## Revision History

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 2018</td>
<td>Board of Trustee approval of revised handbook</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

1. **Quick Information** ........................................................................................................ 11
   1.1. Doane University Faculty and Academic Personnel .............................................. 11
   1.2. Ceremonial Faculty Roles .................................................................................... 16
   1.3. Faculty Liaison to Board of Trustee Committees ................................................. 16
   1.4. Standing Faculty Committees ............................................................................. 16
   1.5. Academic Affairs Forms and Documents .......................................................... 21
   1.6. University Organizational Chart ......................................................................... 22
   1.7. Academic Affairs Organizational Chart ............................................................. 23

2. **Introduction to Doane University** ............................................................................. 24
   2.1. Role of Faculty Handbook ................................................................................... 24
   2.2. History and Purpose of Doane University .......................................................... 24
   2.3. Mission Statement ............................................................................................... 25
   2.4. Core Values ......................................................................................................... 25
   2.5. Employment Policies ......................................................................................... 25
   2.6. Notice of Nondiscrimination ............................................................................... 26
   2.7. Anti-Harassment Policy ...................................................................................... 26

3. **Faculty Roles** ............................................................................................................. 30
   3.1. Standard Appointments ...................................................................................... 30
       3.1.1. Full-Time Faculty ......................................................................................... 30
       3.1.2. Pro rata Faculty ............................................................................................ 30
       3.1.3. Adjunct Faculty ........................................................................................... 30
       3.1.4. Administrators with Faculty Rank ............................................................... 30
   3.2. Special Appointment Faculty ............................................................................. 30
       3.2.1. Visiting Faculty/Invited Guest Lecturers ..................................................... 30
       3.2.2. Replacement Faculty ................................................................................... 31
       3.2.3. Endowed Position ....................................................................................... 31
       3.2.4. Emeritus/Emerita Faculty ............................................................................ 31
3.2.4.1. Process until 2019-2020 academic year ................................. 31
3.2.4.1.1. Considerations for Emeritus Status ........................................... 31
3.2.4.1.2. Granting Emeritus/Emerita Status ........................................... 31
3.2.4.2. Process after 2019-2020 academic year .................................... 32
3.2.4.2.1. Emeritus/Emerita ................................................................. 32
3.2.4.2.2. Granting Emeritus/Emerita Status ........................................... 32
3.2.4.3. Benefits of Emeritus Status ...................................................... 33

4. Faculty Appointments ........................................................................ 34
4.1. Academic Freedom And Tenure Statement ...................................... 34
4.1.1. Origin ......................................................................................... 34
4.1.2. Academic Freedom ................................................................. 34
4.1.3. Academic Tenure ................................................................. 34
4.2. Search and Appointment of New Faculty ....................................... 34
4.3. Faculty Titles .............................................................................. 35
4.3.1. Lecturer ................................................................................... 35
4.3.2. Instructor ................................................................................ 35
4.3.3. Assistant Professor ............................................................... 35
4.3.4. Associate Professor ............................................................... 36
4.3.5. Professor ................................................................................ 36
4.4. Types of Faculty Appointments .................................................... 37
4.4.1. Tenured and Tenure-track Faculty ........................................... 37
4.4.2. Nontenure-track faculty ......................................................... 38
4.4.2.1. Term Appointment .............................................................. 38
4.4.2.2. Practice Appointment ........................................................ 38
4.4.2.3. Adjunct faculty ................................................................. 39
4.5. Full-Time Faculty Appointments and Contracts ........................... 39
4.5.1. Faculty Contracts ................................................................. 39
4.5.2. Faculty Appointments ........................................................... 40
4.5.2.1. Term appointments ............................................................ 40
4.7.2.1.3. Early Retirement Procedures ................................................................. 54
4.7.3. Resignation ................................................................................................. 54
4.7.4. Non-Renewal of a Term Appointment ....................................................... 54
4.7.5. Non-Renewal of a Probationary Appointment ........................................... 55
4.7.6. Dismissal for Adequate Cause, Financial Exigency, or Change in Institutional Program ................................................................. 56
  4.7.6.1. For Adequate Cause ........................................................................... 56
  4.7.6.2. For financial exigency or change in institutional program ................... 56
  4.7.6.2.1. Financial Exigency ..................................................................... 56
4.7.7. Termination due to Disability and/or Medical Condition ......................... 57

5. Administrative Roles ..................................................................................... 58
  5.1. Division Chairpersons ........................................................................... 58
  5.1.1. Selection ................................................................................................. 58
  5.1.2. Responsibilities ....................................................................................... 58
  5.1.3. Division Chair Evaluation ................................................................. 59
  5.1.4. Division Chair Compensation .............................................................. 59
  5.2. Director or Program Director ................................................................. 59
  5.2.1. Selection ................................................................................................. 59
  5.2.2. Responsibilities ....................................................................................... 59
  5.2.3. Evaluation ............................................................................................... 59
  5.2.4. Compensation ....................................................................................... 59
  5.3. Academic Department Chairs ................................................................. 59
  5.3.1. Departmental Organization ................................................................. 59
  5.3.2. Responsibilities ....................................................................................... 60
  5.3.3. Term ...................................................................................................... 60
  5.3.4. Compensation ....................................................................................... 60
  5.3.4.1. Department of Music ....................................................................... 60

6. Faculty Employment Policies ................................................................. 61
  6.1. Leaves Of Absence ....................................................................................... 61
6.1.1.1. Paid Leaves Of Absence ................................................................. 61
6.1.1.1.1. Faculty Development Leaves .................................................. 61
6.1.1.1.1.1. Purpose of Faculty Development Leaves ............................... 61
6.1.1.1.1.1.2. Eligibility ........................................................................ 61
6.1.1.1.1.1.3. Application process ......................................................... 61
6.1.1.1.1.1.4. Proposal ......................................................................... 61
6.1.1.1.1.1.5. Review of Proposal ......................................................... 62
6.1.1.1.1.1.6. Types of Faculty Development Leaves ............................ 62
6.1.1.1.1.1.7. Number of Leaves ............................................................ 62
6.1.1.1.1.1.8. Follow-up requirements of individuals awarded leaves .... 62
6.1.1.1.1.1.9. Additional information ................................................... 63
6.1.1.1.2. Unpaid Leaves Of Absence .................................................... 63
6.1.1.1.2.1. Leave for further graduate study ........................................ 63
6.1.1.1.2.2. Postdoctoral special research leave .................................. 64
6.1.1.1.2.3. Leaves to full-time faculty for public or private service outside the institution 64
6.1.1.2. Fringe Benefits ....................................................................... 64
6.1.1.2.1. Employee Benefit Plans ...................................................... 64
6.1.1.2.2. Faculty Development Travel Allowance ............................... 65
6.1.1.2.3. Professional Dues ................................................................. 65

7. Faculty Responsibilities ........................................................................... 66
7.1. Faculty Duties ................................................................................... 66
7.1.1. Teaching Load ............................................................................ 66
7.1.2. Student Advising ........................................................................ 66
7.1.3. Committee Service ..................................................................... 66
7.1.4. Office Hours ............................................................................... 66
7.1.5. Class Attendance ........................................................................ 66
7.1.6. University-Sponsored Trips and Activities ................................. 67
7.1.7. Examinations and Report of Grades ............................................ 67
7.1.8. Academic Integrity ................................................................. 67
7.2. Faculty Evaluation ................................................................. 68
7.2.1. Self-Evaluation of Overall Performance ................................. 68
7.2.2. Teaching ................................................................. 68
7.2.2.1. Assessment of Teaching ................................................................. 69
7.2.2.1.1. Teaching Proficiency ................................................................. 69
7.2.2.1.2. Course Preparation ................................................................. 69
7.2.2.1.3. Course Implementation ................................................................. 69
7.2.2.1.4. Evaluation of Student Performance ................................................................. 70
7.2.3. Student Advising (if required) ................................................................. 70
7.2.4. Scholarship ................................................................. 70
7.2.5. Types of Scholarship ................................................................. 71
7.2.5.1. Assessment of Scholarship ................................................................. 72
7.2.5.2. Standards Interpreting the Scholarship Requirement ................................................................. 73
7.2.6. Service ................................................................. 74
7.2.6.1. Service to the University ................................................................. 74
7.2.6.1.1. Expected Service Activities ................................................................. 74
8. Faculty Governance ................................................................. 75
8.1. Principles Of Shared Governance ................................................................. 75
8.2. Membership ................................................................. 76
8.3. Governance Structure ................................................................. 76
8.3.1. Structure for Coordination, Communication and Oversight of All Affairs ...... 77
8.3.1.1. Faculty Council ................................................................. 77
8.3.1.2. Faculty Assembly ................................................................. 79
8.3.1.2.1. Legislation ................................................................. 80
8.3.2. Structures for Faculty Affairs ................................................................. 80
8.3.2.1. Faculty Development Committee ................................................................. 80
8.3.2.2. Mace Bearer and Faculty Marshal(s) ................................................................. 81
8.3.2.3. Promotion and Tenure Committee ................................................................. 81
| 8.3.3. | Structures for Academic Affairs ................................................................. | 82 |
| 8.3.3.1. | Undergraduate Academic Affairs Committee ................................................ | 82 |
| 8.3.3.2. | Academic Standing Committee ........................................................................ | 83 |
| 8.3.3.3. | Assessment Committee .................................................................................... | 84 |
| 8.3.3.4. | Graduate Academic Affairs Committee .......................................................... | 84 |
| 8.3.3.5. | Teacher Education Committee ........................................................................ | 85 |
| 8.3.3.6. | Undergraduate Core Committee ...................................................................... | 85 |
| 8.3.4. | Structures for University Affairs .................................................................. | 87 |
| 8.3.4.1. | Faculty Liaison Committee ............................................................................... | 87 |
| 8.3.4.2. | Liaisons to Board of Trustees ........................................................................ | 87 |
| 8.3.4.3. | Liaison to President’s University Council .................................................... | 88 |
| 9. | Support Services for Faculty .......................................................................... | 89 |
| 9.1. | Human Resources ............................................................................................ | 89 |
| 9.2. | Available Support Staff .................................................................................. | 89 |
| 9.3. | Service Bureau ............................................................................................... | 89 |
| 9.4. | Campus Mail .................................................................................................... | 89 |
| 9.5. | Supplies and Equipment .................................................................................. | 89 |
| 9.6. | Center for Excellence in Teaching and Learning (CETL) .................................. | 90 |
| 9.7. | Information Technology Services ..................................................................... | 90 |
| 9.7.1. | Tiger Tech ....................................................................................................... | 90 |
| 9.7.2. | Enterprise Application Services ....................................................................... | 90 |
| 9.7.3. | Web Services .................................................................................................. | 91 |
| 9.7.4. | Network Services ............................................................................................ | 91 |
| 9.8. | Instructional Design Support .......................................................................... | 91 |
| 9.9. | Academic Advising And Retention .................................................................. | 91 |
| 9.10. | Student Workers ............................................................................................. | 91 |
| 9.11. | Bookstore ........................................................................................................ | 92 |
| 9.13. | Academic Success Center (ASC) ..................................................................... | 92 |
9.15. Registrar’s office ........................................................................................................ 92
9.16. Records Retention ..................................................................................................... 93
9.17. Crete-campus Calendar .......................................................................................... 93
9.18. Student Affairs ......................................................................................................... 93
9.19. College to Career Center ...................................................................................... 94
9.20. Health Services ........................................................................................................ 94
9.20.1. Suicidal Thoughts/Behaviors of Students ........................................................ 94
9.21. Communication and Marketing ............................................................................. 95
9.22. Workplace Safety /LB758 Committee .................................................................... 95
9.23. Perkins Library ......................................................................................................... 95
9.23.1. Information Literacy Instruction ........................................................................ 96
9.23.2. Research Assistance ........................................................................................... 96
9.23.3. Acquisitions/Collections ..................................................................................... 96
9.23.3.1. Budget ............................................................................................................. 96
9.23.3.2. Ordering Materials ........................................................................................ 96
9.23.3.3. Weeding the Collections ............................................................................. 97
9.23.3.4. Borrowing Library Materials ..................................................................... 97
9.23.3.5. Reserve Materials ........................................................................................ 97
9.23.3.6. Archives ......................................................................................................... 97

10. Institutional Policies and Guidelines .............................................................................. 98
10.1. Family Educational Rights and Privacy Act (FERPA) .............................................. 98
10.1.1. What is FERPA? .................................................................................................. 98
10.1.2. Who is protected under FERPA? ..................................................................... 98
10.1.3. What are education records? ............................................................................ 98
10.1.4. What is not included in an education record? .................................................. 98
10.1.5. What is directory information? .......................................................................... 98
10.1.6. What rights does FERPA afford students with respect to their education? ... 98
10.1.7. What rights does FERPA afford faculty members? ......................................... 99
## 1. Quick Information

### 1.1. Doane University Faculty and Academic Personnel

#### Faculty in Academic Affairs – Paul Savory, VPAA

<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Information Services</td>
<td>Library</td>
<td>Director of Perkins Library; Associate Professor of Practice in Library Science</td>
<td>Melissa Gomis [DVC]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collection Development Librarian; Associate Professor of Practice</td>
<td>Jayne Germer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Online Learning Librarian; Assistant Professor of Practice</td>
<td>Cali Neuberger</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Information Services</td>
<td>Writing Center</td>
<td>Director of Writing Center, Lecturer</td>
<td>Caitie Leibman</td>
</tr>
<tr>
<td>Economics &amp; Business</td>
<td>Accounting</td>
<td>Professor</td>
<td>Courtney Baillie [DC]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Jean Walkenhorst</td>
</tr>
<tr>
<td></td>
<td>Business</td>
<td>Assistant Professor of Practice</td>
<td>Kathleen Zumpfe [DC] [DVC]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting Instructor</td>
<td>Mary Crook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting Instructor</td>
<td>Rod Kriz</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Professor</td>
<td>Les Mans [DC]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Professor</td>
<td>Jennifer Bossard</td>
</tr>
<tr>
<td>Fine Arts &amp; Humanities</td>
<td>Art &amp; Design</td>
<td>Associate Professor</td>
<td>Eric Stearns</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Erin Cross</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Meghan Gaul [DC]</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Associate Professor of Practice</td>
<td>David Swartzlander</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Amanda Irions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>David Sutera</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor; Director of Forensics</td>
<td>Nathaniel Wilson [DC]</td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>Professor</td>
<td>Brad Johnson [DC]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor</td>
<td>Liam Purdon</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor; Co-Director Health &amp; Society Major</td>
<td>Philip Weitl</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Kathleen Hanggi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Visiting Assistant Professor</td>
<td>Jeffrey Moscaritolo</td>
</tr>
<tr>
<td>Modern Languages</td>
<td>Music [DC TBD]</td>
<td>Associate Professor</td>
<td>Kristen Hetrick [DC]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Jared List</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor</td>
<td>Joshua Pope</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor; Director of Bands</td>
<td>Jay Gilbert</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professor; Director of Choral Activities</td>
<td>Kurt Runestad [Leave S19]</td>
</tr>
<tr>
<td>Science, Math &amp; IST</td>
<td>Assistant Professor</td>
<td>Mathew Furest</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
<td>Kathy Ohlman</td>
<td></td>
</tr>
<tr>
<td>Philosophy &amp; Religious Studies</td>
<td>Associate Professor</td>
<td>Dan Clanton [DVC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Professor; Director of the Honors Program</td>
<td>Patrick Monaghan [DC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Courtney Bruntz</td>
<td></td>
</tr>
<tr>
<td>Theatre</td>
<td>Professor; Director of Theatre</td>
<td>Rob McKercher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Jeff Stander [DC][Leave F18]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Joel Egger</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Professor</td>
<td>Brad Elder [DVC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Kate Marley</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Ramesh Laungani</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Erin Doyle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Professor; Co-Director Health &amp; Society Major</td>
<td>Tessa Durham Brooks [DC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Dane Bowder</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Brett Schofield</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor of Practice; Director of Pre-Health Programs</td>
<td>Melissa Clouse</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visiting Assistant Professor</td>
<td>Mary Durham</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Professor</td>
<td>David Clevette [DC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Andrea Holmes; [Leave F18/S19]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Chris Huber</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Sharmin Sikich</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visiting Instructor</td>
<td>Miles Mayer</td>
<td></td>
</tr>
<tr>
<td>Environmental &amp; Earth Sciences</td>
<td>Professor</td>
<td>Russ Souchek [DC]</td>
<td></td>
</tr>
<tr>
<td>IST</td>
<td>Professor</td>
<td>Alec Engebretson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Mark Meysenburg [DC]</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Associate Professor</td>
<td>Peg Hart</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
<td>Barb Herzog [DC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Associate Professor; Assoc. Dean of Academic Affairs</td>
<td>Kris Williams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Tracee Fairbanks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Margaret Watts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor of Practice</td>
<td>JL Vertin</td>
<td></td>
</tr>
<tr>
<td>Physics &amp; Engineering</td>
<td>Professor</td>
<td>Chris Wentworth [DC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Cale Stolle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Joel TerMaat</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>John Burney</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Kim Jarvis [DVC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
<td>Mark Orsag [DC]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
<td>Brandi Hilton-Hagemann</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>Law, Politics, &amp; Society</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>Political Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor; Coordinate of International Studies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Science</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
</tr>
</tbody>
</table>

<p>| Faculty in College of Education – Lyn Forester, Dean |
|---------------------------------------------|---------|</p>
<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Professor</td>
</tr>
<tr>
<td></td>
<td>Professor of Practice</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor; Dean of Masters of EDL</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor</td>
</tr>
<tr>
<td></td>
<td>Associate Professor of Practice</td>
</tr>
<tr>
<td></td>
<td>Associate Professor of Practice; Director of EdD</td>
</tr>
<tr>
<td></td>
<td>Assistant Professor of Practice; Director of School Counseling Program</td>
</tr>
<tr>
<td></td>
<td>Director - Curriculum &amp; Instruction Graduate Programs; Director - Certification at the Advanced Level</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
</tr>
<tr>
<td></td>
<td>Lecturer</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health and Human Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Professor</td>
</tr>
</tbody>
</table>
### Faculty in College of Professional Studies – Lorie Cook-Benjamin, Dean

