professional involvement and an active commitment to forwarding the mission of the college.

Professor

- a. Faculty who have achieved the rank of professor will continue to demonstrate excellence in teaching, scholarship, and service, as well as a positive professional involvement in and an active commitment to forwarding the mission of the college.
7. All faculty who entered the college prior to Fall, 2006, or who were subsequently hired at the rank of lecturer after this date, will retain their present rank. The Vice President for Academic Affairs will establish a process to review the status of those faculty who are now eligible for practice faculty designation. Those faculty whose appointments will now come under the category of practice are eligible, through review process, for promotion within the practice track to the ranks of assistant professor, associate professor, or professor according to their achievements and years of service at Doane.

C. ENDOWED CHAIRS AND EMERITUS FACULTY

1. Endowed Chair Professors

Faculty members appointed to endowed chair positions are recognized by the college for their outstanding achievements in teaching, scholarship, and academic leadership, with the expectation of continued high achievement on behalf of the college. At the same time, endowed chair holders are honored by the educational legacy of the person so named in the title of the chair who served education with highest distinction.

In addition, the following perquisites are provided for chair holders:

- a) Additional professional travel funds.
- b) Non-department funds for library purchases which support the curriculum or for research expenses such as student or secretarial services.
- c) Some release time from teaching as negotiated with the college at the time of appointment.

Chair holders are expected to provide an annual report to the Vice President for Academic Affairs on the use of these perquisites.

2. Professor Emeritus/Emerita

Any faculty member shall be eligible for appointment as professor emeritus/emmerita in accordance with the following provisions:

a. Criteria

- 1) Formal retirement at Doane.
- 2) At least fifteen years of service to Doane.

b. Procedure

- 1) At least one year must lapse after formal retirement.
- 2) A recommendation must proceed from the President and Vice President for Academic Affairs to the Board Academic Affairs Committee, then to the full Board of Trustees for final action.

c. Perquisites

(Taken from "A 'Bill of Rights' for Emeriti" assembled by Sidney P. Albert. {*Academe* July-August, 1986}.)

1. For All Emeritus/Emerita Faculty

- a) Instruction and counseling on financial issues associated with retirement prior to the retirement.
- b) An identification card as an emeritus/emmerita faculty member.
- c) Listing with faculty in all catalogues.
- d) Listing with faculty in all appropriate campus and home directories.
- e) Full faculty library privileges.
- f) Permanent parking privileges.
- g) Receipt of all campus publications, and sources of information, including advance notice of events.

- h) An e-mail address, departmental mailbox, and use of college stationery (if desired).
 - i) Invited participation in public ceremonies: commencements, academic processions, etc.
 - j) Invitation to all university or college functions open to the faculty.
 - k) Use of campus recreational and social facilities.
 - l) Complimentary or reduced-price admission to all athletic, dramatic, film, musical, and other cultural events of the institution.
2. For emeritus/emerita faculty who continue teaching or carry on scholarly or other academic activity
- a) Access to departmental and institutional facilities including use of available equipment such as computers.
 - b) The right to administer grants, contracts, and other research projects funded by governmental agencies, foundations, gifts, or by the institution itself.
 - c) Selective invitation to serve in a variety of advisory or consultant capacities on campus.
 - d) Invitation to participate in appropriate campus seminars, colloquia, lectures, and other scholarly meetings as contributors or as audience.

D. ACADEMIC FREEDOM AND TENURE STATEMENT

1. Origin

Doane College 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.

2. Academic Freedom

- a. 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.

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

E. ACADEMIC FREEDOM AND TENURE POLICY

1. All faculty, term, probationary, and tenured, shall be entitled to academic freedom at this institution.
2. The precise terms and conditions of every appointment to the faculty will be stated in writing and be in the possession of both the institution and the faculty member.
3. Full-time faculty will receive either (1) term appointments for specifically limited terms, (2) probationary appointments, or (3) appointments with continuous tenure.
4. The number of tenured faculty will be limited to a maximum of two-thirds of the full-time faculty (rounded to the nearest whole number).
5. Term appointments
 - a) Term appointments may be made to new positions or existing positions only when vacancies occur and such existing positions are redefined on recommendation of the division chair, the Vice President for Academic Affairs, and the Faculty Affairs Committee. Normally they are for a one-year period, subject to renewal. Persons coaching in varsity sports,

unless contractual arrangements are made to the contrary, will be on term contracts. The evaluation, non-renewal, dismissal, and appeal procedures described below in paragraphs 7.c) and e) shall apply to faculty on term appointments.

- b) A decision for non-renewal of a term appointment initially defined as renewable for a specifically limited term shall follow the procedures defined in paragraph 7.e).2).
 - c) In the event that a term appointment is given probationary status, the faculty member holding the appointment at the time of the change shall be entitled to apply the years served under the term appointment toward consideration for promotion and tenure as defined below in paragraph 7.b).
6. Practice Appointments
- a) Practice appointments shall be for one year, subject to renewal, during an initial period of six years. Following a successful sixth-year review, practice faculty may be eligible for promotion and multiple-year contracts. Attainment of the rank of professor in the practice appointment, as in the case of tenure, follows successful evaluation in the sixth year of the appointment at the rank of associate professor. Eligibility for multiple-year contracts at the ranks of associate professor and professor continues in each rank and is subject to renewal upon completion of successful evaluation in the sixth year of each rank. Following the sixth-year evaluation of practice faculty at the rank of full professor, a schedule of future reviews will be determined by the practice faculty member in consultation with the Vice President for Academic Affairs. The practice appointment represents a deeply serious decision on the part of the college, a decision of measured commitment and trust, possibly for a lifetime career.
 - b) Practice faculty will be evaluated periodically by their respective division chairs and the Vice President for Academic Affairs. Reviews will be conducted during the third and sixth years, during the initial six-year period, according to procedures described in Section II.F (p. II-12), Evaluation Procedures. Following the issuance of multiple-year contracts, at the rank of associate professor, periodic evaluations of practice faculty will follow the procedure in place for the sixth-year review. Promotion in rank for practice faculty follows the procedure outlined below for promotion in rank for tenure (7.d). Non-renewal, dismissal, and appeal procedures described below in paragraphs 7.c) and e) shall apply to practice faculty.
 - c) In the event that a practice appointment is given probationary status, the faculty member holding the appointment at the time of the change shall be entitled to apply the years served in the practice appointment toward consideration for promotion and/or tenure as defined below in paragraph 7.b).