<table>
<thead>
<tr>
<th>Division</th>
<th>Department</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPS</td>
<td>Master of Counseling</td>
<td>Assistant Professor of Practice</td>
<td>Courtney East</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor of Practice</td>
<td>Kyle Wockenfuss</td>
</tr>
<tr>
<td></td>
<td>RN-BSN Program</td>
<td>Associate Professor of Practice; Director of Nursing</td>
<td>April Minster</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor of Practice</td>
<td>Deb Savage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor of Practice</td>
<td>Drew Case</td>
</tr>
<tr>
<td></td>
<td>Open Learning Academy</td>
<td>Assistant Professor of Practice; Director of Open Learning Academy</td>
<td>Amanda McKinney</td>
</tr>
<tr>
<td></td>
<td>MBA/MAM Programs</td>
<td>Associate Professor of Practice; Director of Graduate Business Programs</td>
<td>Debbie Sepich</td>
</tr>
<tr>
<td></td>
<td>CPS</td>
<td>Assistant Professor of Practice – Graphic Design</td>
<td>Chris Hadfield</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Instructor; Undergraduate Faculty Coordinator</td>
<td>Lucas Kellison</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assistant Professor of Practice – Business</td>
<td>Kathie Court</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Associate Professor of Practice - Business</td>
<td>Suzy Carter</td>
</tr>
</tbody>
</table>

### Key Administrative Officers

<table>
<thead>
<tr>
<th>Office</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>President</td>
<td>Jacque Carter</td>
</tr>
<tr>
<td>Academic Affairs</td>
<td>Vice President for Academic Affairs</td>
<td>Paul Savory</td>
</tr>
<tr>
<td></td>
<td>Associate Vice President for Academic Affairs – Adult and Online Operations</td>
<td>Andrea Butler</td>
</tr>
<tr>
<td></td>
<td>Associate Dean for Academic Affairs</td>
<td>Kris Williams</td>
</tr>
<tr>
<td></td>
<td>Dean, College of Arts and Sciences</td>
<td>Pedro Maligo</td>
</tr>
<tr>
<td></td>
<td>Dean, College of Professional Studies</td>
<td>Lorie Cook-Benjamin</td>
</tr>
<tr>
<td></td>
<td>Dean, College of Education</td>
<td>Lyn Forester</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean for College of Arts &amp; Sciences</td>
<td>Becky Hunke</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean - Graduate Studies in Education</td>
<td>Leah Schaber</td>
</tr>
<tr>
<td></td>
<td>Executive Assistant to the Vice President for Academic Affairs</td>
<td>Jenei Skillett</td>
</tr>
<tr>
<td></td>
<td>First Year Advisor</td>
<td>Rhonda Lake</td>
</tr>
<tr>
<td></td>
<td>Faculty Administrative Assistant</td>
<td>Missy Persing</td>
</tr>
<tr>
<td></td>
<td>Faculty Administrative Assistant</td>
<td>Cathy Hollman</td>
</tr>
<tr>
<td>Academic Support Center</td>
<td>Director of Student Support Services</td>
<td>Anita Harkins</td>
</tr>
<tr>
<td></td>
<td>Academic Specialist</td>
<td>Jim Fields</td>
</tr>
<tr>
<td></td>
<td>Tutor Coordinator; Office Manager</td>
<td>Lisa Wells</td>
</tr>
<tr>
<td>Advancement</td>
<td>Vice President of Advancement and Alumni Affairs</td>
<td>Marty Fye</td>
</tr>
<tr>
<td>Admissions Office</td>
<td>Vice President for Enrollment Services and Marketing</td>
<td>Joel Weyand</td>
</tr>
<tr>
<td></td>
<td>Director of Admissions</td>
<td>Kyle McMurray</td>
</tr>
<tr>
<td>Business Office</td>
<td>Vice President for Financial Affairs</td>
<td>Julie Schmidt</td>
</tr>
<tr>
<td>College of Professional</td>
<td>Dean</td>
<td>Lorie Cook-Benjamin</td>
</tr>
<tr>
<td></td>
<td>Campus Director Lincoln</td>
<td>Angie Klasek</td>
</tr>
</tbody>
</table>

Doane University Faculty Handbook  Page 14
<table>
<thead>
<tr>
<th>Department</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studies</td>
<td>Campus Director Grand Island</td>
<td>Audrey Jensen</td>
</tr>
<tr>
<td></td>
<td>Campus Director Omaha</td>
<td>Ann Greiman</td>
</tr>
<tr>
<td></td>
<td>Director of MAC Program</td>
<td>Jean Kilnoski</td>
</tr>
<tr>
<td></td>
<td>Director of MAM Program</td>
<td>Dana Miller</td>
</tr>
<tr>
<td></td>
<td>Academic Support Center</td>
<td>Tere Francis</td>
</tr>
<tr>
<td></td>
<td>Career Development</td>
<td>Susan Rocker</td>
</tr>
<tr>
<td></td>
<td>Veteran/Military Student Services</td>
<td>Sarah McNeal</td>
</tr>
<tr>
<td></td>
<td>Academic Advising</td>
<td>Cathy Dillon</td>
</tr>
<tr>
<td>Diversity</td>
<td>Chief Diversity Officer</td>
<td>Luis Sotelo</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Director of Financial Aid</td>
<td>Peggy Tvrdy</td>
</tr>
<tr>
<td>DoaneX</td>
<td>DoaneX Manager</td>
<td>Deb Meier</td>
</tr>
<tr>
<td>Public Safety</td>
<td>Director of Public Safety</td>
<td>Russ Hewitt</td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>Vice President for Information Technology Services</td>
<td>Mike Carpenter</td>
</tr>
<tr>
<td>Innovated Learning</td>
<td>Director of Innovative Learning</td>
<td>Amanda McKinney</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>Director of Institutional Effectiveness</td>
<td>TBD</td>
</tr>
<tr>
<td>International Programs</td>
<td>Director of International Programs</td>
<td>Jake Hoy-Elswick</td>
</tr>
<tr>
<td>Institutional Research</td>
<td>Director of Institutional Research</td>
<td>Raja Tayeh</td>
</tr>
<tr>
<td>Instructional Design Services</td>
<td>Manager of Instructional Design Services</td>
<td>Allison Hunt</td>
</tr>
<tr>
<td>Registrar</td>
<td>Registrar</td>
<td>Denise Ellis</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Vice President for Student Affairs &amp; Dean of Students</td>
<td>Carrie Petr</td>
</tr>
<tr>
<td></td>
<td>Assistant Dean of Students; Director Hansen Leadership Program</td>
<td>Abby Vollmer</td>
</tr>
<tr>
<td></td>
<td>Assistant Director Hansen Leadership Program; Coordinator of Service Program</td>
<td>Andrew Brown</td>
</tr>
<tr>
<td></td>
<td>Director of Multicultural Support Services</td>
<td>Wilma Jackson</td>
</tr>
<tr>
<td></td>
<td>Director of Health and Wellness</td>
<td>Kelly Jirovec</td>
</tr>
<tr>
<td></td>
<td>Director of Residence Life and Edu.</td>
<td>Dennis Amoateng</td>
</tr>
<tr>
<td></td>
<td>Associate Director of Residence Life</td>
<td>Megan Failor</td>
</tr>
<tr>
<td></td>
<td>Director of Student Wellness and Campus Life</td>
<td>Amy Schlichting</td>
</tr>
<tr>
<td></td>
<td>Assistant Director of Campus Engagement and Greek Life</td>
<td>Phil Foster</td>
</tr>
<tr>
<td></td>
<td>Director of Counseling Services</td>
<td>Myron Parsley</td>
</tr>
<tr>
<td></td>
<td>Associate Director of College to Career Center</td>
<td>Sarah Begay</td>
</tr>
<tr>
<td></td>
<td>Assistant Director Career and Leadership Development</td>
<td>Quint Geis</td>
</tr>
<tr>
<td></td>
<td>Director of Religious &amp; Spiritual Life</td>
<td>Leah Rediger-Schulte</td>
</tr>
<tr>
<td></td>
<td>Project Coordinator – Sexual Assault Education and Prevention</td>
<td>Suzannah Rogan</td>
</tr>
</tbody>
</table>
1.2. Ceremonial Faculty Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mace Bearer</td>
<td>Julie Kozisek</td>
</tr>
<tr>
<td>Faculty Marshals</td>
<td>Mark Orsag and Chris Wentworth</td>
</tr>
</tbody>
</table>

1.3. Faculty Liaison to Board of Trustee Committees

<table>
<thead>
<tr>
<th>Committee</th>
<th>Liaison(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>Brad Johnson and Brian Pauwels</td>
</tr>
<tr>
<td>Advancement</td>
<td>Rod Diercks and Kathleen Zumpfe</td>
</tr>
<tr>
<td>Audit and Business</td>
<td>Peggy Hart and Les Manns</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Marilyn Johnson Farr and Danelle DeBoer</td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Linda Kalbach and Kristen Hetrick</td>
</tr>
<tr>
<td>Technology</td>
<td>Alec Engebretson and David Sutera</td>
</tr>
<tr>
<td>Building and Grounds</td>
<td>Kathleen Hanggi and Brad Elder</td>
</tr>
</tbody>
</table>

1.4. Standing Faculty Committees

**Faculty Council**

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Hill</td>
<td>Chair</td>
<td>Elected/Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Barb Herzog</td>
<td>Vice Chair</td>
<td>Elected/Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Peg Hart</td>
<td>COE Rep</td>
<td>Elected/Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Rod Diercks</td>
<td>CPS Rep</td>
<td>Elected/Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Suzy Carter</td>
<td>Adjunct Rep</td>
<td>Elected/Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>AnnMarie Marlier</td>
<td>At Large</td>
<td>Elected/Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Alec Engebretson</td>
<td>At Large</td>
<td>Elected/Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Kathleen Hanggi</td>
<td>At Large</td>
<td>Elected/Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Brad Johnson</td>
<td>At Large</td>
<td>Elected/Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Marilyn Johnson Farr</td>
<td>At Large</td>
<td>Elected/Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Linda Kalbach</td>
<td>At Large</td>
<td>Elected/Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Paul Savory</td>
<td>VPAA</td>
<td>Non-Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Academic Standing**

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayne Germer</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Mary Crook</td>
<td>CAS/Economic &amp; Business Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Erin Cross</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Tracee Fairbanks</td>
<td>CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Nathan Erickson</td>
<td>Chair (Spring 2019) - CAS Social Sci Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Brandi Hilton-Hagemann</td>
<td>Chair (Fall 2019) - CAS Social Sci Rep</td>
<td>Voting</td>
<td>Dec 2018</td>
<td>1</td>
</tr>
<tr>
<td>Emily Griesch</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>2</td>
</tr>
<tr>
<td>Suzy Carter</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
</tbody>
</table>
### Academic Affairs

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Gomis</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Jennifer Bossard</td>
<td>CAS/Economics &amp; Business Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Joshua Pope</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Chris Wentworth</td>
<td>CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>3</td>
</tr>
<tr>
<td>Brian Pauwels</td>
<td>Chair - CAS Social Science Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Denee Wehrs</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>2</td>
</tr>
<tr>
<td>April Minster</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>TBD</td>
<td>Two Students</td>
<td>Voting</td>
<td>June 2019</td>
<td>n/a</td>
</tr>
<tr>
<td>College Deans or designates</td>
<td>CAS, CPS, COE</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Paul Savory</td>
<td>VPAA</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Denise Ellis</td>
<td>Registrar</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Admissions Advisory Sub-Committee (Academic Standing)

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erin Cross</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Brandi Hilton-Hagemann</td>
<td>Chair - CAS Social Sci Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Emily Griesch</td>
<td>COE Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Suzy Carter</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Becky Hunke</td>
<td>Assistant Dean of CAS</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Anita Harkins</td>
<td>Director of Student Support Services</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Kyle McMurray</td>
<td>Director of Admissions</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Academic Integrity Sub-Committee (Academic Standing)

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayne Germer</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Mary Crook</td>
<td>CAS/Economics &amp; Business Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Tracee Fairbanks</td>
<td>Chair - CAS SMIT Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Suzy Carter</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Academic Progression Sub-Committee (Academic Standing)

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayne Germer</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Mary Crook</td>
<td>CAS/Economic &amp; Business Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Erin Cross</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Tracee Fairbanks</td>
<td>CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Nathan Erickson</td>
<td>Chair (Spring 2019) - CAS Social Sci Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Brandi Hilton-Hagemann</td>
<td>Chair (Fall 2019) - CAS Social Sci Rep</td>
<td>Voting</td>
<td>Dec 2018</td>
<td>1</td>
</tr>
<tr>
<td>Emily Griesch</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>2</td>
</tr>
<tr>
<td>Suzy Carter</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Becky Hunke</td>
<td>Assistant Dean of CAS</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Carrie Petr</td>
<td>Dean of Students</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Anita Harkins</td>
<td>Director of Student Support Services</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Kyle McMurray</td>
<td>Director of Admissions</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Peggy Tvrdy</td>
<td>Director of Financial Aid</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Matt Franzen</td>
<td>Athletic Director</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Rhonda Lake-McKercher</td>
<td>First Year Academic Advisor</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Denise Ellis</td>
<td>Registrar</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Gomis</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Kathleen Zumpfe</td>
<td>CAS/Economics &amp; Business Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Meghan Gaul</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Chris Huber</td>
<td>CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Kari Gentzler</td>
<td>CAS/Social Science Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>2</td>
</tr>
<tr>
<td>Tim Frey</td>
<td>Chair - COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>2</td>
</tr>
<tr>
<td>Lucas Kellison</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Two Students</td>
<td></td>
<td>Voting</td>
<td>June 2019</td>
<td>n/a</td>
</tr>
<tr>
<td>TBD</td>
<td>Director of Institutional Effectiveness</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Kris Williams</td>
<td>Associate Dean for Academic Affairs</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Dean (or assessment rep of each UG college)</td>
<td>CAS, CPS, COE</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Faculty Development

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Gomis</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Courtney Baillie</td>
<td>CAS/Economics &amp; Business Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>2</td>
</tr>
<tr>
<td>Matt Fuerst</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Brett Schofield</td>
<td>CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Danelle DeBoer</td>
<td>Chair - CAS Social Science Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>3</td>
</tr>
<tr>
<td>Susan Alford</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Kathie Court</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Kate Marley</td>
<td>CETL Representative</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Faculty Liaison

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cali Neuberger</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Rod Kriz</td>
<td>CAS/Economics &amp; Business Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>David Sutera</td>
<td>Chair - AS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Cale Stolle</td>
<td>CAS SMIT Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Mark Orsag</td>
<td>CAS/Social Science Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Nikki Piper</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Suzy Carter</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Melissa Gomis</td>
<td>Director of Library</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Mike Carpenter</td>
<td>VP of Information Technology</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Promotion and Tenure

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jayne Germer</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Phil Weitl</td>
<td>CAS/Fine Arts &amp; Humanities</td>
<td>Voting</td>
<td>June 2021</td>
<td>2</td>
</tr>
<tr>
<td>Mark Meysenburg</td>
<td>Chair - CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2022</td>
<td>1</td>
</tr>
<tr>
<td>Heather Lambert</td>
<td>CAS/Social Science Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>2</td>
</tr>
<tr>
<td>Julie Kozisek</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Deb Savage</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>2</td>
</tr>
<tr>
<td>Paul Savory</td>
<td>VPAA</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Undergraduate Core Curriculum

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cali Neuberger</td>
<td>CAS/AIS Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Courtney Baillie</td>
<td>CAS/Economics &amp; Business Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Joel Egger</td>
<td>CAS/Fine Arts &amp; Humanities Rep</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Russ Souchek</td>
<td>CAS/SMIT Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>2</td>
</tr>
<tr>
<td>Nick Vaccaro</td>
<td>Chair - CAS Social Science Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Mary Ritzdorf</td>
<td>COE Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Lucas Kellison</td>
<td>CPS Rep</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>JL Vertin</td>
<td>Director of LAR</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Kris Williams</td>
<td>Associate Dean for Academic Affairs</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Dean (or representative) of each college</td>
<td>CAS, CPS, COE</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Jake Hoy-Elswick</td>
<td>Director of International Programs</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

### Graduate Academic Affairs

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jean Kilnoski</td>
<td>MAC faculty member</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>Bess Scott</td>
<td>MED faculty member</td>
<td>Voting</td>
<td>June 2020</td>
<td>1</td>
</tr>
<tr>
<td>TBD</td>
<td>MAM faculty member</td>
<td>Voting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>MAC Adjunct</td>
<td>Voting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>MAM Adjunct</td>
<td>Voting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>MED Adjunct</td>
<td>Voting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TBD</td>
<td>One graduate student from each program</td>
<td>Voting</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Paul Savory</td>
<td>VPAA</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Lori Cook- Benjamin</td>
<td>CPS Dean</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Pedro Maligo</td>
<td>CAS Dean</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Lyn Forester</td>
<td>Chair/ COE Dean</td>
<td>Non-voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
### Teacher Education

<table>
<thead>
<tr>
<th>Member</th>
<th>Position</th>
<th>Role</th>
<th>Term Expiration</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>Music Faculty Member</td>
<td>Voting</td>
<td>June 2020</td>
<td></td>
</tr>
<tr>
<td>Erin Doyle</td>
<td>Science Faculty Member</td>
<td>Voting</td>
<td>June 2019</td>
<td>1</td>
</tr>
<tr>
<td>Brandi Hilton-Hagemann</td>
<td>History Faculty Member</td>
<td>Voting</td>
<td>June 2019</td>
<td>3</td>
</tr>
<tr>
<td>Cindy Meyer</td>
<td>HHP Faculty Member</td>
<td>Voting</td>
<td>June 2019</td>
<td>3</td>
</tr>
<tr>
<td>Lyn Forester</td>
<td>COE Dean</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Denise Ellis</td>
<td>Registrar</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>TBD</td>
<td>Two Students</td>
<td>Voting</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

The Vice President for Academic Affairs and the President shall be ex officio on all faculty committees where specific membership is not noted.

1.5. **Academic Affairs Forms and Documents**

Documents and forms are available at the following website: ![http://bit.ly/AcademicAffairs](http://bit.ly/AcademicAffairs)

The site contains:

- Student forms
- Promotion and Tenure items
- Faculty Forms
- Academic Program Forms
- Academic Affair Unit Documents
1.6. University Organizational Chart
2. **Introduction to Doane University**

2.1. **Role of Faculty Handbook**

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

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

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

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

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

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

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

Doane College was incorporated on July 11, 1872, as a nonprofit institution with an independent, self-perpetuating board of trustees. The University is authorized to conduct all the affairs considered essential to the liberal arts enterprise wherever it is carried on, including teaching, research, academic study, and granting of degrees.
The college was named in recognition of Thomas Doane, Esq., whose unflagging interest in the institution, until his death on October 22, 1897, earned him the distinctive title of "primus inter conditores Colegii Doaniani.” Translation: “First among Doane College builders.”