7. Probationary Appointments

- a) Probationary appointments shall be for one year, subject to renewal.
- b) Faculty members on a probationary contract shall be considered for tenure no later than the sixth year of teaching at Doane College. Any leaves of absence will count as time of service to the college. Faculty members on a probationary contract with a minimum of three years of prior full-time faculty status at other institutions of higher learning, may be considered at the earliest during their fourth year of teaching at Doane College for the awarding of continuous tenure at the beginning of their fifth year. Those faculty with two years or less full-time college teaching experience at other institutions of higher learning shall be considered during their sixth year of teaching at Doane College for the awarding of continuous tenure at the beginning of their seventh year. At the written request of the faculty member, with the approval of the Faculty Affairs Committee and the Vice President for Academic Affairs, a tenure review may be postponed due to extenuating circumstances such as, but not limited to, current efforts to complete a terminal degree or serious health-related issues. Requests for a one-year extension must be made by May 1 of the year preceding the scheduled tenure review. Requests will be reviewed first by the Vice President for Academic Affairs and then forwarded with a recommendation to the Faculty Affairs Committee for review. Normally, no more than three extensions will be granted. The Faculty Affairs Committee will notify the faculty member in writing of its decision. Faculty members excused from taking part in the tenure review during their sixth year must complete a review in that year following 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.
- c) Faculty members on probationary status will be evaluated periodically by their respective division chairs and the Vice President for Academic Affairs. Reviews will be conducted during the years prior to tenure according to procedures described in Section II.F (p. II-9), Evaluation Procedures. A summary of the evaluation will be considered in decisions on salary, promotion, and tenure.
- d) Recommendations for promotion and tenure will be made by the Faculty Affairs Committee to the President. This Committee will have all pertinent personnel records, including division chair's and administrative recommendations at its disposal. The Committee may provide the opportunity for a personal appearance of the division chair and/or the faculty member. The faculty member may choose to submit additional data including student evaluations if he/she sees fit. The recommendation of the Faculty Affairs Committee will become part of the recommendation by the Vice President for Academic Affairs and the

President to the Academic Affairs Committee of the Board of Trustees. Final decision on promotion and tenure lies with the Board of Trustees.

- e) Non-renewal of a probationary appointment
 - 1) Non-renewal is defined as a decision not to continue the services of an individual beyond the expiration of a probationary appointment.
 - 2) The Faculty Affairs Committee will review recommendations by a division chair and the Vice President for Academic Affairs for non-renewal of a probationary appointment. The Committee will have all pertinent personnel records, including division chair's and administrative recommendations at its disposal. The Committee will provide the opportunity for a personal appearance of the division head and the faculty member. The faculty member may choose to submit additional data, including student evaluations, if he/she sees fit. The recommendations of the Committee will become part of the recommendation by the Vice President for Academic Affairs to the President, who makes the final decision.
 - 3) Written notice that a probationary appointment is not to be renewed will be given the faculty member in advance of the expiration of his/her appointment according to the following minimum periods of notice:
 - (a) not later than March 1 during the first academic year of faculty service at Doane College;
 - (b) not later than December 15 of the second academic year of service at Doane College; and
 - (c) at least twelve months before the expiration of an appointment after two or more years of service at Doane College.
 - 4) Non-renewal of a probationary appointment with less notice than specified in paragraph 6.e).3). may occur only for adequate cause as herein above defined. In all cases, opportunity to be heard shall be provided in accordance with the proceedings set forth in paragraph 6.e)6).
 - 5) Dismissal of faculty on probationary appointment.
 - (a) Dismissal is defined as termination for adequate cause as herein above defined (D.3).
 - (b) Procedure for dismissal of faculty on probationary appointment is identical to that for tenured faculty described in paragraph 7.d) (p. II-8).
 - 6) If a faculty member on probationary appointment alleges that a non-renewal decision is caused by considerations violative of academic freedom, his/her allegation shall be given consideration by the Faculty Steering Committee minus the administrative member. The faculty member will be responsible for stating the grounds on which he/she bases the allegation, and the burden of proof will rest upon him/her. If

this Committee concludes that there is probable cause for the faculty member's allegation, the matter shall be heard and acted on by a tribunal made up of the Executive Committee of the Board of Trustees and the faculty membership of the Faculty Steering Committee. During the proceedings of the tribunal, the faculty member will be permitted to have an adviser of his/her choice, who may act as counsel. A full stenographic record of all tribunal hearings will be taken and made available to the parties concerned.

- 7) If a faculty member on probationary appointment is recommended for continuous tenure and the maximum of tenured positions has been reached, the faculty member may remain on probationary appointment until such time as a tenured position is available.

8. Tenured Appointments

- a) The candidate for tenure should possess a terminal degree as defined by the appropriate accrediting agency. 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 college, a decision of commitment and trust possibly for a lifetime career. Potentially, each tenure decision represents a million-dollar commitment by the college. It must, therefore, have very good reasons to trust that the person be, and continue to be, a positive and vital force in the college community. Faculty members on a probationary contract with a minimum of three years of prior full-time faculty status at other institutions of higher learning, may be considered at the earliest during their fourth year of teaching at Doane College for the awarding of continuous tenure at the beginning of their fifth year. Those faculty with two years or less full-time college teaching experience at other institutions of higher learning shall be considered during their sixth year of teaching at Doane College for the awarding of continuous tenure at the beginning of their seventh year. Any leaves of absence will count as time of service to the college.
- b) The following will be considered for tenure decision. They have been subdivided into three groups. The first articulates the individual professional qualities serving as a basis for tenure. The second division clarifies when comparisons with current and past Doane faculty are appropriate and meaningful. The third subdivision states institutional concerns. None of these, with the possible exception of the first, is to be taken as a **sine qua non** of tenure. The tenure decision is expected to balance all relevant factors, all strengths and limitations of the candidate.

1) Individual Traits.

- (a) Is the candidate an excellent teacher: does he or she serve the learning and welfare of our students effectively in and out of the classroom?
 - (b) Does the candidate provide clear and continuing demonstration of qualities and activities that will strengthen the college far into the future? Does the candidate's teaching, advising, scholarly/artistic achievement, service to the college, concern for professional and curriculum development, and other such factors, indicate that the person will continue to build the college?
- 2) Comparative Traits.
- (a) Does the candidate demonstrate professional qualities and activities representative of our best tenured faculty and/or directions in which we wish to build the college? Are these qualities and activities generally characteristic of the candidate during the years of service to the college?
 - (b) 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?
 - (c) 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?
- 3) Institutional Concerns.
- (a) Is the candidate as strong as the college could likely secure among professors available in the marketplace of the discipline?
 - (b) If Doane is to become a distinctive college of greater academic strength and visibility, is the candidate likely to contribute to creating that future?
 - (c) Are reviewers of the candidate faithful to their obligation to be serving primarily the welfare of students and their learning?
- c) Administrative personnel shall be entitled to academic freedom at this institution. They shall not be eligible for tenure. In reference to the termination of their appointments, they shall have available to them the rights conferred in paragraph 6.e) (p. II-6).
 - d) 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.
 - e) Dismissal of faculty on continuous tenure.

- 1) Dismissal proceedings shall be preceded by a statement of reasons by the President of the college to the faculty member involved, and opportunity to be heard shall be provided before a tribunal made up of the Executive Committee of the Board of Trustees and the faculty membership of the Faculty Steering Committee. During the proceedings, the faculty member will be permitted to have an adviser of his/her own choice, who may act as counsel. A full stenographic record of the hearing will be taken and made available to the parties concerned. If the faculty member's competence is in question, the testimony may include that of faculty members from this or other institutions of higher learning.
 - 2) If the appointment is terminated because of financial exigency or change in institutional program, the faculty member will receive compensation under his/her existing contract for the period of notice provided in paragraph 6.e)3) (p. II-6). If the appointment is terminated for adequate cause as herein above defined, the faculty member will continue the performance of his/her duties and receive compensation, as specified under his/her existing contract, for such period as shall be determined by the President of the college, subject to review by the tribunal.
9. Contracts and Resignations by Faculty
- a) Contracts will be issued to full-time faculty on a yearly basis indicating contract period, service period, rank and title, status (i.e., term, probationary, tenured), and salary.
 - b) Each renewal of contract will be issued on or before March 1 of the year preceding the academic year covered.
 - c) Accepted contracts will be signed and returned on or before March 15 of the same year.
 - d) All resignations will be given in writing to the Vice President for Academic Affairs before April 1 of the year preceding the academic year involved. Exceptions will be considered only in extraordinary circumstances with the clear right of the college to decline to accept any such resignation.
 - e) Tendered resignations not in compliance with the above will be subject to the review of the administration and the Faculty Affairs Committee, acting on behalf of the faculty. The Committee will make its recommendation as to whether such a resignation should be accepted or not accepted and will convey that recommendation to the Vice President for Academic Affairs for administrative action.
 - f) If such a resignation is not accepted, the faculty member in question is to be held fully responsible according to the provisions of the contract. Compensatory penalties may be imposed when such measures are deemed justified by the college.

F. EVALUATION PROCEDURES

To ensure institutional excellence, faculty evaluation serves two primary purposes:

- To provide feedback to faculty regarding their performance. This feedback should encourage continuous self-assessment, promote professional development, and lead to improved faculty performance.
- To assist those making judgments concerning personnel, such as issuance or denial of term contracts/tenure track contracts and the granting of promotion or tenure.

Faculty evaluation shall be conducted in accordance with the following principles:

- Evaluation provides a comprehensive assessment of the effectiveness of faculty performance in his/her assigned responsibilities through the examination of multiple sources of evidence.
- Evaluation provides the occasion for faculty to reflect on their own performance and professional goals, to receive constructive feedback about performance, and to plan professional development activities.
- Evaluation makes use of clear criteria and standards applied to the examination of documented evidence of performance effectiveness in a fair, professional, informed, and unbiased manner by both peers and individuals with supervisory responsibility.

1. Criteria for Evaluation

Faculty will be evaluated based upon their performance in the areas of teaching, scholarship, and service, which are defined as follows.

a. Performance in Teaching

The quality of a faculty member's teaching shall be the most important basis for making judgments about the issuance of subsequent term and practice contracts, reappointment to tenure-track contracts, and the granting of promotion and/or tenure. All faculty shall provide evidence of their teaching effectiveness. Since outstanding teaching consists of several elements which act in combination, the following areas should be considered in documenting teaching effectiveness:

- 1) Content expertise - the extent to which the faculty member stays informed and current regarding the body of formally recognized knowledge, skills, and abilities necessary to teach their courses or to perform their primary responsibility.
- 2) Course design skills - the extent to which the faculty member demonstrates the ability to select and sequence course content, to structure course content within the discipline, and to utilize techniques for evaluating student learning.
- 3) Course delivery skills - the extent to which the faculty member makes effective use of communication and interaction skills to

promote learning in the classroom, including the ability to use a variety of instructional and organizational strategies.

- 4) Course management - the extent to which the faculty member demonstrates the ability to handle the organizational and bureaucratic tasks of maintaining and operating a course.
- 5) Motivation and mentoring skills - the extent to which the faculty member demonstrates the ability to promote enthusiasm and appreciation in students for course subject matter, to help students excel as learners, to stimulate students' intellectual curiosity, and to model for students the standards of performance and professionalism expected of them.

b. Performance in Scholarship

Within their area(s) of expertise, all faculty shall be responsible for remaining active in scholarship and supplying evidence of scholarly activities. "Scholarship" for evaluation purposes is broadly defined and may include the following:

- 1) Acquisition of new knowledge - this knowledge may be gained from multiple sources such as research, professional readings, collaboration with peers and other professionals, artistic activities, or attendance at professional meetings/conferences.
- 2) Integration and application of knowledge - knowledge may be integrated or applied in many ways including (but not limited to) the following:
 - * curriculum work such as development of a program, course, major, or minor
 - * an oral presentation
 - * a paper or publication
 - * an endeavor in the visual or performing arts which may include an exhibition or a performance.

c. Performance in Service

Service shall be defined as using one's time, talent, and energy to perform or to assist others to perform necessary duties and tasks. All faculty shall be responsible for providing service within the college. Service may be documented in any of the following areas:

- 1) Service within the college:
 - a) Advising - advising includes such activities as assisting students in planning academic programs, helping students make career plans, providing feedback to students regarding academic performance and progress, writing letters of recommendation, helping students work through academic problems, and making referrals to support services.
 - b) Administrative service - Administrative service may include, but is not limited to, serving as a division chair, a

departmental coordinator/chair, a program director, or a director of a grant received by the college or an individual.

- c) Other college service may include:
 - 1. Attendance at committee meetings and contribution to committee work.
 - 2. Involvement in the college's efforts to recruit and retain students.
 - 3. Assistance with department functions.
 - 4. Service as a sponsor/advisor to a student organization.
 - 5. Coordination of the assessment process of outside agencies (North Central, NCATE, etc.).
 - 6. Service on a support team or a review committee.

- 2) Service beyond the college
 - a) Professional service - Professional service may include, but is not limited to, holding office or some other position of responsibility in a state, regional or national organization; serving as an evaluator, officer or consultant for an accrediting body; engaging in consulting activities related to one's area(s) of expertise.
 - b) Community service - Community service may include, but is not limited to, serving on a board, holding a public office, volunteering for community projects, and speaking or providing a presentation for organizations.

2. Portfolio Development

Each faculty member under formal review is responsible for building and maintaining a portfolio. This instrument helps the faculty member focus on his/her ongoing professional development plans as well as serving as part of the evaluation process during reviews.

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 portfolio will be revised as the faculty member updates and refines 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 should not require more than two 3" ring binder notebooks. Larger quantities of material are neither appropriate nor desirable. However, special allowance may be made for faculty in disciplines such as art or theatre where large portfolios may be necessary in order to display creative works. It is not necessary for the faculty member to add materials to his/her portfolio that are already present in the Faculty Evaluation File as outlined in the listing of File contents (see p. II-15, 5.).

The faculty member will normally be in possession of the portfolio. During those years when a review is being conducted, the portfolio will be placed in the Academic Affairs Office for examination by those involved in the review process (i.e., the Vice President for Academic Affairs, the Division Chair, the Faculty Affairs Committee, and the Review Committee).