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

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

2.3. Mission Statement
The following Mission Statement was adopted by the Board of Trustees on February 25, 2011.

Doane’s mission is to provide an exceptional liberal arts education in a creative, inclusive, and collaborative community where faculty and staff work closely with undergraduate and graduate students preparing them for lives rooted in intellectual inquiry, ethical values, and a commitment to engage as leaders and responsible citizens in the world.

2.4. Core Values
The following core values were endorsed by the Board of Trustees on February 25, 2011.

Community: Doane is an engaged and cohesive community comprised of individuals and smaller communities, in which everyone can contribute and participate.

Empowerment: Doane encourages its community members to take initiative – to act effectively and ethically by making principled decisions and taking responsibility for them.

Excellence: Doane sets high standards of teaching, scholarship, service, and leadership.

Impact: It is the heart of the Doane experience. At Doane, one can make a positive difference on oneself, on others, on the environment, and on life.

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

https://www.doane.edu/employee-policies-handbooks
2.6. Notice of Nondiscrimination

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

Any person having inquiries concerning the University’s compliance with the regulations implementing Title VI, of the Civil Rights Act 1964, or Section 504 of the Rehabilitation Act of 1973, is directed to contact Laura Northup, Director of Human Resources at laura.northup@doane.edu or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6773. Any persons having inquiries concerning the University’s compliance with the regulations of implementing Title IX of the Education Amendments of 1972, is directed to contact Dennis Amoateng, Title IX Coordinator at dennis.amoateng@doane.edu or 1014 Boswell Ave. Crete, NE 68333; (402) 826-6796. 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.

2.7. Anti-Harassment Policy

A fundamental policy of the University is that employees and students at the University should be able to work and study at the University in an environment free of discrimination and any form of harassment based on race, color, religion, sex, national origin, disability, age, marital status, genetic information, sexual orientation or any other protected class recognized by state or federal law. Sexual harassment and/or sexual violence are prohibited forms of sex discrimination. To further this fundamental policy, the University prohibits the harassment of any person, student or employee and the prohibition extends to harassment based on race, color, religion, sex, national origin, genetic information, disability, age, marital status, or sexual orientation. Harassment is counterproductive to the University’s goals and will not be tolerated. Such behavior is unacceptable because it is a form of unprofessional behavior threatening to the academic freedom and personal integrity of others. Failure to follow this policy will result in disciplinary action up to and including termination.

The type of harassment that is prohibited may take many forms and includes, without limitation, verbal harassment (derogatory comments and/or slurs), physical harassment (assault or physical interference), visual harassment (posters, cartoons, drawings), use of the Internet or e-mail to harass or embarrass, and innuendo or false rumors. Further, harassment includes conduct that has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive work or academic environment. Harassment is prohibited both during normal work or school hours and outside the normal work or school hours if such harassment is determined by the University to affect the normal working or student/faculty/staff relationships.

Harassment can take a number of forms, but of particular concern is sexual harassment, which is a violation of state and federal law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, sexual assault, sexual violence, domestic violence, stalking, and other verbal or physical conduct, or visual forms of harassment of a sexual nature.

Harassment includes, but is not limited to, the following forms:
• Unwelcome or unwanted advances, including sexual advances. This means patting, pinching, brushing up against, hugging, cornering, kissing, fondling, or any other similar physical contact.

• Unwelcome requests or demands for favors, including sexual favors. This includes subtle or blatant expectations, pressures or request for any type of favor, including a sexual favor, whether or not it is accompanied by an implied or stated promise of preferential treatment or negative consequences concerning academic or employment status.

• Verbal abuse or kidding that is oriented toward a prohibited form of harassment, including that which is sex-oriented and considered unwelcome. This includes offensive comments which harass an individual based upon his or her sex, race, age, national origin, disability, or marital status; telling “dirty jokes” that are inappropriate and considered offensive, or any tasteless, sexually oriented comments, innuendoes, or actions that offend.

• Creating a work or academic environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts, or attentions, whether sexually oriented or otherwise related to a prohibited form of harassment.

The University’s concern is to provide a working and academic environment that is comfortable, conducive to the academic enterprise, and free from this type of behavior. This policy is written to be sure that everyone understands our intent to provide an academic and working environment free of harassment.

Obviously, the University cannot prevent violations of this policy unless such behavior is observed or the University is told of the violations. The procedures regarding complaints of harassment are described below.

All persons are assured that they will not suffer negative consequences as a result of bringing their concerns to the University’s attention. Failure of any person involved in the investigation of a harassment complaint to keep the complaint confidential shall be a separate violation of this policy. A separate violation shall also occur if any retaliatory action is taken against or directed at any person who has made a harassment complaint or participated in an investigation of such conduct. Violations will result in disciplinary action. The University reserves the right to provide information regarding any harassment complaint or retaliatory conduct to the necessary legal authorities if the University, in its sole discretion, believes illegal conduct has occurred.

1. Any member of the University community who believes that he or she has been the victim of harassment as defined above may bring the matter to the attention of the individuals designated to handle complaints of harassment. If the potential offender is a staff member, reports should be made to the Vice President for Finance and Administration. If the potential offender is a faculty member, reports should be made to the Vice President for Academic Affairs. If the potential offender is a student, reports should be made to the Vice President for Student Affairs. If the potential offender is an outside party, such as a vendor or contractor of the University, reports should be made to the Vice President for Finance and Administration and the procedures for handling complaints against staff members shall apply. Any person shall also have the option of reporting the concern to the Director of Student Health in the Health and Wellness Office or to the Director of Human Resources who will inform the appropriate individual of the concern. If the person designated to receive the report is part of the problem, a report can be made to any other of the above individuals designated to handle complaints of harassment.
2. All harassment complaints will be reported to the designated Title IX official.

3. The complainant should present the complaint as promptly as possible after the alleged harassment occurs.

4. The person receiving the complaint can and should provide to the complainant a written memorandum advising the complainant that in order for the University to best investigate the complaint, a written complaint should be submitted under these procedures.

5. After the initial meeting with the person designated to receive the complaint, the complainant should submit or verify a written statement to the person designated to receive the complaint describing with particularity the alleged harassment. The written statement should identify any persons with knowledge of any facts relevant to the harassment complaint.

6. Except as reasonably necessary to investigate the written complaint and to give the person accused of harassment an opportunity to respond, all written complaints of harassment shall be kept confidential.

7. The written complaint shall be promptly forwarded to the person accused of harassment and the person accused of harassment shall submit a written response to the allegations within seven days. The response should identify any persons with knowledge of any facts relevant to the harassment complaint.

8. Upon receipt of the response, the person designated to receive the complaint or an impartial investigator appointed by the person receiving the complaint shall promptly investigate the complaint. Normally, the investigation period should not exceed 21 days. During the investigation, the person receiving the complaint may take whatever steps he or she deems appropriate to affect an informal resolution of the complaint acceptable to the University, the person making the complaint and the person accused of harassment.

9. In determining whether there is sufficient evidence to support a complaint of harassment, the investigator shall use a preponderance of evidence standard (i.e., that it is more likely than not that harassment occurred). This same standard shall be applied in any appeal from the investigator’s decision.

10. Upon completion of the investigation and if an informal resolution has not been reached, the person receiving the complaint shall promptly provide a written statement regarding the outcome of the investigation to both the person making the complaint and the person accused of harassment.

11. Either the person making the complaint or the person charged with harassment may appeal the findings or the decision to impose or not to impose disciplinary action by filing a written appeal within two business days of receipt of the findings.

12. All appeals shall be communicated to the Office of the University President, and the President or his or her designee shall convene a Committee to hear the appeal. The Committee shall consist of three members selected from the Doane community who have been trained to hear cases as a Special Hearing Board member pursuant to Doane’s Sexual Assault and Rape Policy §5.02 in the Crete Student Handbook. The three Committee members shall reflect the appropriate faculty and student populations as appropriate under the circumstances as determined by the President or his or her designee. The written appeal must state the specific basis for the appeal, including whether the appealing party is challenging (1) whether a violation occurred; (2) whether the sanction is appropriate; or (3)
that new evidence not previously considered is now available. The Committee may call
witnesses and receive as evidence the information it deems necessary to assist it in reaching a
determination of the merits of the allegation. Once such a determination has been reached,
the Committee shall simultaneously communicate its findings in writing to the person
making the complaint and the person accused of harassment. A finding that harassment has
occurred requires a majority vote of Committee members. If the Committee finds
harassment and further finds that reasonable cause exists for seeking sanctions, the
Committee shall forward its recommendations for sanctions directly to the University
President or his or her designee in the matter. A recommendation for sanctions requires the
majority vote of Committee members. The University President or his or her designee,
although not bound by the recommendations, shall promptly act in response to the
recommendations of the Committee. If the person holds a tenured faculty position and the
potential discipline includes dismissal, the University President or his or her designee, in
reviewing the matter, shall comply with the procedures for dismissal proceedings for faculty
on continuous tenure as set forth in the Faculty Handbook.

The Committee may have legal counsel present to provide technical and legal advice to the
Committee and shall observe the following guidelines in conducting its proceedings:

a) An opening statement by the chair regarding the nature of the case, the identity of the
parties, and the nature of the allegations.
b) Sequence of presentation of evidence:
   • Complainant presents evidence;
   • Person accused of harassment presents evidence;
   • Complainant presents rebuttal evidence;
   • Chair or investigator presents additional evidence from initial investigation of the
     matter;
   • Closing statements from complainant, person accused of harassment, and Chair or
     investigator.

Both the complainant and accused have the right to have present an advisor of their
choice from the Doane community but they shall not be represented by legal counsel in
the proceedings. If the advisor happens to be attorney, their role is limited to be advisor.

All written records of harassment complaints made pursuant to this policy shall be kept in a
separate confidential file and not in the faculty evaluation files, personnel files or permanent
student records.

Consensual amorous relationships between faculty and students are also considered unethical
under this policy because of the inherently asymmetrical nature of the relationship between
student and faculty. Due to the possibility of abuse of power, or the appearance of such abuse,
faculty members are warned that any romantic involvement with a student makes them subject to
formal disciplinary action. Similarly, the relationship of a Doane employee and student or
subordinate should be professional in nature. The policy regarding fraternization and
inappropriate relationships is outlined in the Doane Employee Handbook.
3. Faculty Roles

3.1. Standard Appointments

3.1.1. Full-Time Faculty

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

3.1.2. Pro rata Faculty

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

3.1.3. Adjunct Faculty

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

3.1.4. Administrators with Faculty Rank

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

3.2. Special Appointment Faculty

3.2.1. Visiting Faculty/Invited Guest Lecturers

The title of Visiting Faculty/Invited Guest Lecturer is reserved for faculty members of other institutions, professor emeriti, or others who hold an academic degree and/or possess an advanced level of expertise in their field. All such faculty members are hired on term
appointments for a limited period of time with no intent of on-going employment. Their rights and duties will be dependent upon whether they are appointed on a full-time or pro rata basis.

The following titles will be used to recognize the nominees:

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

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

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

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

3.2.4. Emeritus/Emerita Faculty

3.2.4.1. Process until 2019-2020 academic year

3.2.4.1.1. Considerations for Emeritus Status
Any faculty member shall be eligible for appointment as professor emeritus/emerita in accordance with criteria:

1. Formal retirement at Doane.
2. At least fifteen years of service to Doane.
3. At least one year must lapse after formal retirement.

3.2.4.1.2. Granting Emeritus/Emerita Status
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.
3.2.4.2. Process after 2019-2020 academic year

3.2.4.2.1. Emeritus/Emerita

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

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

3.2.4.2.2. Granting Emeritus/Emerita Status

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

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

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

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

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

The process for awarding Emeritus/a status shall not begin earlier than 12 months following a faculty member’s retirement.
3.2.4.3. **Benefits of Emeritus Status**

An emeritus faculty member has the following privileges:

1. Instruction and counseling on financial issues associated with retirement prior to the retirement.
2. An identification card as an emeritus/emerita faculty member.
3. Listing with faculty in all catalogues.
4. Listing with faculty in all appropriate campus and home directories.
5. Full faculty library privileges.
6. Permanent parking privileges.
7. Receipt of all campus publications, and sources of information, including advance notice of events.
8. An e-mail address, departmental mailbox, and use of University stationery (if desired).
9. Invited participation in public ceremonies: commencements, academic processions, etc.
10. Invitation to all University or college functions open to the faculty.
11. Use of campus recreational and social facilities.
12. Complimentary or reduced-price admission to all athletic, dramatic, film, musical, and other cultural events of the institution.

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

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

The outlined items are privileges, not contractual rights, and are subject to change at the University’s discretion.
4. Faculty Appointments

4.1. Academic Freedom And Tenure Statement

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

4.1.2. Academic Freedom
1. Faculty are entitled to full freedom in research and the publication of the results, subject to the adequate performance of their other academic duties. Research for pecuniary return will be based upon written agreement with the authorities of the institution.

2. Faculty are entitled to freedom in the classroom in discussing their subject, but should be careful not to introduce into their teaching controversial matter which has no relation to the specific subject.

3. Faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As people of learning and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to indicate that they do not speak for the institution.

4.1.3. Academic Tenure
After the expiration of a probationary period, faculty on a tenure-track appointment may be awarded continuous tenure. Subject to any restrictions imposed by applicable law, such tenured appointments will be continued until retirement, physical or mental disability, dismissal for adequate cause or termination on account of financial exigency or change of institutional program. Adequate cause shall include demonstrated incompetency or dishonesty 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. The tenure process is explained in Section 4.6.

4.2. Search and Appointment of New Faculty
Faculty are recruited based on their qualifications and fit with the academic mission of the University. For full-time faculty positions, hiring is conducted through regional or national searches as deemed necessary by the respective Dean and/or the Vice President for Academic Affairs. A search committee will have a minimum of three members. Members of the
committee are selected by the respective Dean. There is no requirement on the composition of the committee. However, members of the same family may not serve on the search committee. The committee for a full-time or pro rata teaching faculty vacancy shall be comprised of full-time or pro rata teaching faculty. An attempt shall be made to ensure that the diverse interests of the University community are represented on the committee. The search committee is charged with screening and selecting the most qualified candidates to invite for a campus interview. Finalists are invited to campus to meet with the University community and usually present a seminar to students. The search committee makes a recommendation to the respective Dean who makes the final hiring decision. Exceptions to these standard expectations must be approved by the Vice President for Academic Affairs.

4.3. Faculty Titles
The purpose of this policy is to provide a process for the advancement in rank and recognition of qualified faculty members. Credit toward promotion for previous time served at the University is determined on a case-by-case basis and granted by the Vice President for Academic Affairs. The University’s faculty appointment criteria and responsibilities by rank are as follows:

4.3.1. Lecturer
The rank of Lecturer is given to a faculty member to whom is entrusted the independent teaching of courses under the direction of individuals of higher rank. Appointment to rank of Lecturer is made at the time of hire. Position requirements:

1. Academic preparation – minimum: master’s degree or equivalent.
2. Teaching experience – A candidate for appointment as a lecturer should present evidence of effective college-level teaching experience or equivalent professional experience.

4.3.2. Instructor
The rank of Instructor is given to a faculty member to whom is entrusted the independent teaching of courses under the direction of individuals of higher rank. Position requirements:

1. Academic preparation - master's degree plus significant graduate work toward a terminal degree.
2. 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.
3. 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 or professor of practice in a non-tenure track position.
4. 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.

4.3.3. Assistant Professor
The rank of Assistant Professor may be given to a faculty member at the time of initial appointment or by means of advancement from the rank of Instructor. Position requirements
1. Academic preparation – a terminal degree in a relevant field obtained from a regionally accredited program.

2. Teaching experience - a candidate for appointment as an assistant professor should present evidence of effective college-level teaching experience or equivalent professional experience.

3. Eligibility for promotion - an assistant professor is usually eligible for consideration for promotion to associate professor after serving six years at the rank of assistant professor with a terminal degree.

4.3.4. Associate Professor
The rank of Associate Professor may be given to a faculty member at the time of initial appointment or by means of advancement from the rank of Assistant Professor. Position requirements:

1. Academic preparation – A terminal degree in a relevant field obtained from a regionally accredited program.

2. Teaching experience - a candidate for appointment as an Associate Professor should have at least six years of college-level teaching experience.

3. 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 also have demonstrated positive professional involvement and an active commitment to forwarding the mission of the University. In extraordinary cases, faculty with outstanding records may be eligible to seek advancement in rank earlier than the general timeline.

4. If rank is sought at the time of hire, the candidate must already hold the rank of Assistant or Associate Professor at a regionally accredited institution, have at least four years of teaching experience at the rank of Assistant or Associate Professor, and provide evidence of appropriate scholarly activity and service. Appointment to rank of Associate Professor at time of hire is made at the discretion of the Vice President for Academic Affairs.

4.3.5. Professor
The rank of Professor may be given to a faculty member at the time of initial appointment or by means of advancement from the rank of Associate Professor. Position requirements:

1. The rank of Professor requires a terminal degree in a related field from a regionally accredited institution. In most disciplines that is an earned doctorate, such as Ph.D., J.D., Ed.D., D.B.A. or D.M.A., except disciplines where the following master’s degrees are considered as terminal: Accounting – Master’s in an appropriate business-related degree with CPA, and Art, Theatre, and Writing – MFA.

2. If rank is sought through internal advancement, the application process may be initiated in the fall (September) after completion of at least four (4) years of service. Evidence of appropriate teaching, scholarly activity, and service for the rank is expected. In extraordinary cases, faculty with outstanding records may be eligible to seek advancement in rank earlier than the general timeline.
3. If rank is sought at the time of hire, the candidate must already hold the rank of Professor at a regionally accredited institution, have at least six years of teaching experience at the rank of Associate Professor or Professor, and provide evidence of appropriate scholarly activity and service. Appointment to rank of Professor at time of hire is made at the discretion of the Vice President for Academic Affairs. In extraordinary cases, faculty with outstanding records may be eligible for appointment to the rank of Professor.

4.4. Types of Faculty Appointments

4.4.1. Tenured and Tenure-track Faculty

Faculty on a tenure-track have either a probationary or continuous contract. This contract is for nine-months each academic year. Every effort is made to hire faculty with terminal degrees in hand for tenure-track positions. Normally tenure requires a terminal degree. In most disciplines that is an earned doctorate, such as Ph.D., J.D., Ed.D., D.B.A. or D.M.A., except disciplines where the following master’s degrees are considered as terminal: Accounting – Master’s in an appropriate business-related degree with CPA, and Art, Theatre, and Writing – MFA. In extraordinary circumstances where other qualification meet program exigency, the Vice President for Academic Affairs may approve an alternate degree upon the request of the appropriate division. In cases where a tenure-track faculty member is hired while the terminal degree is still in progress, the degree must be completed by the end of the third year, or the faculty member will be moved to a terminal one-year appointment.

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

1. Faculty members on a probationary contract shall be considered for tenure no later than the sixth year of teaching at Doane University. 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 University for the awarding of continuous tenure at the beginning of their fifth year.

2. At the written request of the faculty member, with the approval of the Promotion and Tenure Committee, the respective Dean, 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 academic year preceding the scheduled tenure review. All request due to a health-related issue should be coordinated with the Office of Human Resources. Other requests will be reviewed first by the Promotion and Tenure Committee with a recommendation to the Vice President for Academic Affairs who will consult with the respective Dean. Normally, no more than three extensions will be granted. The VPAA will notify the faculty member in writing of the decision. Faculty members excused from taking part in the tenure review during their sixth year must 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.

3. Faculty members on probationary status will be evaluated periodically by their respective division chairs and respective Dean. A summary of the evaluation will be considered in decisions on salary, promotion, and tenure.
4.4.2. Nontenure-track faculty

4.4.2.1. Term Appointment

1. 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 respective Dean, and/or the Vice President for Academic Affairs. Normally they are for a one-year period, subject to renewal, but they can be given for up to three years. Persons coaching in varsity sports, unless contractual arrangements are made to the contrary, will be on term contracts.

2. Term-appointment faculty have a full-time contract for employment for a limited period of from 1 to 3 years which is renewable

3. Term-appointment faculty have access to the University’s benefit package when eligible. Provided they meet the required criteria, term-appointment faculty have both a voice and a vote in the faculty governing body.

4. Term faculty with Visiting status will be evaluated annually by their respective division chairs and/or Dean following the Year One Checklist in this Handbook.

5. In the event that a term appointment is given probationary status, the faculty member holding the appointment at the time of the change may be entitled to apply some of the years served under the term appointment toward consideration for promotion and tenure.

4.4.2.2. Practice Appointment

1. Practice faculty members are colleagues holding the rank of Instructor or above without being tenured or on a tenure-track.

2. The hiring of practice faculty will be initiated by a Division or College and will be approved by the respective Dean and the Vice President for Academic Affairs.

3. Librarians with faculty status will be considered practice faculty.

4. Practice appointments shall be for one year, subject to renewal, during an initial period of six years.

5. 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 respective Dean and Vice President for Academic Affairs. The practice appointment represents a deeply serious decision on the part of the University, a decision of measured commitment and trust, possibly for a lifetime career.

6. Practice faculty will be evaluated periodically by their respective division chairs and/or Dean. 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. In the event that a practice appointment is given probationary status, the faculty member holding the appointment at the time of the change may be entitled to apply some of the years served in the practice appointment toward consideration for promotion and/or tenure.

8. Practice-appointment faculty have access to the universities benefit package when eligible. Practice-appointment faculty have both a voice and a vote in the faculty governing body, provided they meet the criteria.

4.4.2.3. **Adjunct faculty**

Adjunct faculty are part-time and usually have a limited contract for employment, usually by academic term.

1. In general, part-time employment is limited to teaching responsibilities of less than 20 hours per week and less than 1000 hours per year. These time limitations include any required office hours and include total hours worked on all Doane University campuses or instruction sites.

2. Have voice and/or vote in the faculty governing body, provided they meet the criteria.

3. Adjunct faculty will be evaluated annually by their respective supervisors.

4.5. **Full-Time Faculty Appointments and Contracts**

4.5.1. **Faculty Contracts**

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

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

3. Each renewal of contract will be issued on or before the first business day of March immediately preceding the academic year covered.

4. Accepted contracts must be signed and returned to the VPAA on or before March 15 of the same year.

   a. A tenured faculty member’s failure to sign and return the contract on or before March 15 will be followed up on and may result in the automatic renewal for one year at the terms specified in the previously signed contract.

   b. Any other faculty member’s failure to return the signed contract on or before March 15 will be followed up on and may result in the offer being revoked, unless the VPAA, in his or her sole discretion, chooses to accept the signed contract after March 15.

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

Full-time faculty will receive one of the following types of appointments: (1) term appointment, (2) practice appointment, (3) probationary appointment, or (4) appointment with continuous tenure.

4.5.2.1. **Term appointments**

1. Normally term appointments are for a one-year period, subject to renewal, but they can be given for up to three years. Persons coaching in varsity sports, unless contractual arrangements are made to the contrary, will be on term contracts. 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 respective Dean, and/or the Vice President for Academic Affairs.

2. In the event that a term appointment is given probationary status, the faculty member holding the appointment at the time of the change may be entitled to apply some years served under the term appointment toward consideration for promotion and tenure.

4.5.2.2. **Practice Appointments**

1. Practice appointments shall be for one year, subject to renewal, during an initial period of six years. Practice faculty will be evaluated periodically by their respective division chairs, program director, and/or Dean. Reviews will be conducted during the third and sixth years, during the initial six-year period, according to procedures described Evaluation Procedures section.

2. Following a successful sixth-year review, practice faculty may be eligible for promotion and multiple-year contracts. Attainment of the rank of Professor, 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 respective Dean and Vice President for Academic Affairs. The practice appointment represents a deeply serious decision on the part of the University, a decision of measured commitment and trust, possibly for a lifetime career.

3. In the event that a practice appointment is given probationary status, the faculty member holding the appointment at the time of the change may be entitled to apply some years served in the practice appointment toward consideration for promotion and tenure.

4.5.2.3. **Probationary Appointments**

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

2. Faculty members on a probationary contract shall be considered for tenure no later than the sixth year of teaching at Doane University. Any sanctioned leaves of absence will count as time of service to the University. 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 University for the awarding of continuous tenure at the beginning of their fifth year.
3. At the written request of the faculty member, with the approval of the Promotion and Tenure Committee, the respective Dean, and the 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 academic year preceding the scheduled tenure review. All request due to a health-related issue should be coordinated with the Office of Human Resources. Other requests will be reviewed first by the Promotion and Tenure Committee with a recommendation to the Vice President for Academic Affairs who will consult with the respective Dean. Normally, no more than three extensions will be granted. The VPAA will notify the faculty member in writing of the decision. Faculty members excused from taking part in the tenure review during their sixth year must 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.

4. Faculty members on probationary status will be evaluated periodically by their respective division chairs and respective Dean. A summary of the evaluation will be considered in decisions on salary, promotion, and tenure.

5. Recommendations for promotion and tenure will be made by the Promotion and Tenure Committee. This Committee will have access to the candidate’s faculty evaluation file and may solicit a personal appearance by the Dean, division chair, and / or the faculty member. The faculty member may choose to submit additional data if they see fit. The recommendation of the Promotion and Tenure Committee will be directed to the Vice President for Academic Affairs. This document will become part of the candidate’s faculty evaluation file, and will accompany the Vice President for Academic Affairs’ recommendation to the President. The President will make a recommendation to the Academic Affairs Committee of the Board of Trustees. The final decision on promotion and tenure lies with the Board of Trustees.

4.5.2.4. Appointments with continuous tenure

1. 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 University, a decision of commitment and trust possibly for a lifetime career. Potentially, each tenure decision represents a million-dollar commitment by the University. The institution must, therefore, have very good reasons to trust that the person is, and will continue to be, a positive and vital force in the University community. 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 University for the awarding of continuous tenure at the beginning of their fifth year.

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

3. 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). 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.

4.6. **Tenure Review Process of Faculty Appointments**

There are key areas that will be considered for a tenure decision. The first articulates the individual professional qualities serving as a basis for tenure. The second clarifies when comparisons with current and past Doane faculty are appropriate and meaningful. The third states institutional concerns. 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.

4.6.1. **Individual Traits for Tenure**

1. Is the candidate an excellent teacher: does he or she serve the learning and welfare of our students effectively in and out of the classroom?

2. Does the candidate provide clear and continuing demonstration of qualities and activities that will strengthen the University far into the future? Does the candidate's teaching, advising, scholarly/artistic achievement, service to the University, concern for professional and curriculum development, and other such factors, indicate that the person will continue to build the University?

4.6.2. **Comparative Traits for Tenure**

1. Does the candidate demonstrate professional qualities and activities representative of our best tenured faculty and/or directions in which we wish to build the University? Are these qualities and activities generally characteristic of the candidate during the years of service to the University?

2. Does the candidate bring qualities or traits that are complementary to those of other tenured faculty, to help make Doane a richer, more vital center of learning?

3. Does the candidate contribute to a collegial learning environment? Is there evidence that the candidate is supportive of other colleagues and works constructively with them to further their growth and the development of the institution?

4.6.3. **Institutional Concerns for Tenure**

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

2. If Doane is to be a distinctive University of great academic strength and visibility, is the candidate likely to contribute to that standard?

3. Are reviewers of the candidate faithful to their obligation to be serving primarily the welfare of students and their learning?

4.6.4. **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 large 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.

During those years when a review is being conducted, the portfolio will be made available to the Office of Academic Affairs for examination by those involved in the review process (e.g., Vice President for Academic Affairs, the Division Chair, the Promotion and Tenure Review Committee). Contact the Office of Academic Affairs for guidance on creating an electronic version.

Key sections include:

1. 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.

2. Reflections on Scholarship (supported by appendices) - statement summarizing scholarship activities and highlighting significant accomplishments and/or contributions to the profession.

3. Reflections on Service (supported by appendices) - statement summarizing service activities and highlighting significant accomplishments.

4. 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, any curriculum goals related to the development of courses, emphasis areas, minors, and majors, and possible assessment strategies described.

5. Teaching Appendix
   a. Required items:
      i. list of courses taught
      ii. two syllabi (an introductory course and an advanced course are suggested)
      iii. examples of assessment approaches, materials, and methods. For example, exams, quizzes.
      iv. design of new courses, if any.
      v. student work samples (respect student confidentiality)
b. Optional items:
   i. sample teaching activities/experiences/materials
   ii. formal professional development (e.g., workshops, classes, webinars) as it relates to teaching
   iii. samples of course handouts
   iv. samples of lecture outlines or notes
   v. descriptions of uses of computers or other technology in teaching
   vi. honors/awards related to teaching
   vii. classroom observation reports prepared by peers and/or Division Chair
   viii. videotape of teaching and self or peer analysis
   ix. student reflective journal entries
   x. peer analysis of syllabi

6. Scholarship Appendix

Evidence of scholarship is required. Possible items to demonstrate scholarship:
   a. samples of products of one's scholarship as appropriate to the discipline (papers, speeches, publications, performance programs, authored materials)
   b. research projects
   c. collaborative projects
   d. preparation of a textbook or courseware
   e. description of instructional improvement projects carried out
   f. institutional research
   g. conference attendance/presentation
   h. professional/clinical practice or practicum experiences

7. Service Appendix
   a. Required items:
      i. summary of advising responsibilities (number of advisees, professional program involvement, material developed for use in advising, etc.)
      ii. summary of committee involvement (list of committees served on, materials prepared or used as part of committee, etc.)
   b. Optional items:
      i. documentation of administrative assignments (i.e., Division Chair)
      ii. consultant activities
      iii. grant development
      iv. director of a grant/program
      v. community service
      vi. coordination of an assessment process by outside accrediting agencies
      vii. recruiting efforts
      viii. sponsorship of organizations
      ix. professional involvement in state, regional or national organizations
      x. membership on a review committee or panel
4.6.5. 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 respective Dean 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 University 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 with his/her Dean, Vice President of Academic Affairs, CETL, 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:

- 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
- responsibilities of, and assistance from, offices on campus such as the Registrar, Business Office, Office of Technology, Office of Academic Affairs, Financial Aid, Faculty Office, etc.
- participation in University activities

4.6.6. Faculty Evaluation File
The Office of Academic Affairs maintains a file for each faculty member. Items it typically includes:

1. Resume
2. Division Chair/Vice President for Academic Affairs evaluations
3. classroom observations
4. student course evaluation summaries
5. alumni evaluations
6. letters of acknowledgement and thanks from companies or organization for a faculty member
7. exit interviews of graduates within the major
8. annual professional activities summary
The Faculty Evaluation File will be located in the Office of Academic Affairs and may be read by the faculty member at any time. Only the faculty member under review may make copies of his/her Faculty Evaluation File.

4.6.7. Confidentiality

All individuals involved in a promotion and tenure review process 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.

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 Office of Academic Affairs. 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 Office of Academic Affairs will randomize responses to ensure confidentiality. 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 Promotion and Tenure Committee.

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 Office of Academic Affairs for three years, at which time the original data will be destroyed. Only the President, respective Dean, the Vice President for Academic Affairs, the Division Chair (or his/her appointed substitute), and the chair of the Promotion and Tenure Committee will have access to the original data. Any original data reviewed will remain confidential.

4.6.8. Procedures for Third-Year and Tenure/Promotion Reviews

4.6.8.1. Selection of advisees for third year and tenure/promotion reviews

1. Respondents will be selected from a list of current advisees who have been advised by the faculty member for at least two full semesters.

2. Each faculty member under review should have at least five (5) completed evaluation forms from advisees in his/her file. The percentage of advisees receiving an evaluation form will vary by faculty member depending upon the number of students the faculty member advises.

3. Systematic sampling will be used to select advisees to receive evaluation forms. This is based upon the total number of current advisees and the number of evaluation forms which will be sent out.

4. Selection of advisees will be based upon a 50 percent response rate. Therefore at least ten evaluation forms need to be sent out for each faculty member. The predicted response rate is
based upon an initial mailing (cover letter, evaluation form, and a postage paid return envelope) and a reminder postcard sent out about two weeks later.

5. For example, if the faculty member has 22 advisees and ten forms will be sent out to get five completed forms back, this means every other advisee will receive an evaluation form as shown in the formula \[\text{Sampling interval} = \frac{\text{number of advisees}}{10}\]. In this example: \(\frac{22}{10} = 2\). Therefore, the second name on the list will be selected, the fourth, the sixth, etc.

4.6.8.2. Selection of students enrolled in past classes for third year and tenure/promotion reviews

1. It is at the discretion of the Office of Academic Affairs to select a sample of students from the faculty member’s/candidate’s courses that is representative of the student population being served by that faculty member/candidate in his/her courses. These students should have completed at least one of the faculty member’s/ candidates courses. Sampling must include all upper-level courses.

2. Faculty have the option of submitting an additional list of student names who are either (i) students at Doane University working with the faculty member on a regular basis as work study, (ii) students engaged in campus employment; or (iii) worked with the faculty member in a volunteer role (e.g., student group or association).

3. Personnel from the office of the Office of Academic Affairs will interview a total of 10-12 students.

4. Notes are kept by the interviewers. Notation is made of the students’ gender and class standing, but no names are recorded. The interviewer will prepare a compilation of the interview data. Data may be combined or rephrased to protect confidentiality; any such rephrasing must be noted as such in the compilation. The original interview data will be retained in the Office of Academic Affairs, but not in the Faculty Evaluation File.

4.6.8.3. Selection of alumni for Tenure/Promotion reviews only

1. Respondents will be selected from a list of alumni who graduated from Doane within the last three academic years and who took at least two courses from the faculty member. Preference should be given to those students who majored in the faculty member’s discipline.

2. Each faculty member under review should have at least ten (10) completed alumni evaluation forms in his/her file.

3. Selection of majors will be based upon a 33.3 percent response rate. Therefore, at least 30 evaluation forms need to be sent out for each faculty member. The predicted response rate is based upon an initial mailing with a cover letter, evaluation form and a postage paid return envelope and a reminder postcard sent out about two weeks later.

4. The Office of Academic Affairs will prepare a compilation of the alumni survey data. Original forms will be retained in the Office of Academic Affairs, but not in the Faculty Evaluation File.

4.6.8.4. Selection of faculty colleagues for third-year and tenure/promotion reviews

The Divisional Review Committee provides insight from the candidate’s division during the third year, tenure, and promotion reviews. The candidate submits faculty names (preferably at the rank or above for candidate being reviewed) for consideration to the Vice President for
Academic Affairs. The final membership selection will be made by the VPAA in consultation with the Dean. The final committee will include: two faculty members (at least one from the candidate’s division, preferably from the candidate’s department) and Division chair or designate.