- a. Contents of the Portfolio
 - 1) Cover Page
 - 2) Table of Contents
 - 3) Reflections on Teaching (supported by appendices)
 - * statement summarizing teaching responsibilities and highlighting philosophy, content expertise, evidence of excellence in teaching (honors/recognitions) and professional development activities related to teaching.
 - 4) Reflections on Scholarship (supported by appendices)
 - * statement summarizing scholarship activities and highlighting significant accomplishments and/or contributions to the profession.
 - 5) Reflections on Service (supported by appendices)
 - * statement summarizing service activities and highlighting significant accomplishments.
 - 6) The Professional Development Plan

The plan will reflect the faculty member's self-evaluation and provide a personal focus for the next two years, with the understanding that it is possible to revise the plan as necessary. The plan is intended to encourage faculty growth; it is not intended as a contractual document. The professional development plan will include the following:

 - * areas for possible growth and improvement
 - * goals based upon growth areas
 - * plan/strategies for improvement
 - * possible assessment strategies described
 - 7) Appendices (tabbed)

Contents of the Appendices:

TEACHING

Required appendices:

- * list of courses taught
- * two syllabi (an introductory course and an advanced course are suggested) containing at least the following:
 - course description
 - course objectives
 - texts and outside readings
 - course requirements
 - evaluation criteria
 - office hours/location
 - academic dishonesty policy (Student Handbook)
 - course policies (i.e., attendance, late paper policy)
- * examples of exams, quizzes
- * student work samples (respect student confidentiality)

Optional appendices:

- * sample teaching activities/experiences/ materials
- * professional development as it relates to teaching
- * samples of course handouts
- * samples of lecture outlines
- * descriptions of uses of computers or other technology in teaching
- * honors/awards related to teaching
- * classroom observation reports prepared by peers and/or Division Chair
- * videotape of teaching and self or peer analysis
- * student reflective journal entries
- * peer analysis of syllabi

SCHOLARSHIP

Evidence of scholarship is required. Possible appendices to support scholarship:

- * samples of products of one's scholarship as appropriate to the discipline
 - papers
 - speeches
 - publications
 - performance programs
 - authored materials
- * research projects
- * design of new courses
- * collaborative projects
- * preparation of a textbook or courseware
- * description of instructional improvement projects carried out
- * interdisciplinary teaching
- * institutional research
- * conference attendance/presentation
- * readings in the field for the year

- * professional/clinical practice or practicum experiences

SERVICE

Required appendices:

- * summary of advising responsibilities (number of advisees, professional program involvement, material developed for use in advising, etc.)
- * summary of committee involvement (list of committees served on, materials prepared or used as part of committee work, etc.)

Optional appendices:

- * documentation of administrative assignments (i.e., Division Chair)
- * consultant activities
- * grant development
- * director of a grant/program
- * community service
- * coordination of an assessment process by outside accrediting agencies
- * recruiting efforts
- * sponsorship of organizations
- * professional involvement in state, regional or national organizations
- * membership on a review committee

3. Mentoring Process

At the option of the new faculty member, a faculty mentor may be assigned to help make the transition to college teaching a successful one. Experienced faculty may be asked, but not required, to serve as a mentor. The Vice President for Academic Affairs along with the Division Chair will coordinate this assignment. The faculty mentor may periodically meet with the new faculty member to provide assistance and support and discuss items of concern. Suggested activities to help the new faculty member include:

- answering questions as they arise.
- making introductions to other faculty members.
- helping him/her become acclimated to the college campus and its internal workings.
- providing support in developing courses, course materials, syllabi, etc.
- visiting his/her classroom or laboratory to provide suggestions or support concerning teaching.
- explaining and assisting him/her in the preparation of the portfolio.

New faculty will also participate in group meetings at least once a month with the Vice President for Academic Affairs and other faculty members (both new and experienced) to discuss a variety of topics. These meetings will provide continuing discussions on topics that may have been touched upon during new faculty orientation plus additional information that may be considered helpful to new faculty. Topics may include (but are not limited to):

- introduction to the Faculty Handbook.
- additional information on the review process, including expectations in the prime areas of teaching, scholarship, and service.
- advising.
- the nature of Doane students.
- promoting in-class discussions and interaction among the students.
- the Interterm.
- responsibilities of, and assistance from, offices on campus such as the Registrar, Business Office, Office of Technology, Academic Affairs Office, Financial Aid, Faculty Office, etc.
- participation in college activities.

4. The Review Committee

Review committees are assembled for the Year 3 review and for any review regarding tenure and/or promotion. The Review Committee will consist of the Division Chair and three faculty colleagues. First-year faculty ordinarily will not serve on a Review Committee unless representation is needed within the department. The faculty member being reviewed will submit the names of at least eight colleagues to serve on the Review Committee to the Vice President for Academic Affairs and the Division Chair who will then select the members from this list. At least one member must be from the faculty member's department or a closely related discipline, and at least one member must be from outside the faculty member's division. In the case of a review for tenure and/or promotion, at least two members of the committee must be tenured. The faculty member under review selects the Review Committee chair from among those chosen to serve on the Committee (the Division Chair may not serve in this position). If the division chair is being reviewed, another senior tenured colleague will be selected for the committee.

The Vice President for Academic Affairs and the Division chair with the agreement of the faculty member under review, could delegate the Division chair's responsibilities to another senior faculty member to help in the review process.

5. Faculty Evaluation File

The Faculty Evaluation File prepared by the Academic Affairs Office may include:

- * Resume
- * Division Chair/Vice President for Academic Affairs evaluations
- * classroom observations
- * student course evaluation summaries
- * alumni evaluations
- * letters of support from outside work experiences, etc.
- * exit interviews of graduates within the major
- * annual professional activities summary

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

6. Confidentiality

All individuals involved shall make every effort to assure the confidentiality of all stages of the evaluation process. The name of the evaluator will not appear on any evaluation forms; however, all written 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. All forms will be distributed from the Academic Affairs Office.

Part of the faculty review process involves interviewing/surveying students and faculty colleagues for their evaluation of the performance of the faculty member who is undergoing review. The interviews/surveys will be conducted by review committee members, generally excluding the division chair and the review committee chair. The identity of those being interviewed/surveyed must be kept confidential. The interviews/surveys must be available to those who are responsible for the review process. The interviews/surveys must be compiled in such a way that the identities of the respondents are not revealed while still accurately reporting their statements. During the interviews/surveys, the original data will be coded so that only the interviewer/surveyor may identify the source. No names will be attached to any of the original data.

For the compilation, the review committee members will report the data question by question, i.e., each question will be written down and then the various responses from those interviewed/surveyed will be listed under that question. The order in which the responses are listed will be randomized. Responses may be rephrased to protect confidentiality, but any rephrasing must be noted as such in the compilation. The compilations will be forwarded to the division chair and the review committee chair for the

purpose of creating a student summary document and a faculty summary document.

The compilations and summaries will be placed in the Faculty Evaluation File and hence will be available to the faculty member under review. The original data itself will be retained in a separate file in the Academic Affairs Office for three years, at which time the original data will be destroyed. The faculty member under review may not have access to the original data. Only the President, the Vice President for Academic Affairs, the Division Chair (or his/her appointed substitute), the Review Committee Chair, and the chair of the Faculty Affairs Committee will have access to the original data. Any original data reviewed will remain confidential.

7. Summaries of evaluation procedures

The following paragraphs provide summaries of the review processes (Year 1, Year 2, etc.). Checklists with more detailed timelines for each type of review can be found in the appendices (p.V-4. . .).