### 4.6.9. Yearly Checklists

#### 4.6.9.1. Year 1 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Faculty Orientation</td>
<td>The Dean discusses the review process with all new faculty and presents a copy of the review timetable and a list of the documents required. The mentoring process for the first year is explained in Section 4.6.5 and faculty mentors may be assigned.</td>
</tr>
<tr>
<td>During the first year</td>
<td>New faculty take part in group mentoring meetings. The faculty member begins portfolio development.</td>
</tr>
<tr>
<td>by Nov 15</td>
<td>The Division Chair will make an announced visit to the faculty member’s classroom. He/she will complete the Classroom Observation Form, a copy being given to the faculty member and another copy being placed in the Faculty Evaluation file.</td>
</tr>
<tr>
<td>by Dec 1</td>
<td>The faculty member, in consultation with the Division Chair, may select a colleague from any discipline to make an announced classroom visit to the faculty member’s classroom. The Classroom Observation Form may be completed and given to the faculty member.</td>
</tr>
<tr>
<td>by Jan 15</td>
<td>The faculty member submits a self-evaluation of his/her performance to the Office of Academic Affairs to be placed in the evaluation file pursuant to the criteria listed for self-assessment in the Faculty Handbook (Section 7.2.1)</td>
</tr>
<tr>
<td>by Jan 22</td>
<td>The Division Chair and the Dean meet with the faculty member to provide timely feedback on his/her progress to date, to identify strengths, possible concerns, to make suggestions for improvement, and to address questions and/or concerns from the faculty member.</td>
</tr>
<tr>
<td>by Feb 8</td>
<td>The Dean prepares a written summary of the faculty member’s evaluation, including information supporting the conclusions. This summary is addressed to the Vice President for Academic Affairs and is placed in the Faculty Evaluation file with a copy to the faculty member.</td>
</tr>
<tr>
<td>by Feb 15</td>
<td>If concerns were identified, the Dean or the Division Chair may again make announced visits to the faculty member’s classroom to evaluate progress toward addressing those concerns.</td>
</tr>
<tr>
<td>by Feb 22</td>
<td>Should the faculty member request it, an optional follow-up interview may be held with the Dean and the Division Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Vice President for Academic Affairs to be included in the Faculty Evaluation File.</td>
</tr>
<tr>
<td>by Feb 24</td>
<td>The Vice President for Academic Affairs sends a recommendation to the President to reappoint or not reappoint.</td>
</tr>
<tr>
<td>by March 1</td>
<td>The faculty member is notified in writing of the President’s decision to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section 4.7.4) of the Faculty Handbook are followed.</td>
</tr>
</tbody>
</table>
### 4.6.9.2. Year 2 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>by June 15</td>
<td>The Office of Academic Affairs provides the faculty member with a listing of the contents of their Faculty Evaluation File. The faculty member may review the contents at any time.</td>
</tr>
<tr>
<td>by Sept. 15</td>
<td>The faculty member meets with the Division Chair and the Dean to discuss the format for the review process.</td>
</tr>
<tr>
<td></td>
<td>The Division Chair meets with the faculty member to check progress on the portfolio, particularly as it relates to preparation for the third-year review.</td>
</tr>
<tr>
<td>by Oct. 15</td>
<td>The Division Chair will make an announced visit to the faculty member’s classroom. He/she will complete the Classroom Observation Form, a copy being given to the faculty member, and a copy being placed in the Faculty Evaluation File.</td>
</tr>
<tr>
<td></td>
<td>The faculty member may also ask a colleague to visit his/her classroom. The Classroom Observation Form may be completed and given to the faculty member.</td>
</tr>
<tr>
<td></td>
<td>The faculty member selects two faculty colleagues from any discipline; the Division Chair selects one faculty colleague from any discipline. The selected names are forwarded to the Office of Academic Affairs who will then distribute survey forms (Colleague Interview/Survey) to those colleagues.</td>
</tr>
<tr>
<td>by Oct. 25</td>
<td>The completed survey forms (Colleague Interview/Survey) from the faculty colleagues are returned to the Division Chair. The Division Chair prepares a document that compiles the data and places it in the Faculty Evaluation file. The original forms will be retained by the Office of Academic Affairs.</td>
</tr>
<tr>
<td>by Nov. 7</td>
<td>The Division Chair will meet with the faculty member to provide feedback identifying the faculty member’s strengths and possible opportunities for growth.</td>
</tr>
<tr>
<td>by Nov. 15</td>
<td>The faculty member submits a self-evaluation of his/her performance to the Faculty Evaluation file pursuant to the criteria for self-assessment in the Faculty Handbook (Section 7.2.1).</td>
</tr>
<tr>
<td></td>
<td>The faculty member may respond in writing to any concerns contained in the Faculty Evaluation file; this statement will be placed in the Faculty Evaluation file.</td>
</tr>
<tr>
<td>by Nov. 22</td>
<td>The Dean and the Division Chair review the materials in the Faculty Evaluation file.</td>
</tr>
<tr>
<td></td>
<td>The faculty member, the Division Chair, and the Dean meet to discuss the faculty member’s strengths and possible opportunities for growth.</td>
</tr>
<tr>
<td>by Dec. 1</td>
<td>The Dean prepares a written summary of the faculty member’s evaluation, including information supporting the conclusions. This summary, addressed to the Vice President for Academic Affairs, and placed in the Faculty Evaluation file, includes a recommendation for reappointment or non-reappointment to be forwarded to the President and is shared with the Promotion and Tenure Committee. A copy is given to the faculty member.</td>
</tr>
<tr>
<td>by Dec. 8</td>
<td>Should the faculty member request it, an optional follow-up interview may be held with the Vice President for Academic Affairs, Dean, and the Division Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Vice President for Academic Affairs to be included in the Faculty Evaluation file.</td>
</tr>
<tr>
<td>by Dec. 15</td>
<td>The faculty member is notified in writing of the President’s decision to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section 4.7.4) of the Faculty Handbook are followed.</td>
</tr>
</tbody>
</table>
### 4.6.9.3. Year 3 Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior year, spring semester (or earlier) by April 20</td>
<td>Candidate is matched with a mentor to help with the development of the online portfolio (possibly linked to (CETL). Candidate submits faculty names (preferably at rank or higher than the candidate) to serve on the Divisional Review Committee.</td>
</tr>
<tr>
<td>by Oct 1</td>
<td>Candidate submits online portfolio. The Dean and the Division Chair each make an announced visit to the faculty member’s classroom. The faculty member may also ask a colleague to visit his/her classroom. Completed observation forms are submitted to the Faculty Evaluation File.</td>
</tr>
<tr>
<td>by Oct 15</td>
<td>Divisional Review Committee reviews the portfolio and the faculty evaluation file Divisional Review Committee meets with candidate to discuss his/her teaching, scholarship, and service. Divisional Review Committee submits a list of faculty members (excluding those in the first year) to be interviewed/surveyed by the Office of Academic Affairs.</td>
</tr>
<tr>
<td>by Nov 1</td>
<td>Divisional Review Committee makes a recommendation for the candidate’s reappointment/non-reappointment with support for the recommendation to the Dean and the Promotion and Tenure Committee. Feedback for continued professional development in preparation for tenure and promotion will be provided.</td>
</tr>
<tr>
<td>by Nov 15</td>
<td>Advisees are surveyed (through Office of Academic Affairs.) Colleagues are surveyed (through Office of Academic Affairs.) The candidate has the opportunity to add materials to his/her portfolio.</td>
</tr>
<tr>
<td>by Dec 15</td>
<td>Dean makes a recommendation for the candidate’s reappointment/ non-reappointment with support for the recommendation to the VPAA and Promotion and Tenure Committee. Feedback for continued professional development in preparation for tenure and promotion will be provided. Between Nov 16 - Feb 15</td>
</tr>
<tr>
<td>by March 1</td>
<td>The Promotion and Tenure Committee reviews the candidate’s portfolio and faculty evaluation file and makes a recommendation to the VPAA with support for the decision.</td>
</tr>
<tr>
<td>by March 15</td>
<td>The VPAA may consult with the Division Chair, Dean, Promotion and Tenure Committee, and/or the candidate.</td>
</tr>
<tr>
<td>by April 1</td>
<td>The VPAA makes a recommendation to the President.</td>
</tr>
<tr>
<td>by April 15</td>
<td>The faculty member is notified in writing of the President’s decision to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section 4.7.4) of the Faculty Handbook are followed.</td>
</tr>
</tbody>
</table>
4.6.9.3. Year 4 and 5 Checklist

If a full and comprehensive fourth-year review has been recommended by the Promotion and Tenure Committee, respective Dean, or the Vice President for Academic Affairs, then the guidelines and timetable for the third-year review will be followed for the fourth-year review. Similarly, a full and comprehensive review may occur in the fifth year should the Promotion and Tenure Committee or the Vice President for Academic Affairs in concurrence with the Committee so recommend. The guidelines and timetable for the third-year review will be followed for the fifth-year review. Otherwise, the following general timetable will be followed for both the fourth and the fifth years:

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>by June 15</td>
<td>The Office of Academic Affairs provides the faculty member with a listing of the contents of the Faculty Evaluation File. The faculty member may review the contents at any time.</td>
</tr>
<tr>
<td>by Sept. 15</td>
<td>The faculty member continues the compilation of his/her portfolio along with refinement and implementation of the professional development plan.</td>
</tr>
<tr>
<td>by Feb. 1</td>
<td>The faculty member submits a self-evaluation of his/her performance to the Faculty Evaluation file pursuant to the criteria for self-assessment in the Faculty Handbook (Section 7.2.1)</td>
</tr>
<tr>
<td>by Feb. 8</td>
<td>The Division Chair and the Dean meet with the faculty member to provide timely feedback on his/her progress to date, to identify strengths, possible concerns, to make suggestions for improvement, and to address questions and/or concerns from the faculty member.</td>
</tr>
<tr>
<td>by Feb. 15</td>
<td>The Dean prepares a written summary of the faculty member’s evaluation, including information supporting the conclusions. This summary is placed in the Faculty Evaluation File, includes a recommendation for reappointment or non-reappointment to be forwarded to the Vice President for Academic Affairs and is shared with the Promotion and Tenure Committee. A copy is given to the faculty member.</td>
</tr>
<tr>
<td>by Feb. 22</td>
<td>The Vice President for Academic Affairs prepares a written summary of the faculty member’s evaluation, including information supporting the conclusions. This summary is placed in the Faculty Evaluation File, includes a recommendation for reappointment or non-reappointment to be forwarded to the President, and is shared with the Promotion and Tenure Committee. A copy is given to the faculty member.</td>
</tr>
<tr>
<td>by Mar. 1</td>
<td>Should the faculty member request it, an optional follow-up interview may be held with the Vice President for Academic Affairs, Dean, and the Division Chair so that the faculty member may respond to the evaluation. The faculty member may also submit a written response to the Vice President for Academic Affairs to be included in the Faculty Evaluation File.</td>
</tr>
<tr>
<td>by Mar. 15</td>
<td>The faculty member is notified in writing of the President’s decision to reappoint or not reappoint. In the case of non-reappointment, the procedures (Section 4.7.4) of the Faculty Handbook are followed.</td>
</tr>
</tbody>
</table>
### 4.6.9.4. Year 6 (promotion and tenure) Checklist

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior year, Spring semester (or earlier)</td>
<td>Candidate submits five names of faculty (preferably at or beyond the candidate’s rank) to serve on the Divisional Review Committee. The final membership selection will be made by the VPAA. The Divisional Review Committee is composed of two faculty members (at least one from the candidate’s division) and the Division Chair or designate.</td>
</tr>
<tr>
<td>by Sept 1</td>
<td>The candidate submits portfolio.</td>
</tr>
<tr>
<td>by Sept 15</td>
<td>Divisional Review Committee reviews the portfolio and the faculty evaluation file.</td>
</tr>
<tr>
<td></td>
<td>Divisional Review Committee meets with candidate to discuss his/her teaching, scholarship and service.</td>
</tr>
<tr>
<td>by Oct 1</td>
<td>Divisional Review Committee makes a recommendation for tenure and/or promotion with strengths and weaknesses under each of the areas of teaching, scholarship, and service to the Promotion and Tenure Committee and shares it with the candidate.</td>
</tr>
<tr>
<td></td>
<td>Divisional Review Committee submits a list of faculty members (excluding those in the first year) to be interviewed/surveyed by the Office of Academic Affairs.</td>
</tr>
<tr>
<td>by Oct 15</td>
<td>The candidate has the opportunity to add materials to his/her portfolio</td>
</tr>
<tr>
<td></td>
<td>Alumni are surveyed for promotion reviews (through the Office of Academic Affairs).</td>
</tr>
<tr>
<td></td>
<td>Students are surveyed (through the Office of Academic Affairs).</td>
</tr>
<tr>
<td></td>
<td>Advisees are surveyed (through the Office of Academic Affairs)</td>
</tr>
<tr>
<td></td>
<td>Colleagues are surveyed (through the Office of Academic Affairs)</td>
</tr>
<tr>
<td>by Nov 15</td>
<td>Dean makes a recommendation for the candidate’s promotion and/or tenure with support for the recommendation to the VPAA and the Promotion and Tenure Committee.</td>
</tr>
<tr>
<td>Between Nov. 16 - Jan 31</td>
<td>The candidate may meet with the Promotion &amp; Tenure Committee if the committee has questions or the candidate wants to clarify information.</td>
</tr>
<tr>
<td>by Feb 15</td>
<td>The Promotion and Tenure Committee reviews the candidate’s portfolio and faculty evaluation file and makes a recommendation to the VPAA with support for the decision.</td>
</tr>
<tr>
<td>by March 1</td>
<td>The VPAA meets with the Dean and the candidate to share the committee’s recommendation with the candidate.</td>
</tr>
<tr>
<td>by March 15</td>
<td>The candidate may respond in writing to any concerns raised during the review process, or contained in the Faculty Evaluation File; this statement will be placed in the Faculty Evaluation File.</td>
</tr>
<tr>
<td>by April 1</td>
<td>The VPAA makes a recommendation to the President.</td>
</tr>
<tr>
<td>by April 15</td>
<td>The President makes a recommendation to the Board of Trustees for a final decision at their spring meeting.</td>
</tr>
</tbody>
</table>
4.7. Faculty Separation

4.7.1. Mutual Agreement
At any time, the University and a faculty member may mutually agree to discontinue the faculty member’s employment.

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

4.7.2.1. Early Retirement Incentive Program

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

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

4.7.2.1.2. Provision of Full Early Retirement
1. The retirement incentive stipend is paid over 12 months per the University’s regular payroll period after full retirement as follows:

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

2. Part-time teaching contracts after retirement may be offered to the retiree, if it is in the best interest of both the retiree and University. Payments for such teaching will be based on the prevailing compensation for part-time faculty at the University. Retirees who have attained age 60 and who teach part-time may be eligible to elect to receive an in-service distribution from the Doane University Defined Contribution Retirement Plan. For details regarding in-service distributions, please refer to the Retirement Plan section of the Employee Handbook, available at [http://catalog.doane.edu/content.php?catoid=7&navoid=320#Retirement_Plan](http://catalog.doane.edu/content.php?catoid=7&navoid=320#Retirement_Plan)

3. The University will pay its portion of the health insurance premium (not dental) for the retiree only (single coverage) under the terms and conditions of the continuation coverages available to the retiree under the University’s group health plan at the time of retiree’s retirement. The University’s contributions will cease upon retiree reaching age 65 or at such
earlier time as the retiree’s eligibility for extended coverage ceases. The retiree is responsible for completing all forms to elect extended coverage on a timely basis.

4. During the last year of employment prior to the time of retirement, if the participant is not a highly compensated employee, as defined in Section 414(q) of the Internal Revenue Code, the University will contribute an amount equal to an additional 5% of the early retirement incentive payment the University’s Defined Contribution Plan. If the participant is a highly compensated employee, the University will pay directly to the retiree or will match with an additional 5% of the early retirement incentive stipend a 5% payment by the retiree to the retirement account from the retirement incentive stipend.

5. The retiree may continue to enjoy the benefits of faculty status including personal and dependent tuition waivers (for all dependents currently enrolled), use of the library and campus recreational facilities, parking, and free admission to most regularly scheduled events of the University.

4.7.2.1.3. Early Retirement Procedures

1. The early retirement option is available to faculty members who meet prescribed age and years of service requirements through the current academic year when the program’s continuation is expressly determined by the Board of Trustees.

2. The options stated herein will be reviewed on a yearly basis to determine whether the program is meeting the purposes for which it was established and whether it should be continued, modified or cancelled.

3. Notwithstanding the above provisions, the program may be cancelled at any time upon recommendation of the President and by vote of the Board of Trustees. Agreements already entered into prior to cancellation will be honored in their entirety.

4. All requests to participate in the program should be filed in the Office of Academic Affairs on or before March 15 of the year preceding the academic year in which the retirement is to become effective. Exceptions will be considered only in extraordinary circumstances. A decision will be rendered in due course, and, if early retirement is approved, a written contract, developed and signed by the participant and the President, enumerating the date of termination of full employment, the amount of incentive payment, and other benefits, will be executed. The contract will be binding on the parties thereto, their respective heirs, personal representatives, successors and assigns.

4.7.3. Resignation

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

4.7.4. Non-Renewal of a Term Appointment

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

2. Nonrenewal may be determined by a recommendation of division chair and/or respective Dean to the VPAA. The recommendations will become part of the recommendation by the Vice President for Academic Affairs to the President, who makes the final decision.
3. For faculty members who are in the second or third year of a multi-year appointment, notice of non-renewal of appointment must be given on or before January 15th during the final year of the appointment. The faculty member will be permitted to complete the academic year or, in the alternative, a mutually agreed upon settlement may be negotiated.

4. Since a notice of non-renewal is not a dismissal for cause, it is not necessary for the University to set forth its reasons. The notice faculty member, however, may wish to know the reasons for non-renewal and upon written request may have a private meeting with the respective Dean and/or Vice President for Academic Affairs.

4.7.5. **Non-Renewal of a Probationary Appointment**

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

2. The Promotion and Tenure Committee will review recommendations by a division chair and respective Dean for non-renewal. The Committee will have all pertinent personnel records, including division chairs and administrative recommendations at its disposal. The Committee may invite the department, division, program director, or Dean to speak to the Committee or provide additional information. If the Committee supports the recommendation, the Committee will provide the opportunity for a personal appearance of the faculty member. The faculty member may choose to provide additional data, including student evaluations, if he/she sees fit. The committee will make a recommendation to the VPAA. 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 an appointment is not to be renewed will be given the faculty member in advance of the expiration of his/her appointment according to the following minimum periods of notice:

   a) not later than March 1 during the first academic year of faculty service at Doane University;
   b) not later than January 15 during and after the second academic year of service at Doane University; and

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

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

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

4.7.6. Dismissal for Adequate Cause, Financial Exigency, or Change in Institutional Program

4.7.6.1. For Adequate Cause

1. Dismissal for “adequate cause” shall include demonstrated incompetency or dishonesty in teaching or research, substantial and manifest neglect of duty, and personal misconduct which substantially impairs the individual's fulfillment of his/her institutional responsibilities.

2. If the reason for termination is alleged sexual misconduct, the faculty member must follow the appeal procedures set forth in the University sexual assault and/or sexual anti-harassment policies. Dismissal proceedings shall be preceded by a statement of reasons by the Vice President for Academic Affairs to the faculty member involved, and opportunity to be heard shall be provided before a tribunal made up of the members of Executive Committee of the Board of Trustees and faculty members of the Faculty Council who do not have a conflict of interest. During the proceedings, the faculty member will be permitted to have an adviser of his/her own choice, but may not bring legal counsel. If appropriate, an audio record of the hearing will be taken and made available to the parties concerned. If the faculty member's competence is in question, the testimony may include that of faculty members from this or other institutions of higher learning.

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

4.7.6.2. For financial exigency or change in institutional program

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

2. If the appointment is terminated because of financial exigency or change in institutional program, the faculty member will receive compensation under his/her existing contract up until termination.

4.7.6.2.1. Financial Exigency

“Financial Exigency” is an urgent need to reorder the nature and magnitude of financial obligations due to an imminent financial crisis in such a way as to restore or preserve the financial ability of the institution and which cannot be alleviated by less drastic means.

“Financial ability,” as defined by the University, means the ability to provide from current income, both cash and accrued, the funds necessary to meet current expenses, including current debt payment and reserves, without invading or depleting capital.

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

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

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

4.7.7. Termination due to Disability and/or Medical Condition

1. The VPAA, after consultation with the Office of Human Resources, the respective Dean, and division chair, may terminate the appointment of a faculty member when a faculty member is not able to perform the essential functions of the appointment, with or without reasonable accommodations, in accordance with the Americans with Disabilities Act.