YEAR 1

First-year faculty, especially those who are experiencing their first moments in a classroom, may confront some issues as they begin their career at Doane College. Hence, the first-year review is intended to provide the faculty member with support, encouragement, and helpful feedback should such issues arise. It also provides the college with initial information on the effectiveness of the new faculty member. The review may result in a decision to reappoint unconditionally, to reappoint with stipulations, or to not reappoint. The review process unfolds as follows:

- The Vice President for Academic Affairs will discuss the review process with new faculty.
- New faculty may be assigned a faculty mentor and will take part in group mentoring meetings.
- The faculty member will submit a copy of a syllabus from each course taught to the Vice President for Academic Affairs office in the event that one is not on file.
- The faculty member will begin portfolio development.
- During the fall term, the Division Chair will make an announced visit to the faculty member's classroom.
- The faculty member, in consultation with the Division Chair, may select one colleague from any discipline to make an announced classroom visit to the faculty member's classroom.
- The faculty member, in consultation with the Division Chair or mentor, may visit a colleague's classroom with the colleague's permission.

- The faculty member will submit a self-evaluation of his/her performance to the Faculty Evaluation File.
- The Vice President for Academic Affairs and the Division Chair provide feedback to the faculty member based upon his/her performance in teaching, scholarship, and service along with suggestions for improvement if needed.

YEAR 2

The second-year review represents a continuation of the evaluation process begun in the first year. If any concerns from the first year were identified, they will be addressed in a supportive manner such that the faculty member may continue his/her professional development in a timely and effective fashion. The review may result in a decision to reappoint unconditionally, to reappoint with stipulations, or to not reappoint. During the second year:

- The faculty member continues portfolio development.
- During the fall term, the Division Chair will make an announced visit to the faculty member's classroom. The faculty member may also ask a colleague to visit his/her classroom.
- The faculty member will submit a performance self-evaluation to the faculty evaluation file.
- The faculty member will submit a copy of a syllabus from each course taught to the Vice President for Academic Affairs office in the event that one is not on file.
- Faculty colleagues will be surveyed for information on the faculty member's performance in teaching, scholarship, and service, including contributions to the department and Division.
- The Vice President for Academic Affairs and the Division Chair provide feedback to the faculty member based upon his/her performance in teaching, scholarship, and service. The Vice President for Academic Affairs and the Division Chair may review concerns identified earlier and evaluate progress made in resolving those concerns.

YEAR 3

The third-year review is a formal, comprehensive review involving the services of a Review Committee. It is intended to provide the faculty member with continuing supportive feedback as well as inform the college with regard to the projected long-term effectiveness of the faculty member. It is expected that by the third year the faculty member will have appropriately addressed any concerns raised during the first two years. The college does recognize, and will take into account, the fact that fewer years of experience affect a faculty member's involvement with advising and faculty committees. The review may result in a decision to reappoint or not reappoint. In the case of a non-

reappointment, the procedures in Section II.E.6.e) of the Faculty Handbook (p. II-6) are followed.

See pp. V-15-16 for a detailed description, timetable, and checklist for the third-year review. This checklist, when signed by the Division Chair, the Review Committee, and the faculty member, serves as the agreement between the faculty member and the reviewers. During the third-year review:

- A Review Committee is formed.
- During the fall term, the Vice President for Academic Affairs and the Division Chair will each make an announced visit to the faculty member's classroom. The faculty member may also ask a colleague to visit his/her classroom.
- The faculty member will submit a copy of a syllabus from each course taught to the Vice President for Academic Affairs office in the event that one is not on file.
- The faculty member updates his/her portfolio and places it in the Academic Affairs Office for review.
- Faculty colleagues, students, and advisees are interviewed/surveyed for information on the faculty member's performance in teaching, scholarship, and service, including contributions to the department and Division.
- The Review Committee reviews the faculty member's portfolio and the Faculty Evaluation File.
- The faculty member meets with the Review Committee and may give a presentation on his/her teaching, scholarship, and service. Time is allotted to answer questions about the portfolio or any information contained in the Faculty Evaluation File.
- Each committee member provides feedback based upon the faculty member's performance in teaching, scholarship, and service.
- The Vice President for Academic Affairs and the Division Chair provide feedback based upon the faculty member's performance in teaching, scholarship, and service.
- If there are problems or concerns with the findings of the third-year review, the Review Committee may recommend that a comprehensive fourth-year review be conducted following the guidelines for a third-year review.

YEARS 4 AND 5

A full and comprehensive review may occur in the fourth year should the third-year Review Committee or the Vice President for Academic Affairs in concurrence with the Review Committee so recommend. Similarly, a full and comprehensive review may occur in the fifth year should the fourth-year Review Committee or the Vice President for Academic Affairs in concurrence with the Review Committee so

recommend. In such cases, the guidelines for the third-year review shall be followed. If, however, a full review is found to be unnecessary, the evaluation process for years 4 and 5 shall use the following guidelines. The review may result in a decision to reappoint unconditionally, to reappoint with stipulations, or to not reappoint.

- The faculty member implements his/her professional development plan and continues to add to the portfolio, making revisions to the development plan as circumstances dictate.
- The faculty member submits a self-evaluation of his/her performance to the Faculty Evaluation File.
- The faculty member will submit a copy of a syllabus from each course taught to the Vice President for Academic Affairs office in the event that one is not on file.
- The Vice President for Academic Affairs and the Division Chair provide feedback based upon the faculty member's performance in teaching, scholarship, and service and upon the faculty member's professional development plan.

YEAR 6

Normally, a faculty member will be eligible for review for tenure and perhaps promotion during his/her sixth year at Doane College (this time frame may be accelerated or delayed under certain circumstances; see p. II-5, Section II.E.6.b).

Tenure is a commitment made by the college to a faculty member after careful and comprehensive assessment of his/her performance and the needs of the college. Evaluation for tenure is part of the college's effort to maintain and strengthen the excellence of its academic programs. By granting tenure, the college is expressing confidence that a person with proven accomplishments in a tenure-track appointment will continue to perform in a way which is outstanding in its own right and is appropriate to the needs of the institution. Thus, the evaluations leading up to the tenure decision shall serve to identify the professional capabilities and achievements, future promise, and compatibility with the anticipated needs of the college. The sixth-year review is thus a very comprehensive examination of the candidate's record and his/her prospects for continuing at Doane College as a senior faculty member.

Specific criteria for promotion and tenure and the procedure for nomination are stated in Section B (p. II-1), Rank and Promotion, and Section E (p. II-5), Academic Freedom and Tenure Policy. Promotion or tenure is not granted simply because the faculty member has fulfilled the minimum qualifications.

During the review for tenure and/or promotion:

- A Review Committee is formed.
- The candidate updates his/her portfolio and places it in the Academic Affairs Office for review.

- The faculty member will submit a copy of a syllabus from each course taught to the Vice President for Academic Affairs office in the event that one is not on file.
- Faculty colleagues, students, advisees, and alumni are interviewed/surveyed for information on the candidate's performance in teaching, scholarship, and service, including contributions to the department and Division.
- The Review Committee reviews the candidate's portfolio and the Faculty Evaluation File.
- The candidate meets with the Review Committee and may give a presentation on his/her teaching, scholarship, and service. Time is allotted to answer questions about the portfolio or any information contained in the Faculty Evaluation File.
- Each committee member provides feedback based upon the candidate's performance in teaching, scholarship, and service.
- The Vice President for Academic Affairs and the Division Chair provide feedback based upon the candidate's performance in teaching, scholarship, and service.
- Decisions will be made concerning tenure and perhaps promotion.

G. REVIEW PROCESS FOR ATHLETIC COACHES WITH JOINT APPOINTMENT TEACHING AND TERM CONTRACTS

YEAR 1

A first-year review will provide new coaches and classroom teachers with support, encouragement, and constructive feedback. It also provides the college with initial information on the effectiveness of the coach's teaching. The review process follows:

- The Vice President for Academic Affairs will discuss the review process with the new coach and establish a review timeline.
- The new coach may be assigned a mentor and will take part in group mentoring meetings.
- The coach will submit to the Vice President for Academic Affairs Office a copy of a syllabus from each course taught in the event that one is not on file.
- During the fall term, the Division Chair will make an announced visit to the coach's classroom.
- The coach, in consultation with the Division Chair, may select one colleague from any discipline to make an announced classroom visit to the coach's classroom.
- The coach, in consultation with the Division Chair or mentor, may visit a colleague's classroom with the colleague's permission.
- The coach will submit a teaching performance self-evaluation to the Coach's Evaluation File in the Office of the Vice President for Academic Affairs.
- The Vice President for Academic Affairs and the Division Chair provide feedback to the coach based upon teaching performance along with suggestions for improvement if needed and establish a review timeline for year two.

YEAR 2

The second-year review represents a continuation of the evaluation process begun in the first year. If any concerns from the first year were identified, they will be addressed in a supportive manner such that the coach can continue professional development in a timely and effective fashion. During the second year:

- During the fall term, the Division Chair will make an announced visit to the coach's classroom. The coach may also ask a colleague to visit his/her classroom.
- The coach will submit to the Vice President for Academic Affairs Office a performance self-evaluation to the Coach's Evaluation File.
- The coach will submit to the Vice President for Academic Affairs Office a copy of a syllabus from each course taught in the event that one is not on file.
- Colleagues will be surveyed for information on the coach's performance in teaching and any other contributions to the department and division.
- The Vice President for Academic Affairs and the Division Chair provide feedback to the coach based upon teaching performance and establish a review timeline for year three. The Vice President for Academic Affairs and the Division Chair may review concerns identified earlier and evaluate progress made in resolving those concerns.

YEAR 3

The third-year review is a more formal review involving the services of a Review Committee consisting of the Division Chair, the Athletic Director, and two colleagues. Ordinarily, first year coaches will not serve on another coach's Review Committee. The coach being reviewed will submit the names of at least four colleagues which include at least two faculty to serve on the Review Committee to the Vice President for Academic Affairs and the Division Chair who will then select the members from this list; at least one member must be from outside the coach's division. The coach will select the Review Committee chair from among those chosen to serve on the Committee.

- During the fall term, the Division Chair will make an announced visit to the coach's classroom. The coach may also ask a colleague to visit the coach's classroom.
- The coach will create a portfolio and place it in the Academic Affairs Office for review. The portfolio will contain the coach's statement of teaching philosophy, summary of teaching responsibilities, evidence of excellence in teaching, and professional development activities related to teaching (if appropriate), all syllabi of classes taught, students' evaluations, and, at the discretion of each coach, documentation of any service or scholarship work may be included.
- The coach will submit to the Vice President for Academic Affairs Office a copy of a syllabus from each course taught in the event that one is not on file.
- Faculty colleagues, students, and advisees (if applicable) are interviewed/surveyed for information on the coach's performance in teaching and contributions to the department and Division.

- The Review Committee reviews the coach's portfolio and the Coach's Evaluation File.
- The coach meets with the Review Committee and may give a teaching presentation. Time is allotted to answer questions about the portfolio or any information contained in the Coach's Evaluation File.
- The Vice President for Academic Affairs and the Division Chair provide feedback based upon the coach's performance in teaching.
- If there are problems or concerns with the findings of the third-year review, the Review Committee may recommend that a comprehensive fourth-year review be conducted following the guidelines for a third-year review; if so, a review timeline will be established then.

YEAR 4

The fourth-year review may occur should the third-year Review Committee or the Vice President for Academic Affairs in concurrence with the Review Committee so recommend. Similarly, a full and comprehensive review may occur in the fifth year should the fourth-year Review Committee or the Vice President for Academic Affairs in concurrence with the Review Committee so recommend. In such cases, the guidelines for the third-year review shall be followed. If a review is found unnecessary after either the fourth or fifth year, the Coach will then be reviewed subsequently every five years following the guidelines for the third-year review.

H. MENTORING PROCESS FOR UNDERGRADUATE ADJUNCT FACULTY

1. Purpose of Adjunct Mentoring

- a. Since Doane utilizes a significant number of adjunct instructors, this process will help to support and strengthen adjunct teaching, especially if they have not had prior teaching experience.
- b. This process can serve to send a message to adjunct instructors that teaching is very important at Doane and that it is not “just” a job.
- c. This will also enable departments across campus to be proactive and maintain a level of academic quality.
- d. If Doane places a high value on teaching then Doane has an obligation to mentor and support all of its teachers including adjuncts.
- e. A mentoring/evaluation process could help provide documentation for full-time employment.

NOTE: The following mentoring process is intended for undergraduate adjuncts who teach 3-credit-hour courses. It is not intended for those teaching 0-1-credit courses such as methods classes, giving lessons, supervising student teachers, etc.

New Adjunct Instructors – those adjunct instructors who teach either one semester or two consecutive semesters.

Continuing Adjunct Instructors – those adjunct instructors who teach each semester for more than one year on an on-going basis or that teach at least two semesters in any given two years period.

2. Mentoring Process for New Undergraduate Adjunct Instructors

A tenure or tenure-track faculty member from the same subject area (or a faculty member agreed upon by both the department and Vice President for Academic Affairs) will serve as the mentor. The following activities are offered as suggestions for the mentor and the adjunct instructor:

- Answering questions as they arise
- Making introductions to other faculty members
- Helping find services and materials necessary to support teaching
- Providing support in developing courses, course materials, syllabi, grading policies, etc.
- Visiting his/her classroom or laboratory prior to the eighth week of the first semester of contract with a follow-up meeting to provide suggestions or support concerning teaching
- Helping design or select a mid-term evaluation for use between the fifth and eighth week of classes of the semester to gain information concerning teaching while there is still time to change strategies
- Meeting with the adjunct instructor to review the mid-term evaluations. This would allow time to provide positive feedback and also time to discuss any areas that may need improvement for the students.