2. A review shall be coordinated though the Office of Human Resources. The Office will meet with the faculty member to review the evidence of alleged inability to perform responsibilities as described in the initial contract and will provide an opportunity for the faculty member to respond. The Office of Human Resources will coordinate with the respective Dean and Division Chair as part of this process.
5. Administrative Roles

5.1. Division Chairpersons

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

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

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

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

Responsibilities of division chairpersons as a group:
1. Respond and make recommendations on administrative and educational matters presented by the respective Dean, Vice President for Academic Affairs, and/or President of the University;
2. Bring administrative and educational questions to the attention of the respective Dean;
3. Review issues involving divisional and departmental organization and appointments, and submit suggestions to the respective Dean, Vice President for Academic Affairs, and/or President of the University;
4. Report to the respective Dean, Vice President for Academic Affairs, and President on matters of long-range planning;
5. Report to all faculty in each respective division on matters discussed by division chairpersons as a group.
5.1.3. **Division Chair Evaluation**
Performance evaluation is conducted at the end of the agreed term by the respective Dean in consultation with the faculty membership of each division.

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

5.2. **Director or Program Director**

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

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

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

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

5.3. **Academic Department Chairs**

5.3.1. **Departmental Organization.**
The College of Arts & Science and the College of Education are organized around departments. Each department should promote high standards of teaching, scholarship, foster student academic achievement and facilitate service to the University. A Department Chair is appointed by the respective Dean in consultation with the department faculty and the Division Chairs. (In some cases, the same person may be Division and Department Chairs.)
5.3.2. Responsibilities
Administrative duties for Department Chairs differ by the size and nature of the program(s). The Department Chair works with the respective Dean and the Division Chair on common issues or problems and assists in divisional planning. As a general matter, the Department Chair duties include but are not limited to:

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

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

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

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

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

6.1. Leaves Of Absence

Doane University subscribes to the AAUP Statement of Principles on leaves of absence (AAUP Policy Documents & Reports, 10th edition, pp. 254-255). Leaves of absence may be granted to full-time faculty for professional growth and intellectual achievement, for public or private service outside the institution, for illness and recovery of health, and for the birth of a child or adoption of a child and family emergencies. Such leave is provided consistent with applicable University policies and legal requirements.

6.1.1. Paid Leaves Of Absence

6.1.1.1. Faculty Development Leaves

6.1.1.1.1. Purpose of Faculty Development Leaves

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

6.1.1.1.2. Eligibility

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

6.1.1.1.3. Application process

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

6.1.1.1.4. Proposal

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

1. objectives
2. activities
3. timeline
4. anticipated results
5. explanation of how the project develops the individual's professional growth
6. benefits to the students and the University
7. explanation of compensation from outside Doane (if any) during the Faculty Development Leave

6.1.1.1.5. Review of Proposal
All submitted proposals will be reviewed by the Office of Academic Affairs to ensure eligibility and be forwarded to the Faculty Development Committee. Factors to be considered will include:
1. clarity of proposal
2. division chair feedback
3. Dean feedback
4. length of time since last Faculty Development Leave with priority given to faculty who have not previously had a prior leave.
5. benefits to students and the University
6. the potential of the project to keep the individual at the cutting edge of one's field

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

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

6.1.1.1.6. Types of Faculty Development Leaves
The following options are available for Faculty Development Leaves:
1. one full academic year at half pay
2. one semester (16-weeks) at full pay
3. half time through one full academic year at full pay; if utilizing this option, the faculty member will also maintain half of a normal teaching workload

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

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

6.1.1.1.8. Follow-up requirements of individuals awarded leaves
Each recipient is required to submit a written summary of the completed project to the Vice President for Academic Affairs for inclusion in the faculty evaluation file within three months of
its completion. Each recipient is also required to present, within one year, the project through some type of public performance. A variety of options are available for public performance such as:

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

**6.1.1.9. Additional information**

1. The remuneration granted by the University during the Faculty Development Leave must be repaid (except under extraordinary circumstance or illness) if the recipient does not teach one full year at Doane University upon return from the leave.

2. Courses may be taken during the leave for personal growth and enhancement, but leave may not be utilized for completion of a degree or for coursework leading to a new degree.

3. Applications to peer review granting agencies for funds to supplement Faculty Development Leaves are encouraged.

**6.1.2. Unpaid Leaves Of Absence**

**6.1.2.1. Leave for further graduate study**

1. Application for this type of leave requires the recommendation of the division chair, respective Dean, and Vice President for Academic Affairs. Forms are available in the Office of Academic Affairs. The deadline for application is October 1 of the academic year prior to the proposed leave. Final approval is by the Board of Trustees at their next meeting.

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

3. A leave for further graduate study may be full or part-time. These leaves are normally for up to one year. Exceptions must be mutually agreed upon.

4. The University provides no compensation for this type of leave except that the individual may choose to continue his or her contribution to health coverage and/or retirement which will be matched by the University. Part-time compensation for courses taught will follow the respective adjunct schedule.

5. Time spent on this type of leave will normally count as part of the probationary period toward promotion and tenure. Normally these leaves will not be granted the year in which a tenure decision must be made. Exceptions to this policy will be mutually agreed to in writing prior to the leave.

6. Remuneration granted in the form of fringe benefits (e.g., University contributions for health coverage and retirement) during the leave must be repaid if the individual does not teach one full year at Doane upon return from the leave.
6.1.2.2. Postdoctoral special research leave

1. Application for this type of leave requires the recommendation of the division chair, respective Dean, and Vice President for Academic Affairs. Final approval is by the Board of Trustees at their next meeting.

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

3. A postdoctoral or special research leave may be full or part-time. These leaves are normally for up to one year. Exceptions must be mutually agreed upon.

4. The individual may choose to continue his contribution to health coverage and/or retirement which will be matched by the University. Part-time compensation for courses taught will follow the respective adjunct schedule.

5. Time spent on this type of leave may count as part of the probationary period toward promotion and tenure. Normally these leaves will not be granted the year in which a tenure decision must be made. Exceptions to this policy will be mutually agreed to in writing prior to the leave.

6. Remuneration granted in the form of fringe benefits (e.g., University contributions for health coverage and retirement) during the leave must be repaid if the individual does not teach one full year at Doane upon return from the leave.

6.1.2.3. Leaves to full-time faculty for public or private service outside the institution

1. Application for this type of leave requires the recommendation of the division chair, respective Dean, and Vice President for Academic Affairs. Final approval is by the Board of Trustees at their next meeting.

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

3. A leave for public or private service outside the institution may be full or part-time. These leaves are normally for up to one year. Exceptions must be mutually agreed upon.

4. The individual may choose to continue his contribution to health coverage and/or retirement which will not be matched by the University in these cases.

5. Time spent on this type of leave may count as part of the probationary period toward promotion and tenure. Normally these leaves will not be granted the year in which a tenure decision must be made. Exceptions to this policy will be mutually agreed to in writing prior to the leave.

6.2. Fringe Benefits

6.2.1. Employee Benefit Plans

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

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

6.2.2. Faculty Development Travel Allowance
A professional development travel budget is administered through the Office of Academic Affairs. For 2018-2019, each full-time faculty member can request up to $850. A faculty member can accumulate two years of funding. This will be $1,450 (for 2017-2018 and 2018-2019) and $1,700 (for 2018-2019 and 2019-2020). To request these funds, a faculty member must submit a preliminary travel budget to the Office of Academic Affairs prior to their expenditure. In addition, a travel/entertainment voucher, accompanied by receipts, must be submitted to the Office of Academic Affairs as soon as possible after travel has been completed. Additional available funds may be available to defray expenses of faculty members reading papers, participating in panel discussion, or otherwise contributing to professional meetings. Faculty should consult with their respective Dean for additional funding options.

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

7.1. Faculty Duties

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

7.1.2. Student Advising
In the College of Arts & Sciences and the College of Education, 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). The goal is to maintain equitable advising loads.

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

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

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

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

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

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

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

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

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

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

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

Every instance of dishonesty must be reported to the chair of the Academic Standards Committee. Copies of any documents of evidence must be provided to the Office of Academic Affairs.
A detailed statement of policies and procedure for academic integrity are distributed to all students and is listed in the student handbook. Procedures for faculty reporting of academic integrity cases and a sample reporting form are on the Office of Academic Affairs website.

7.2. **Faculty Evaluation**

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

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

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

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

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

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

7.2.2. **Teaching**

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

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

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

7.2.2.1.1. Teaching Proficiency
1. Scholarly competence in the discipline, including familiarity with current developments. Representative activities include attendance at conferences or other discipline-specific continuing education; preparation of students for participation in professional meetings, exhibitions, performances, or other professional activities outside the classroom setting; reading books and articles pertaining to the discipline; modifying and/or developing course materials that reflect current advances in the discipline; authoring publications pertinent to discipline; supervision of student research; conference presentations; consulting/practice in discipline; performances/exhibits given; grants written/received in discipline.

2. Application of teaching methods that are appropriate for presenting subject matter in one’s course. Representative activities include attendance at conferences that emphasize teaching; attendance at or participation in faculty development events; reading articles and books on teaching; development, implementation, and evaluation of teaching methods/materials; authoring publications on teaching methods; writing/receiving grants in teaching/curriculum development.

7.2.2.1.2. Course Preparation
1. Clear formulation of student learning outcomes. Representative activities include creating and/or revising syllabi, tests, assignments, and/or lab clinical/practical examinations that are aligned with learning objectives.

2. Thorough course planning, paying attention to substance and organization of individual classroom, laboratory, and clinical sessions. Representative activities include creating and/or revising syllabi, lecture notes, teaching materials, instructions for assignments, and/or lab setup/preparation.

3. Thorough preparation for individual classroom, laboratory, and clinical sessions. Representative activities include creating and/or revising lecture notes, teaching materials, instructions for assignments, and lab setup/preparation.

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

2. Fostering an environment which stimulates students’ pursuit of learning. Representative activities include creating and/or revising instructions for assignments.
3. Encouraging students to become active learners and problem solvers. Representative activities include modifying or developing student papers, assessment/assignments, projects, tests, and/or lab, clinical, practical evaluations.

4. Punctuality and reliability in conduct of classes. Representative activities include being physically present in classroom-based courses; communicating regularly with students; fostering interaction with students in online courses.

7.2.2.1.4. Evaluation of Student Performance

1. Timely review and fair evaluation of students’ work. Representative activities include using data from assignment rubrics, student evaluations (formative and summative), and from peer/program director/dean/expert evaluations.

2. Routine evaluation of courses with respect to student achievement and learning outcomes. Representative activities include using data from student evaluations (formative and summative), clinical evaluations, and peer/program director/dean/expert evaluations.

3. Course revision as needed to increase effectiveness. Representative activities include developing and implementing teaching materials/methods to target specific area(s) of need, evaluating teaching materials/methods, and implementing process improvement techniques.

7.2.3. Student Advising (if required)

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

1. Maintaining accessibility for advising outside of class time;

2. Assisting students in selecting courses that will lead to fulfillment of degree requirements;

3. Providing students with information on policies, procedures and programs of the University;

4. Assisting students in exploring possible career choices;

5. Referring students to other resource persons as appropriate to assist in meeting educational objectives.

7.2.4. Scholarship

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

1. Scholarly books and treatises.

2. Research reports and monographs.

3. Chapters and sections.

4. Articles in professional journals.

5. Paper and/or poster presentations at professional conferences.
6. Reviews of books, journals, and other educational materials.

7. Research grants.

8. Published instructional materials.

9. Research awards.

10. Learning programs, artistic creations, and educational hardware and software related to the field/profession.

11. Other evidence of scholarly or creative activity includes:
   a) Mentoring; and
   b) Professional Development.

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

7.2.5. Types of Scholarship

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

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

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

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

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

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

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

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

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

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

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

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

7.2.5.1. Assessment of Scholarship
The evaluation of scholarship includes, but is not necessarily limited to, whether the work is well expressed, innovative, comprehensive, and visible and whether it has been favorably reviewed by, and has influenced, others, according to the following criteria:
1. Well Expressed. Scholarship is well expressed if it effectively communicates the content of the work. At a minimum, the work must be appropriately organized and presented through a suitable medium. The clarity of the work is typically an important consideration.

2. Innovative. Scholarship is innovative if it is original in a meaningful sense. The originality of the work may relate to the content of the work, its mode of dissemination, its source, and perhaps to other matters as well. For instance, a written work may be innovative if it addresses a previously uncharted topic or brings a new perspective to bear upon previously identified ideas or issues; because it carries a message to a new audience or employs a new medium; or because it requires scholars to extend a personal range of scholarly competence.

3. Comprehensive. Scholarship is comprehensive if its presentation reflects a broad appreciation of existing information, relevant issues, and possible alternatives. Whether the scholar has placed a work into context is a significant consideration. Another important factor is whether the work has an appropriate degree of complexity in light of applicable limitations, such as those relating to space, time, or resources. The comprehensiveness of the work is enhanced to the degree that the work is interdisciplinary.

4. Visible. Scholarship is visible if it is communicated to an audience in a manner that is likely to enhance the reputation of the individual scholar and the University. The size and nature of the audience reached by the work is relevant to this determination. In addition, in the case of written works, consideration should be given to the prestige of the publisher and the prominence given to the work. Similar considerations apply to the evaluation of non-written works.

5. Peer Reviewed. Scholarship is reviewed when it is subject to scrutiny by others. Peer review of a work may occur at several stages:
   a) Pre-dissemination;
   b) During the dissemination process; and
   c) Post-dissemination.

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

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

7.2.5.2. Standards Interpreting the Scholarship Requirement

The faculty members of the University shall define, adopt and periodically revise standards interpreting the University’s scholarship requirement. These standards shall articulate the minimum expectations for scholarly productivity on the part of all faculty members in the University, taking the following into account:

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

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

7.2.6. Service

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

7.2.6.1. Service to the University

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

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

8.1. Principles Of Shared Governance

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

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

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

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

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

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

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

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

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

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

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

The complete document is available in the Faculty Governance folder on the Academic Affairs website: [http://bit.ly/AcademicAffairs](http://bit.ly/AcademicAffairs)
The Principles were adapted from similar documents in effect at Gustavus Adolphus College and Colorado College.

8.2. Membership

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

1. Voice - All faculty who have a contract to teach a course in the current term or semester at Doane, or who are currently eligible to vote or serve, have a voice in the full Faculty Assembly and the college Faculty Assembly for any college in which they teach a course.

2. Vote - All faculty who have taught at least twelve credits in the immediately preceding academic year, and who are teaching in the current academic year as determined by the respective Dean of the respective college, have a vote in the full Faculty Assembly and the college Faculty Assembly for any college in which they teach. Exceptions to the teaching requirements include all newly hired faculty with a full-time contract, all full-time faculty on paid leave, and all full-time librarians with faculty rank. In all exceptions, faculty members have a vote in the full Faculty Assembly and the college Faculty Assembly for any college in which they appointed. Faculty who do not meet the qualifications to vote can petition the Faculty Council for voting privileges.

3. Serve - All faculty who have a full-time contract at Doane with faculty rank and who are eligible to vote are eligible to serve on Faculty Council. The exception to the full-time contract requirement is the adjunct representative on the Faculty Council. All faculty who are eligible to vote are eligible to serve on any other faculty governance structure for which they meet membership qualifications. Faculty who do not meet the qualifications to serve can petition the Faculty Council for serving privileges.

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

8.3. Governance Structure

There are a number of faculty governance committees at Doane University, with the standing structures identified in the following chart.

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

Each of the structures has the authority to designate sub-structures from its own membership and to enlist the cooperation and assistance of faculty members and University officers not members of the committee in order to discharge its proper responsibilities. For dealing with
matters which fall outside the normal jurisdiction of standing structures, ad hoc structures may be formed. Membership of the ad hoc structures shall be appointed by the Faculty Council with faculty approval. Such structures should be dissolved upon the submission and acceptance of a final report to the faculty.

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

Faculty members may also serve on special structures appointed by the President of the University, the Vice President for Academic Affairs, or a respective Dean.

8.3.1. Structure for Coordination, Communication and Oversight of All Affairs

8.3.1.1. Faculty Council

1. Duties

a) Represent and promote the faculty voice to all University stakeholders including, but not limited to the Board of Trustees, Cabinet, and President, while contributing to the strategic vision of the University, and facilitating communication between and among the colleges of the University;

b) Call, set agendas, and conduct all full Faculty Assemblies;

c) Create, publicize, and maintain a list of faculty membership and privileges with faculty approval for each academic year;
d) Conduct nominations and elections for available Faculty Council positions in April and as needed;

e) Appoint faculty members to all non-elected standing committee positions with faculty approval in May and as needed;

f) Annually review and make proposals to the full Faculty Assembly as appropriate in regard to the structure, functions, and the functioning of all existing and proposed governance structures;

g) Assign to the appropriate standing structure any problem or issue not already allocated as a regular function of any existing structure, when consideration of such a problem or issue has been requested;

h) Act as liaison between faculty and administration and/or the Board of Trustees on matters not specifically assigned to other regular standing structures including, but not limited to, advising on honorary degrees and commencement speakers;

i) Act as an advisory group to the President, the Vice President for Academic Affairs, and the Vice President of Finance, and to recommend policy regarding faculty personnel issues, such as insurance plans, sick leaves, group health, and retirement; and

j) Review changes to the Faculty Handbook proposed by any duly constituted faculty or institutional structure, an individual faculty member or University administrator, the President, or the Board of Trustees.

2. Membership - 11 voting members

a) Chair (tenure required by beginning of term of office) - elected by all faculty with voting privileges

b) Vice Chair (tenure required by beginning of term of office)- elected by all faculty with voting privileges

c) CAS Representative (full-time required, also serves as CAS College Assembly Chair) - elected by CAS faculty with voting privileges

d) COE Representative (full-time required, also serves as COE College Assembly Chair) - elected by COE faculty with voting privileges

e) CPS Representative (full-time required, also serves as CPS College Assembly Chair) - elected by CPS faculty with voting privileges

f) Adjunct Representative - elected by all faculty with voting privileges, excluding faculty with full-time teaching contracts

g) Five at-large members - elected by all faculty with voting privileges

h) In the event a Faculty Council Chair is unable or unwilling to perform the duties of the office, or in the event of the Chair’s removal by a vote of the Faculty Assembly, the Vice Chair will immediately become the Chair for the remainder of the Chair’s term of office.

i) The faculty member who serves as the Chair will have release time of at least one course per semester (or equivalent if the faculty member serves in the College of Professional Studies). Additional compensation, if any, will be determined by the Academic Leadership Team consisting of the Deans and the Vice President for Academic Affairs.
This policy shall be reviewed by the VPAA and the Faculty Council every three years to see if it continues to fit the needs of the University.