3. Mentoring process for Continuing Undergraduate Adjunct Instructors

A tenure or tenure track faculty member from the same subject area (or a faculty member agreed upon by both the department and Vice President for Academic

Affairs) will serve as the mentor. The following activities are offered as suggestions for the mentor and the adjunct instructor:

- Answering questions as they arise
- Making introductions to other faculty members
- Helping find services and materials necessary to support teaching
- Providing support in developing courses, course materials, syllabi, grading policies etc.
- Visiting his/her classroom or laboratory at least once every two years with a follow-up meeting to provide suggestions or support concerning teaching
- Meeting with the adjunct instructor to review the final course evaluations at the end of the semester. This would allow time to provide positive feedback and also time to discuss any areas that may need improvement for the students.

I. FACULTY DUTIES, RESPONSIBILITIES, AND POLICIES

1. Teaching Load

Full-time teaching faculty members normally teach the equivalent of 21 credit hours in each academic year plus a three-credit interterm class every other year.

2. Advising and Committee Service

Full-time teaching faculty members normally serve as academic advisers for students assigned to them by the office of Academic Affairs (first-year faculty may not be assigned advisees). Equitable advising loads shall be maintained in these assignments. All full-time teaching faculty members may serve on standing committees. Normally no faculty member serves concurrently on more than three standing committees.

3. Office Hours

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

4. Class Attendance

Students are expected and privileged to regularly attend all classes for which they are registered. It is college policy that valid absences are only those due to illness or to college-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 college-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 college-sponsored trips or activities is filed in the office of Academic Affairs. (See paragraph 5. below.) Information concerning absences due to illness is on file in the office of the Director of Health Services. 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.

Absence from class is a student's responsibility, and therefore, he/she should assume full responsibility for the loss. It is the prerogative of the individual instructor to include class participation as one of the criteria for evaluation of the final grade. It is recommended that each instructor announce his/her individual policy early in the term, preferably it should be included in the syllabus. Faculty are expected to keep accurate attendance records in all classes. Students absent from classes for two consecutive class meetings, students with excessive absences, and students who seem to be having problems (personal, social, or academic) should be reported to the Academic Affairs Office.

5. College-Sponsored Trips and Activities

A list of students involved in college-sponsored trips or activities must be filed by the sponsor with the Vice President for Academic Affairs one week in advance of the activity and duplicated by the sponsor for faculty. This should indicate time of absence from campus, mode of travel, and faculty or staff member responsible. If students will be driving college vehicles, it is the responsibility of the faculty member or sponsor to be sure the student has taken the required health physical for driving college vehicles.

6. Examinations and Report of Grades

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

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

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

Instructors and others who post grades should use a system that ensures FERPA requirements are met. This can be accomplished either by obtaining the student's uncoerced written permission to do so or by using code words or randomly assigned numbers that only the instructor and individual student know. The order of posting should not be alphabetic.

7. Copyright Legislation

In support of Copyright legislation, Doane College adheres to the "Guidelines for Classroom Copying of Books and Periodicals," which may be found on the Web by using any good search engine.

When considering any project which calls for multiple copies for classroom use, please follow the four tests of "Fair Use:" copying must meet the test of brevity and spontaneity, cumulative effect, and must include a notice of copyright.

Copying may not substitute for the purchase of books. publisher's reprints, or periodicals or be repeated with respect to the same item by the same teacher from term to term. Copyright permission must be obtained from the owner of copyright if an item is to be placed on reserve in the library from one semester to another.

8. Academic Integrity

Faculty are encouraged to take positive, proactive measures to encourage academic integrity. Discovered instances of dishonesty in examinations and coursework will be dealt with as serious violations of college policy. A formal complaint will be filed with the chair of the Academic Integrity Committee who will forward the complaint to the Academic Affairs Office. Because the nature of the sanction for first offenses is determined by the instructor, a statement outlining a range of steps that might be taken should be included in the syllabus.

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

A detailed statement of policies and procedure for academic integrity are distributed to all students and reprinted below. Procedures for faculty

reporting of academic integrity cases and a sample reporting form are reprinted in the Appendix. Reporting forms are available in the Academic Affairs Office.

a. Academic Integrity Policy

- 1) In order for the Doane College community to provide, clarify, and preserve an atmosphere in which individuals can strive for academic excellence, the following policy has been adopted to deter acts of academic dishonesty. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain success by dishonest means, is manifested in various ways.
- 2) "Issues and Perspectives on Academic Dishonesty" (Gehring, *et al*, 1986) suggest four categories of academic dishonesty: cheating, fabrication, facilitating academic dishonesty, and plagiarism. These categories have been adopted and appropriately modified for use at Doane. Provided with each category is the respective Gehring definition and a list of isolated, but not inclusive, examples of infractions. It must be noted that the essential, qualifying characteristic that must be implied with each is that the grading instructor must consider the alleged offense to be dishonest.

b. Academic Dishonesty

1) Cheating

- A) "Intentionally using or attempting to use unauthorized information or study aids in any academic exercise" (Gehring, *et al*, p. 6.)
 - i) Intentionally using an unauthorized source to complete an objective. This may include looking at another's paper during an exam, using unauthorized, prewritten responses and electronically-scored information such as crib notes and computer disks, and/or stolen test materials.
 - ii) Submitting someone else's work as one's own research or data.
 - iii) Allowing another to complete an exam in one's place.
 - iv) Submitting a project that has been or is currently being used to satisfy requirements from another course without the explicit permission of both instructors.
 - v) Improper collaboration on projects beyond that permitted by the instructor.
 - vi) Sharing information between exams in multiple sections of a course.

2) Fabrication

- A) "Intentional and unauthorized falsification or invention of any information or citation in an academic exercise" (Gehring, *et al*, p. 6). Examples:

- i) Supplying fabricated, "dry lab" data or altered data for an experiment or laboratory project.
 - ii) Fabricating all or a portion of a bibliographic entry for a documented project.
- 3) Facilitating Academic Dishonesty
- A) "Intentionally or knowingly helping or attempting to help another to commit an act of dishonesty." (Gehring, *et al*, p. 6) and/or coercing others to do the same. Examples:
 - i. Allowing one's own work to be submitted as another's work for a course project
 - ii. Providing or offering unauthorized aid to another for a course objective. This would include allowing another to observe one's answers on an exam.
 - iii. Making threats or offers of compensation to others in order that those threatened or coerced will provide unauthorized aid for course projects.
 - iv. Unauthorized acquisition or subsequent possession of stolen test materials. This would include acquiring, distributing, and/or possessing the stolen materials.
- 4) Plagiarism
- A) "Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercises (either oral or written)" (Gehring, *et al*, p. 6). Examples:
 - i. Purchasing a paper from a commercial or private source, using a paper from an organization's files, copying sections or chapters from reference works, or borrowing or stealing another's paper and submitting it as one's own work.
 - ii. Failing to indicate a direct quote from a reference source by using quotation marks and proper citation of the source.
 - iii. Attempting to represent the work, words, and ideas of another (paraphrasing) as one's own without proper citation or documentation.
 - iv. Failing to acknowledge information obtained in one's reading or research which is not common knowledge.

c. Academic Integrity Process

The process is initiated when a faculty member files a complaint for alleged act(s) of academic dishonesty or misconduct. (Please refer to the Student Handbook or Faculty Handbook to review the Academic Integrity Policy).