3. The VPAA is an ex officio, non-voting member of the Faculty Council.

4. In order to facilitate communication, the President of the University will meet at least once per semester with the Faculty Council, and the Chair of the Board of Trustees (or designate(s)) will meet at least once per semester with the Faculty Council. These meetings may be part of a larger forum such as a Faculty Assembly.

5. Any member of the Faculty Council may move that a meeting be closed-door, a motion which shall be subject to a vote of the entire Faculty Council. Should the Faculty Council vote itself into closed-door session, only voting members shall be present.

6. Elections
   a) Held each spring
   b) Election each year for two-year terms
      i. Even-numbered years - Faculty Council Chair, CAS and CPS Representatives, three At-Large
      ii. Odd-numbered years - Faculty Council Vice Chair, COE and Adjunct Representatives, two At-Large
   c) Order of Elections
      i. Faculty Council Chair/Vice Chair
      ii. Faculty Council College Representatives
      iii. Faculty Council At-Large Members
   d) Nominations and election coordinated by current Faculty Council
   e) Voting procedures allow flexibility and opportunity for all eligible voting faculty to cast ballots
   f) In the event a member of Faculty Council is unable or unwilling to complete his/her term with four months or more remaining, the Chair shall call a special election to fill the position. S/he shall make the call for nominations within one week of the vacancy (or announcement of impending vacancy), and then provide a minimum of one week for nominations and one week for the election itself. If a vacancy occurs with less than four months remaining in the term, the calling of a special election shall be at the discretion of the Chair, in consultation with the remaining Council members. If the vacancy is in the Chair’s position, the Vice Chair shall become the Chair and shall follow the above procedure for filling the position of Vice Chair.

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

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

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

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

Chairing the full Faculty Assembly is the responsibility of the Chair of the Faculty Council. If the Chair of the Faculty Council is unavailable to perform this duty, the responsibility shall devolve on the Vice-Chair. The Vice-Chair shall also act as the chair of the Faculty Assembly anytime Faculty Council business is brought to the floor of the Faculty Assembly.

Chairing a college Faculty Assembly is the responsibility of the elected Faculty Council representative for that college. The Secretary of the Faculty is designated by the Faculty Council and is responsible for the recording of official minutes of all official Faculty Assemblies. All faculty governance structures bringing reports requiring faculty action must distribute these reports to the Faculty Assembly membership at least five (5) days prior to the Faculty Assembly at which action will be taken. The Faculty Assembly agendas are prepared by the Faculty Council.

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

8.3.2. Structures for Faculty Affairs
8.3.2.1. Faculty Development Committee
1. Duties
   a) Consider proposals from the faculty and to make recommendations for grants for faculty development and to consider Thomas Doane Awards for faculty;
   b) Act as an advisory group to the President and the Vice President for Academic Affairs, and to recommend policy on matters related to faculty development such as programming, assessment, funding, faculty development leaves, and leaves;
   c) Act as an advisory board to the Center for Excellence in Teaching and Learning (CETL) on matters related to faculty development such as programming, assessment, and funding; and
d) Annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership - voting members
   a) CAS Representatives - one from each division
   b) COE Representative
   c) CPS Representative

3. Membership - non-voting members
   a) CETL Representative

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

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

2. Membership and term of office
   a) CAS Representatives - one from each division
   b) COE Representative
   c) CPS Representative
   d) In most cases, faculty serving on this committee will not be assigned to any other standing committee.
   e) Faculty will serve three-year terms (maximum of two consecutive terms)
   f) The Vice President of Academic Affairs is an ex-officio, non-voting member primarily involved in third-year, promotion, and tenure reviews.
g) The Dean of each College, while not a member of the committee, will be primarily responsible for first, second, fourth, and fifth year reviews with optional assistance from division chairs (CAS), Undergraduate Chair (CEO) or Program Directors (CPS).

3. Membership qualifications
   a) Full time faculty status at Doane University.
   b) Faculty rank of associate professor or professor.
   c) CAS division chairpersons are ineligible for membership.

4. Discussion and Voting procedures. A quorum, consisting of five faculty members, must be present in all cases upon which decisions on renewal of appointments and promotion and/or tenure are voted. Committee members who are being reviewed shall recuse themselves during their own review discussions and voting.

8.3.3. Structures for Academic Affairs

8.3.3.1. Undergraduate Academic Affairs Committee

1. Duties
   a) To consider all changes in undergraduate offerings, academic policies, and the University calendar, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
   b) To consider the relationships between extra-curricular (including athletics) and co-curricular activities and the curricular program of the University and to make recommendations as appropriate;
   c) To approve proposals for or changes in student-generated majors. (For more information see student-generated majors in the Doane University catalog.); and
   d) Annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership and voting privileges
   a) CAS Representatives - one from each division
   b) COE Representative
   c) CPS Representative
   d) Two students - undergraduate students at the junior or senior level

3. Membership - non voting
   a) College Deans or designates
   b) Registrar
   c) Director of Institutional Effectiveness
   d) Associate Dean for Academic Affairs
8.3.3.2. Academic Standing Committee

Academic Standing Committee

1. Duties
   a) To periodically review policies and procedures relating to admissions, financial aid, retention, and student academic standing and present recommendations concerning them to faculty and administration;
   b) To make recommendations and decisions regarding those students who have not made satisfactory academic progress;
   c) To consider all charges of academic dishonesty;
   d) To receive regular reports from the Director of Admission on the yearly admission process;
   e) To receive reports from the Admission Advisory Subcommittee on special cases for student admission; and
   f) Annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Faculty Membership
   a) CAS Representatives - one from each division
   b) COE Representative
   c) CPS Representative

3. Subcommittees
   a) Admission Advisory Subcommittee
      Duties: to review special admit students as requested by the Director of Admission.
      Membership - voting: three faculty members chosen from the Academic Standing Committee, Assistant Dean of College of Arts and Sciences, Director of Student Support Services
      Membership - nonvoting: Director of Admissions

   b) Academic Integrity Subcommittee
      Duties: to consider all charges of intentional academic dishonesty.
      Membership - voting: three faculty members chosen from the Academic Standing Committee.

   c) Academic Progression Subcommittee
      Duties: To make decisions regarding those students who have not made satisfactory academic progress.
      Membership - voting: at least three faculty members from the Academic Standing Committee, the Assistant Dean of the College of Arts & Sciences, Dean of Students, Director of Student Support Services
Membership - nonvoting: Director of Admissions, Director of Financial Aid, Registrar, Athletic Director, First Year Academic Advisor.

Student Appeal Process
Membership: the chair of the Academic Progression subcommittee or, if unavailable, another faculty subcommittee representative.

8.3.3.3. **Assessment Committee**

1. Duties
   
   d) To gather and compile assessment data;
   e) To work with departments in departmental/major assessments;
   f) To carry out the assessment of the Mission Statement and Doane Core Curriculum;
   g) To ensure that information reaches faculty and staff;
   h) To monitor University-wide assessment; and
   i) Annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership - voting
   
   a) CAS Representatives - one from each division
   b) COE Representative
   c) CPS Representative
   d) Two students - undergraduate at the junior or senior level, or graduate

3. Membership - non voting
   
   a) Director of Institutional Effectiveness
   b) College Deans

8.3.3.4. **Graduate Academic Affairs Committee**

1. Duties
   
   a) To consider all proposed changes in graduate offerings, academic policies, and the university calendar, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;
   b) Annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership - voting
   
   a) From each graduate program: one full-time graduate faculty member, one adjunct faculty member (appointed by respective Dean), and one graduate student (appointed by respective Dean)

3. Ex officio members
8.3.3.5. Teacher Education Committee

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

2. Membership - voting
   a) One representative from each major teaching endorsement area
   b) Member of the Academic Affairs Committee
   c) Dean of COE
   d) Registrar
   e) Two students

8.3.3.6. Undergraduate Core Committee

1. Duties
   a) To monitor the Undergraduate Core Curriculum at Doane which includes the Foundational Areas of Knowledge, Liberal Arts Seminars, and Experiential Studies.
   b) To regularly evaluate the effectiveness, based on assessment information, of the philosophy of general education, essential student learning outcomes, habits of an intellectual and balanced life, and structure, description, and outcomes of the Undergraduate Core, and make appropriate recommendations for change, and if
approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;

c) To maintain, review, and modify, based on assessment information, the guidelines used to certify that courses or experiences fulfill a component of the Undergraduate Core, and if modifications are proposed and approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;

d) To consider all requests for courses or experiences to be added to or removed from the courses or experiences which can fulfill a component of the Undergraduate Core, and if approved, to forward them to the Faculty Assembly via the Faculty Council for their approval or disapproval;

e) To consider all student requests for exceptions to the Undergraduate Core, and either approve or disapprove. The committee should consult appropriate expertise when necessary. In case the committee is not available, the respective Dean may make such decisions in consultation with appropriate experts;

f) To serve as an advisory and support committee and direct the campus event planner on the development of MindExpo;

g) To serve as an advisory and support committee to the Vice President for Academic Affairs for the summer undergraduate research program;

h) To serve as an advisory and support committee to the Vice President for Academic Affairs for other undergraduate research and experience initiatives;

i) To review, approve, and aid in the development of all off-campus study and/or travel programs, including those being considered for the experiential learning component of the Doane Core Curriculum;

j) To serve as the liaison between the Director of International Programs and the faculty;

k) To work with administrators as may be relevant to ensure quality and foster creativity of International Programs at Doane University; and

l) Annually review duties and membership of the committee and appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership and voting privileges

   a) CAS Representatives - one from each division
   b) COE Representative
   c) CPS Representative
   d) Director of LAR 101

3. Membership - non voting

   a) Associate Dean for Academic Affairs
   b) Dean (or representative) of each college
   c) Director of International Programs
8.3.4. Structures for University Affairs

8.3.4.1. Faculty Liaison Committee

1. Duties

   a) To advise the Director of the Library on matters of general library policy and the means of developing the library resources and integrating its programs with other parts of the total academic program;

   b) To advise the Office of Information Technology on matters of general instructional technology policy and the means of developing the instructional technology resources and integrating it with other parts of the total academic program;

   c) To formulate policies, procedures, and agenda for an ongoing campus program of public events of artistic, cultural, civic, and international interest, and promote such events;

   d) To advise and work with other areas of the University on matters needing faculty input outside the charge of other faculty committees; and

   e) Annually review duties and membership of the committee and forward appropriate proposals for changes to the Faculty Assembly via the Faculty Council for their approval or disapproval.

2. Membership - voting

   a) CAS Representatives - one from each division

   b) COE Representative

   c) CPS Representative

3. Membership - non voting

   a) Director of Library

   b) Vice President of Information Technology

8.3.4.2. Liaisons to Board of Trustees

1. Duties:

   a) To report to the faculty concerning the activities of the various Board committees, and the reasons for them.

   b) To represent faculty opinion to members of the various committees of the Board.

   c) To consult with appropriate faculty and administrators concerning any proposals the faculty may wish to put before the Board directly.

2. Membership: Two faculty members serve as liaisons to each committee of the Board

3. Membership Qualifications: Six years of service in a full-time faculty position with voting rights per Faculty Assembly rules, or membership on Faculty Council. In addition, the following guidelines are followed, if possible

   a) Audit and Business Committee: Liaisons should have experience with budgeting within their department.
b) Technology Committee: Liaisons should make extensive use of technology in their courses or have considerable online teaching experience. In addition, one liaison should be from CAS, the other from CPS.

4. Selection of liaisons: One liaison to each committee will be selected from the Faculty Council. The second liaison for each committee may be nominated by any faculty member. All nominees will be voted upon by the full faculty.

5. Terms of service: Two-year terms with a maximum of two consecutive terms. Faculty Council liaison terms will align with Faculty Council Terms. The following guide will be used:
   - Fall 2019: New Faculty Council liaisons replace old FC members as needed
   - Fall 2020: New Faculty Council liaisons replace remaining FC members as needed
   - Fall 2021: Non-Faculty Council liaisons are elected.

8.3.4.3. Liaison to President’s University Council

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

2. Membership
   a) The Faculty Council Chair will serve as a liaison to the University Council with the Vice Chair available to serve as an alternate.
9. Support Services for Faculty

9.1. Human Resources
Questions regarding employment should be directed to Laura Northup, Director of Human Resources (laura.northup@doane.edu). The Office of Human Resources can process address and name changes, updates to employee benefits, address payroll issues, and can answer questions regarding the Americans with Disabilities Act, Family Medical Leave Act, and Worker’s Compensation.

9.2. Available Support Staff
Faculty support staff on the Crete campus is available to assist faculty members in the completion of their day-to-day activities. The College of Art and Sciences has two support staff. Their offices are located in Gaylord Hall, room 228 and Lied Mathematics and Science Building, room 157. The College of Education has support staff available in their college offices. The College of Professional Studies has a staff person available in the Fred Brown Building.

9.3. Service Bureau
The University operates a well-equipped Service Bureau in Perry Campus Center on the Crete campus. The two high speed copiers (one of which is color) allow efficiency and versatility in producing printed copies. Three-hole punch, folding, laminating and coil binding services are also available.

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

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

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

9.4. Campus Mail
Faculty mailboxes for Crete faculty are located in the Perry Campus Center, across from Service Bureau. Faculty mailbox keys are available in the Gaylord Hall Faculty Office, room 228. Mail from the downtown post office is delivered once each day – in the morning. Campus mail is distributed in the morning after first-class mail and in the afternoon around 2:00 p.m.

9.5. Supplies and Equipment
Division chairs and directors of certain areas of activities must submit budgets in a schedule distributed by the Business Office for operational purposes in the following academic year. These budgets may be utilized after final approval by the Board of Trustees. Faculty members, therefore, must submit requests for major purchases to the appropriate person.
9.6. **Center for Excellence in Teaching and Learning (CETL)**
The mission of the Doane University Center for Excellence in Teaching and Learning (CETL) is to provide university-wide leadership for faculty professional development. Programming supports student-centered pedagogies, inclusive strategies, and reflective teaching practices aimed at continuous improvement of student learning. CETL initiatives support mentoring and scholarship among faculty to foster community and collaboration. CETL Programming includes: New Faculty Survival Guide & Orientation, Full Faculty Workshops, Faculty Seminars, CETL Groups, Mentoring lunches (First, second and third year faculty), CPS faculty workshops, Faculty Socials, Writing & Research Bootcamp, Accountability Work Sessions, and Faculty Appreciation Week.

9.7. **Information Technology Services**
Information Technology Services (ITS) has four functional areas: Tiger Tech (help desk), Web Services, Enterprise Application Services, Network Services.

**• Access to email system:** [http://mail.doane.edu](http://mail.doane.edu)
**• Listing of web resources and links:** [https://facstaff.doane.edu/](https://facstaff.doane.edu/)
**• A complete list of IT services** [https://www.doane.edu/its/solutions](https://www.doane.edu/its/solutions)

9.7.1. **Tiger Tech**
Tiger Tech is Doane University's help desk and the first level of support for all of Doane University's students, faculty, and staff. Tiger Tech supports and maintains all laptops, desktops, printers and computer labs, and tracks all assets. Tiger Tech is responsible for all cabling infrastructure, phone systems, personal computers, scanners, printers, and other office technology.

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

**• Self-Service Portal:** [https://helpdesk.doane.edu](https://helpdesk.doane.edu)
**• Email:** [http://mail.doane.edu](http://mail.doane.edu)
**• Phone:** 402-826-8411

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

Systems maintained:

- **Ellucian Colleague:** Doane University's administrative system, which encompasses student information, human resources, finances, financial aid, housing, alumni and advancement, academic affairs, and student affairs.
- **WebAdvisor and Self-Service:** Provides users online access to Colleague.
- **Blackboard:** Doane's online learning management system.
- **Drupal:** Doane's web content management system.
- **Recruit:** Doane's customer relationship management system for enrollment.
9.7.3. **Web Services**
Web Services is responsible for maintaining Doane University's websites for all campuses.

Services provided: Website development, author training, website security, website system monitoring, website analytics, and website administration.

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

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

9.8. **Instructional Design Support**
The Department of Online and Innovative Learning through the Instructional Design Service division provides full-service online learning design, production, and assistance for the University’s graduate and undergraduate online, blended, and technology enhanced onground courses. The office works in close collaboration with University faculty, and subject matter experts across disciplines. Using evidence-based instructional pedagogy to design, develop, facilitate, and evaluate online, blended, and technology enhanced onground courses, the Office creates courses that exemplify best practices in student-centered design and active, inquiry-based learning.

The Instructional Design Support (IDS) team provides workshops, group meetings, or one-on-one consultation services. To access faculty-related Blackboard (Bb) help please email helpdesk@doane.edu or go to https://helpdesk.doane.edu/portal to submit a help ticket. An IDS staff member will respond. IDS staff will have scheduled days onsite on all Doane campuses.

Faculty who wish to create an online, blended, or technology enhanced onground course are encouraged to contact their supervisor (Department chair, Program Director, Dean) who will communicate the request to the respective Dean. The Dean will consult with the AVPAA for Online and Adult Operations to approve and prioritize the request.

9.9. **Academic Advising And Retention**
Faculty members share the important responsibility for the academic advising of students and its role in student retention. On the Crete campus, the Assistant Dean for Academic Affairs and the First Year Success Advisor, under the supervision of the Dean of the College of Arts & Sciences coordinate academic advising and assist in retention activities. Faculty shall notify the Assistant Dean for Academic Affairs or the First Year Success Advisor whenever a student has multiple unexplained absences or is demonstrating inappropriate behavior. Faculty must also enter this information into Retention Alert, in WebAdvisor, for documentation purposes.

9.10. **Student Workers**
Faculty who are interested in hiring a student worker should submit a request to their Division Chair. If the Division Chairperson approves the request the Faculty member can submit a job posting to the Financial Aid Office to advertise on the Doane webpage.
A Work Certification must be completed each academic year the student is employed. Work Certification forms can be requested from the Financial Aid or Payroll Office.

9.11. **Bookstore**
The University Bookstore – serving textbook, supplies, clothing, and general merchandise needs – is located in the first floor of the Perry Campus Center. Textbook orders for fall are due by March 1 of each year and for spring by October 1 of each year. Requisitions may be submitted online by visiting: http://bookstore.doane.edu/doane/site_faculty.asp.

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

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

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

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

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

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

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

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

In addition, faculty are advised that course substitution requests should be submitted to the Registrar following the below procedure:

1. The student and advisor initiate the request for making course substitutions in a major or minor. The request must contain a rationale for the change. The advisor and student must request supporting documentation from faculty in the content area if the advisor does not work within the major.

2. The advisor and student must request approval from the division chair in which the major/minor is found.

3. The Registrar will make the appropriate changes in the major/minor as requested by student/advisor.

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

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

9.17. Crete-campus Calendar
All Crete-campus University-sponsored events, activities and programs should be scheduled through the Events staff in the Facilities Services Department by going online to:
http://www.doane.edu/About_Doane/Offices/events/.

9.18. Student Affairs
On our residential Crete campus, the Office for Student Affairs believes that the educational experience should be seamless, with activities in and out of the classroom supporting each other to most effectively facilitate student growth and development. The office offers programs and services to support Doane students to be empowered, informed and responsible learners. Student Affairs staff members are trained professionals that seek to ensure a safe and active campus environment for our students. The Student Affairs Office includes the: Office of Residence Life and Commuter Services; Judicial Affairs; Safety Office; Office of Multicultural Support Services; Hansen Leadership Program; Health and Wellness, including the school nurse, health educator, sexual assault prevention educator and counseling services; Student Involvement; Office of Religious and Spiritual Programs & Service Programs; the campus Bookstore and
Service Bureau and Career Development. The Student Affairs Office is also responsible for Food Service, summer Enrollment Days and Fall Orientation.

If faculty have any concerns or questions regarding the Student Conduct Code, the university’s judicial system, or disciplinary actions and proceedings, they can contact the Student Affairs Office for further assistance or guidance.

9.19. **College to Career Center**
The College to Career Center (C2CC) provides expertise in career decision-making, exploration, research and planning, assessment, brand and personal statement development, internship management, student professional development, job and graduate study attainment services and resources, employer development and relations, campus outreach and relations and alumni engagement to our students and for our campus community.

The College to Career Center also oversees the internship for credit process. Faculty sponsors assist the C2CC in supporting internships that help connect academic knowledge to experiential learning.

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

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

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

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

9.20.1. **Suicidal Thoughts/Behaviors of Students**
If/when a faculty member becomes aware of and issue with a student, here are resources:
During Office Hours

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

After Hours

- Suicide attempt: call 911; report incident to Doane Safety Office (8669)
- Immediate danger: call 911; report incident to Doane Safety Office (8669)
- Less than immediate danger: contact Doane Safety Office (8669)

9.21. Communication and Marketing

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

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

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

9.22. Workplace Safety /LB758 Committee

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

- Doane Safety Office at doanesafetyoffice@doane.edu,
- Facilities Department at facilities@doane.edu,
- Human Resources Office at humanresources@doane.edu.

9.23. Perkins Library

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

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

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

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

9.23.3. Acquisitions/Collections

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

9.23.3.2. Ordering Materials
1. The Director of the Library has overall responsibility for the development of the collection, but relies to a great extent on the faculty's specialized knowledge of their disciplines and the content of courses. Librarians can help faculty access standard selection aids such as Choice Reviews Online to assist in choosing appropriate resources for the collection.

2. Requests for orders should be forwarded to the library. Suggestions for acquisition may be in the form of:
   a) emailed lists from Choice Reviews Online to which faculty are encouraged to subscribe
   b) the online purchase request form on the library’s web page
   c) a "please order" note on an advertising flyer; or
   d) in an email message to: library@doane.edu
3. All available bibliographic information should be included, especially an ISBN (International Standard Book Number) if it can be located. An estimate of the publication date would be helpful to the library staff. If publication or bibliographical information is incomplete, faculty should include a reference to where they discovered the item.

4. Acquisition requests may be submitted at any time of the year, although it is recommended that they be submitted to the library prior to March 15.

9.23.3.3. Weeding the Collections
1. Culling out-of-date or irrelevant titles from the library’s subject collections is an important task to be shared equally with discipline faculty and library faculty.

2. Specific attention should be paid to such items as:
   a) duplicate copies of older works,
   b) ephemeral materials no longer in demand,
   c) older editions of works replaced by later editions,
   d) obsolescent works in such fields where currency is extremely difficult to maintain, unless the work is being retained as an example of the history of a particular discipline,
   e) any item badly worn or defaced, for which a replacement is available if important to the collection.

9.23.3.4. Borrowing Library Materials
1. Faculty members have the privilege of indefinite loans of Perkins’s Library materials but must return or renew their materials at the end of each term to verify possession of the materials. The library, however, reserves the right to recall items after two weeks.

2. A faculty member’s Doane University I.D. card is used to check out materials. If a student is sent to the library to check out materials for an instructor, the faculty member’s I.D. card must be presented to complete the transaction.

9.23.3.5. Reserve Materials
1. Faculty may place course materials, including media and personal items, for limited student use in a closed reserve area of the library. The faculty member will specify the loan period according to student needs. Forms for placing items on reserve are available from the library or online (http://www.doane.edu/library/faculty-resources/library-course-reserves), and should be submitted before assignments are made for those materials. A reserve item remains on closed reserve until it is taken off by the instructor who put it on reserve, or until the end of the term or the request period. Students who wish to borrow the item under special circumstances for periods longer than faculty have designated must have the faculty member contact a librarian.

9.23.3.6. Archives
1. The Doane University archives are available by special permission and by appointment for student and faculty research. The collections contain historical records and photographs regarding Doane University and related topics pertaining to Nebraska and local history.

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

10.1. Family Educational Rights and Privacy Act (FERPA)
All Doane faculty members are required to be aware of the federal guidelines that dictate access to students’ educational records. These guidelines, termed FERPA, are detailed below.

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

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

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

10.1.4. What is not included in an education record?
For faculty members, the most notable records that are not considered “education records” for purposes of FERPA are records that are kept in the sole possession of the maker or private notes held by school officials that are not accessible or released to other personnel.

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

10.1.6. What rights does FERPA afford students with respect to their education?
1. The right to inspect and review their education records within 45 days of the day the University receives a request for access.
2. The right to request an amendment to the student’s education records that the student believes are inaccurate or misleading.
3. The right to provide written consent before the University discloses personally identifiable information from student’s education records, except to the extent that FERPA authorizes disclosure without consent.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.
At orientation each student completes a FERPA Consent to Release Information form listing those to whom the University can release information. This information is entered into Colleague (formally Datatel) and can be viewed through WebAdvisor.

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

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

For more information on FERPA, and to see the entire FERPA Policy, please visit the Registrar’s Web page [https://www.doane.edu/about-doane/offices/registrar/faq](https://www.doane.edu/about-doane/offices/registrar/faq)

10.2. **Intellectual Property Policy**

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

10.2.1. **Ownership of Creative Works**

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

10.2.2. **Ownership of Inventions**

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

10.2.3. **Responsibility of Ownership**

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

10.2.4. **Definition of Extraordinary Resources**

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

10.2.5. Administration

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

10.3. Copyright/Fair Use Guidelines

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

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

10.3.1. Fair Use Factors

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

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

2. The nature of the copyrighted work.
   a) The selected work is directly relevant to the learning objectives for the course
   b) Careful consideration was taken with regards to “consumable” materials that are meant to be used and repurchased

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.
   a) Amount of materials provided are limited, consisting of less than 10% of the total work
   b) The amount of work provided is directly related to the learning objectives in the course

4. The effect of the use upon the potential market for or value of the copyrighted work.
   a) Materials provided include a citation to the original source of publication and a form of copyright notice when applicable
b) Materials are made available exclusively for students enrolled in the course and for educational purposes only within the course; students may not distribute the materials beyond the limits of the course.

c) Access to materials is limited by password to deter unauthorized access beyond the use of the course.

d) Materials provided include works that the instructor, the library, or University has lawfully obtained a copy.

e) Materials are not provided that are reasonably available and affordable for students to purchase.

10.3.2. Guidance For Educators Related to Photocopying

The U.S. Copyright Office has published guidance to help educators analyze what types of photocopying is consistent with the fair use doctrine (available at: http://copyright.gov/circs/circ21.pdf). This guidance was established by publishers and the academic community. While the guidance is not part of the Copyright Act, it is recognized by the Copyright Office and by judges as minimum “safe harbor” standards for fair use in education. It must be understood, however, that this guidance is not legally binding.

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

10.3.2.1. Single Copy

An educator may make a single copy of the following for use in scholarly research, teaching, or preparation to teach a class:
1. A chapter from a book
2. An article from a periodical or newspaper
3. A short story, short essay, or short poem, whether or not from a collective work
4. A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

10.3.2.2. Multiple Copies for Classroom Use

An educator may make multiple copies of a work for classroom use or discussion so long as the educator adheres to the following guidelines:
1. The number of copies made cannot exceed more than one copy per student in the course
2. Each copy must include a notice of copyright if represented on the original work
3. The copying meets the tests of “brevity” and “spontaneity,” which are as follows:
   a) Brevity
      i. Poetry: (a) A complete poem if the poem is less than 250 words and printed on two or fewer pages, or (b) An excerpt from a longer poem, the excerpt not exceeding 250 words
      ii. Prose: (a) A complete article, story, or essay if the article, story, or essay is less than 2,500 words, or (b) An excerpt from a longer article, story, or essay, the excerpt not exceeding 1000 words or 10% of the work, whichever is less
iii. Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue

b) Spontaneity
   i. The copying must be at the instance and inspiration of the individual educator, not from educational institution administrators or higher authorities
   ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely report to a request for permission.

4. The copying meets the “cumulative effect test,” which is as follows:
   a) The copied materials can only be used for one course
   b) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author during one class term
   c) Not more than three short poems, articles, stories, essays or excerpts may be copied from the same collective work or periodical volume during one class term
   d) There may not be more than nine instances of multiple copying for one course during one class term
   e) However, as a general rule, an educator has more freedom to copy from current newspapers and the news sections of other current periodicals if the copying is related to a current event

10.3.3. Prohibitions Related to Photocopying
Regardless of whether the requirements related to photocopying outlined above have been met, the following is prohibited:

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

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

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

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

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

10.3.4.3. **Distance Education**

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

1. The transmission of the copyrighted work must be limited to “students officially enrolled in the course for which the transmission is made” to the extent “technologically feasible”
2. In the case of digital transmissions:
   a) Technological measures must be applied to reasonably prevent the retention of the work in accessible form by the recipients for longer than the class session
   b) Technological measures must be applied to prevent unauthorized further dissemination of the work in accessible form
   c) Conduct that could reasonably be expected to interfere with technological measures used by copyright owners to prevent retention or unauthorized further dissemination must be avoided
3. The work being transmitted may be any of the following:
   a) Performance of a nondramatic literary work
   b) Performance of a musical work
   c) Display of any work “in an amount comparable to that which is typically displayed in the course of a live classroom session”
4. The work being transmitted may not be any of the following:
   a) A work produced or marketed primarily for performance or display as part of mediated instructional activities transmitted via digital networks
   b) A performance or display given by means of a copy not lawfully made and acquired under the Copyright Act and that the educational institution knew or had reason to know was not lawfully made and acquired
5. The performance or display must be made at the direction of or under the actual supervision of the educator
6. The performance or display must be an integral part of a class session offered as a regular part of the systematic mediated instructional activities of the educational institution
7. The performance or display must be directly related and of material assistance to the teaching content of the transmission
8. A work may be converted from print or analog form to digital form (limited to the amount that may be performed or displayed as set forth above) only if:
   a) No digital version of the work is available to the educational institution, or
   b) The digital version of the work that is available has technological protection measures that prevent its availability for performed or displayed

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

10.3.4.3.1. TEACH Act

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

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

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

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

The TEACH Act does not permit the following:

1. Uploading material that was illegally obtained;
2. Uploading material that would typically be purchased by students for use in a class, such as textbooks, course packs and study guides;
3. Uploading materials specifically created for distance education.
Digitizing works only available in analog format for transmission to students in distance learning courses is allowable provided that there is no digital copy of the work available for use, purchase or licensing by the University, and that only the relevant portion needed for transmission is digitized.

10.3.4.3.2. The digital millennium copyright act (DMCA)

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

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

10.3.4.4. Educational Multimedia Projects

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

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

2. Time Limitation: Educators may use their educational multimedia projects for teaching courses for a period of two years after first use with a class. After two years, the educator must obtain permission for each copyrighted portion incorporated in the multimedia project.

3. Types of Media and Permissible Amounts: The following types of media may be used in the following amounts:
a) Motion media: Up to 10% of the total or three minutes, whichever is less

b) Text Material
   i. Up to 10% of the total or 1,000 words, whichever is less
   ii. An entire poem of less than 250 words, but no more than three poems by one poet or five poems by different poets in an anthology. For poems exceeding 250 words, 250 words, but no more than three excerpts by one poet or five excerpts by different poets in an anthology.

c) Music, Lyrics, and Music Video: Up to 10% of the total, but not more than 30 seconds from an individual musical work

d) Illustrations and Photographs
   i. Up to five images from one artist or photographer
   ii. Up to 10% or 15 images, whichever is less, from a collection

e) Numerical Data Sets: Up to 10% or 2,500 fields or cell entries, whichever is less, from a copyrighted database or data table

4. When Permission is Required: An educator must obtain permission from the copyright owners in the following situations:
   a. Before the educator uses the multimedia project for commercial or non-educational purposes
   b. Before the educator makes two or more copies of the multimedia project
   c. Before the educator distributes the multimedia project beyond the scope of the proposed guidelines
   d. Before the educator uses the multimedia project outside of the two-year period from when it was first used with a class

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

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

10.4. Human Subjects Research Guidelines
Research at Doane University must be conducted in an ethical manner. Anyone who engages in human subjects research must follow the Research Ethics Guidelines to ensure no harm comes to research participants and confidentiality is preserved. The following are research ethics guidelines:

1. Voluntary Participation. Participants should have the right to refuse all data gathering.
   Direct participation in a research study should not be a requirement for a class or prerequisite
to an activity such as registration. In cases in which experience with research is required as part of a class, an alternative means to fulfilling that requirement must be available. (For example, a student may be allowed to write a brief response to a research article as a substitute for serving as a participant in a research project.) Participants in a research study have the right to withdraw from the study at any time without penalty.

2. No Harm to Participants. Researchers should be able to demonstrate that no long or short term harm will come to the research participant.

3. Anonymity and Confidentiality. Participants’ rights to confidentiality and anonymity should be respected. No identifying information (name, address, social security number, etc.) of individual participants should be included in public reports or presentations that may result from the research, unless specific permission is granted by the individual participants.

4. Informed Consent. In general, participants must give informed consent to indicate that they understand the procedures to which they will be exposed when they participate in the study. Such consent may be obtained by requesting the participants sign a release form or by having participants simply read a description of the study prior to participation. Possible exceptions to the informed consent guideline do exist, such as research involving observations in a natural setting that does not otherwise put the participant at risk of harm, although such research must be carefully evaluated on an individual basis to ensure that adequate protection is provided for the participants.

5. Deceiving Participants. In general, participants should not be deceived regarding the procedures to which they will be exposed during a study. Deception may be justifiable in those cases in which the researcher can show it is essential to the integrity and value of the study. (e.g., see American Psychological Association Code of Ethics) However, potential participants should not be deceived about procedures that can be reasonable expected to cause physical or emotional distress.

6. Analysis and Reporting. All findings should be reported as group data. Individual participants should not be identified without permission from the participant.

7. Researchers. Human subjects research should be, as much as possible, value free. Participants should not feel pressured to give the responses the researcher desires nor should the researcher alter data to support hypotheses. The researcher is also obligated to reveal how the data were gathered as well as any methodological problems that occurred. Researchers will also want to consult the codes of ethics in their fields (American Psychological Association Code of Ethics, American Sociological Association Code of Ethics, etc.) for additional guidelines.

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

According to federal regulations, the IRB must have a minimum of 5 voting members, including at least one member whose primary concerns are outside the area of science, and one member who is not affiliated with the University and has no immediate family member affiliated with the University. IRB members will be appointed by the Vice President of Academic Affairs to 3 year terms. Appointments to the IRB will be guided by the criteria provided by the Code of Federal
Regulations, part 46. The criteria are designed to ensure appropriate levels of expertise, diversity, and familiarity with community attitudes among the IRB members. The IRB chair will be chosen by the board members for a 1-year term. Members of the IRB who have a research project under consideration will be required to recuse themselves from voting on the acceptability of that project.

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

1. For federally supported research, researchers will follow the general principles of the Belmont report, comply with the specific guidelines in the Code of Federal Regulations, Title 45, part 46 (i.e., the “Common Rule”) for the protection of human research participants, and follow the “Research Ethics Guidelines” specific to Doane University. The IRB (or when appropriate, the Chair or a designated member of the IRB) will review these projects to help the researchers maintain compliance with the Common Rule and ensure the protection of research participants. As a part of this compliance, the University will develop educational programs to ensure that the IRB members and faculty involved in such research are sufficiently knowledgeable about the Belmont principles and the Common Rule regulations.

2. For research that does not receive federal support, researchers will follow the general principles of the Belmont Report and the additional “Research Ethics Guidelines” specific to Doane University. The IRB (or when appropriate, the Chair or a designated member of the IRB) will review these projects to ensure the protection of research participants. These projects will not necessarily be subject to the specific requirements of the Common Rule that govern federally supported research, although the IRB may draw upon these guidelines on a case by case basis to ensure the adequate protection of research participants.

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

1. Submit a proposal: The primary investigator (i.e., lead researcher on a project) would submit a proposal form to the Chair of the IRB. This form, available in electronic form from the IRB website [http://www.doane.edu/irb](http://www.doane.edu/irb) or by sending an email request to [irb@doane.edu](mailto:irb@doane.edu), requires the investigator to describe the nature of the project and address specific ethical issues. In the event that the research project is federally supported, the required form will follow the specific guidelines of the “Common Rule,” 45 CFR 46.

2. Proposal is reviewed initially by the IRB Chair (or a member designated by the Chair), and when appropriate, by the full IRB
   a) If the Chair (or designate) determines that the proposed project presents no greater than “minimal risk” to the research participants (i.e., risk no greater than what they would expect to encounter in normal daily life), the proposal qualifies for expedited review and therefore need not be reviewed by the full IRB. The Chair (or designate) can still request that modifications to the project be made before approval is granted.
   b) If the Chair (or designate) determines that the proposed project presents more than “minimal risk” to the participants, the proposal will be reviewed by the full IRB. The IRB may request that modifications to the project be made before approval is granted.

3. The decision of the Chair (or designate) or the full IRB can take one of several forms:
   a) Reject the project.
   b) Approve the project, pending revisions.
c) Approve the project, with no revisions necessary.
d) Request more information from the investigator(s) prior to decision.

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

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

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

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