The faculty member will write up the incident and file a copy of the formal complaint with the Chair of the Academic Integrity Committee who will forward the complaint to the Academic Affairs Office. Copies of any documents of evidence must be provided to the

Academic Affairs Office. Before the *Charge of Academic Integrity Violation* complaint form is filed, the student must sign the form to show that he/she has been informed of the charges. Only the Chair of the Academic Integrity Committee will check to see if this is a first or subsequent charge(s) for the student.

The faculty member will retain discretion with regard to the sanctions for the offense in the case of a **first** offense. However, sanctions will not be imposed until the faculty member receives written notification from the Academic Integrity Committee concerning the outcome of the meeting between the committee and the student. If a student is charged and found guilty of a **subsequent** offense, the faculty member may impose sanctions for the course; however, the committee may impose additional sanctions. In cases where the faculty member is a parent or close relative of the student involved, the faculty member is required to submit documents related to suspected academic dishonesty to the Department Chair or Vice President for Academic Affairs for evaluation and processing pursuant to the steps below (see the Student Handbook or the Faculty handbook for a list of possible sanctions, up to and including receiving a failing grade in the course).

First Offense:

1. Once the charge has been filed, the student will be notified of when to appear before the Academic Integrity Committee. At this time students will be notified that they may have an advocate appear before the committee with them. If the student fails to appear at the set time without an excuse acceptable to the Committee, the charges will automatically be confirmed.
2. If the student admits to the charge he/she will appear before the committee to discuss academic integrity. The complaint and accompanying documentation will be filed with the Vice President for Academic Affairs office. The faculty member will be informed concerning the outcomes of the meeting and will impose sanctions for the course.
3. If the student decides to appeal the charges, he/she is required to notify the chair of the Academic Integrity Committee in writing within 72 hours after receiving the initial notice. Committee members will hear testimony from the student and the faculty member (who has been asked to be available at the time of the meeting) and will have the opportunity to ask the student questions as well as inform the student on issues related to academic integrity. Students may provide evidence on their behalf.
4. Based on the testimony, the Committee will either confirm or rescind the charges. [NOTE: If the charges are rescinded, the student is exonerated, and all documentation sent to the

Academic Affairs Office and the Chair of the Committee will be destroyed immediately. If the charges are confirmed, the complaint and accompanying documentation will be kept only in the Academic Affairs Office and only for a period of seven years for record keeping purposes (i.e., to establish whether or not a student has a prior complaint). At the end of the seven-year period, all documents concerning this charge are destroyed.]

5. If appealing or denying the charges, the student will be informed at the end of the meeting when the written decision of the Committee will be sent to the student through campus mail and that the student will need to sign for the letter during the next two weeks. The student has the right to appeal the Committee's decision to the Vice President for Academic Affairs within 72 hours after receiving the Committee's written decision. If the student has not signed for the written decision in the two weeks after the date of the letter, it will be assumed that the student does not wish to appeal. The faculty member will be informed of the Committee's decision and will impose sanctions for the course.
6. If the charges are confirmed, the student's advisor will also be informed of the charges and the sanction(s) in writing.
7. If the faculty member is a member of the committee, the faculty member will recuse themselves from that particular case, and the chair will draw a name from the remaining academic standing faculty members and ask if they will be willing to serve. Similarly, faculty members can recuse themselves from the committee if they feel there is a conflict of interest.

Subsequent Offense(s):

If a complaint is filed by a faculty member and it is determined that this is a subsequent offense for the student, the following procedures will take effect:

1. Procedures for the first offense are followed.
2. If the Committee confirms the charges, the Committee has the right to impose additional sanctions for the second offense, including possible suspension or expulsion from the college.
3. The student has the right to appeal the Committee's decision to the Vice President for Academic Affairs within 72 hours after receiving the Committee's written decision.

d. Sanctions for Academic Dishonesty

- 1) All acts of academic dishonesty threaten the integrity and scholarly pursuit of Doane College. Because these acts, by their nature, impact the academic environment and integrity of the college, all alleged violations involving academic dishonesty will be reported in writing to the chair of the Academic Integrity Committee. In this manner, the college fulfills its responsibility for maintaining the academic integrity of the institution. Consequently, each student has a

responsibility to avoid direct acts of academic dishonesty, the aiding of others in committing acts of academic dishonesty, and/or acts that may lead to the suspicion of academic dishonesty.

- 2) The college adheres to a policy that places the responsibility for the disposition of academic dishonesty cases for first offenders in the hands of the faculty member involved. If a student or group involved is not currently enrolled in the course in question, they will be referred to the chair of the Academic Integrity Committee for investigation and sanctioning. The course instructor may impose one or more of the following penalties for cases of academic dishonesty arising in his/her classes:
 - A) The rejection of the assignment/exercise with the request that the work be resubmitted.
 - B) A reduced grade for the assignment/exercise.
 - C) A grade of "F" for the assignment/exercise.
 - D) A reduced grade for the course.
 - E) A grade of "F" for the course.
- e. This Academic Dishonesty Policy was approved and adopted by the Doane College faculty in May, 1987. The Academic Integrity Process was approved and adopted by the Doane College faculty in May 2006.
- f. Work Consulted: Gehring, D., Nuss, E., and Pavela, G. (1986). "Issues and Perspectives on Academic Integrity." Columbus Ohio: National Association of Student Personnel Administrators, Inc.

9. Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act

As a Doane faculty member it is important that you are aware of the federal guidelines that dictate access to students' educational records. These guidelines termed FERPA are detailed below.

What is FERPA?

The Family Educational Rights and Privacy Act of 1974 helps protect the privacy of student education records. The *Act* provides for the right to inspect and review 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. The *Act* applies to all institutions that are the recipients of federal financial aid.

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. At orientation each student completes a FERPA *Consent to Release Information* form listing

those to whom the college can release information. This information is entered into Datatel and can be viewed through WebAdvisor.

What are education records?

An education record is any record (1) from which a student can be personally identified and (2) maintained by the college. 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.

What is not included in an education record?

Records that are the sole possession or private notes held by school officials and are not accessible or released to other personnel.

What is directory information?

Doane may disclose designated ‘directory information’ 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), class standing, receipt or non-receipt of a degree, and academic awards received (dean’s list, honor roll).

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 college 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 file a complaint with the U.S. Department of Education concerning alleged failures by the college to comply with the requirements of FERPA.

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 “legitimate educational interests.”

For more information on FERPA, and to see the entire FERPA Policy, please visit the Registrar’s Web page on the Doane Web site. Questions and concerns can be sent to the Registrar at registraroffice@doane.edu or 402-826-8251.

10. Intellectual Property Policy

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

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 college, however, does not intend for this “works made for hire” rule to apply to faculty-created works unless extraordinary resources of the college 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 college were used in the creation of the work. With regard to any particular creative work, the college and the faculty member may mutually agree on an alternative ownership arrangement.

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 college are used in the creation of a work, the college 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 college. With regard to any particular invention, the college and the faculty member may mutually agree on an alternative ownership arrangement.

Responsibility of Ownership

Unless otherwise agreed or upon the College 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.

Definition of Extraordinary Resources

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

Administration

This Intellectual Property Ownership Policy will be administered by the Dean of the Faculty. 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.