

William Jewell College

Faculty Handbook

2022-2023 Edition

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1.0. INTRODUCTION

1.1. Letter of Purpose from the Vice President of Academic Affairs of the College

Every community has its own rules, virtues, and customs. Many communities set out to write down those rules, virtues, and customs, so that persons joining the community may know how to function within the social and institutional setting while others already part of the community may be reminded of the structures and purposes of their relationships.

This faculty handbook contains the rules, policies, procedures, bylaws, and covenant agreements that govern and enable our service as faculty to William Jewell College. As employees of the College, Faculty members are bound by all College policies (See the [on-line Jewell Policy Library](#)). This faculty handbook is supplemental to policies that apply to all employees. Acceptance of a faculty appointment at William Jewell College implies acceptance of College policies and procedures.

This faculty handbook is not a closed and absolute text. Not all questions about our communal life and our individual service are answered here. Yet, it is offered with two hopes in mind. First, we hope that by committing our policies in print they can be discussed, debated, and used better than if they had remained lore. Our second hope is that we treat our handbook as a living document that both describes and guides our life together and that we will modify it so that it improves as we improve as a Faculty and College.

Our service as members of the William Jewell College Faculty should not ultimately be judged by how well we adhered to the letter of this handbook. Rather, our service should be measured by our imagination, excellence, and compassion in teaching, scholarship, and service, and dedication to our mission to “educate our community to ask reflective questions, apply critical thought, and act with purpose.”

Deo Fisis Labora,

Gary Armstrong
Interim Vice President for Academic Affairs
August 2022

1.2. Philosophy, Mission, Values and 2023 Strategic Goal of William Jewell College

Our Philosophy (Why)

We are critical thinkers in community pursuing meaningful lives.

Our Mission (How)

We educate our community to ask reflective questions, apply critical thought, and act with purpose.

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Our Values (revised in 2018-19)

We flourish by valuing:

- Authentic Engagement
- Courageous Citizenship
- Creative Expression
- Inclusive Communities
- Innovative Thought
- Spiritual Exploration

2023 Strategic Goal:

By 2023, William Jewell College will be recognized as the indispensable producer of engaged, critical thinkers in greater Kansas City.

[\(Jewell Mission & Strategic Plan\)](#)

2.0. ORGANIZATION OF THE COLLEGE

2.1. College Officers and Cabinet Members

2.1.1 President

The President of the College is the chief executive officer of the College and presides over all officers and departments both academic and operational and is the official medium of communication between the Board of Trustees and the students and faculty. The President nominates all officers of the College, all professors and instructors, and recommends promotion and tenure to the Board of Trustees. The President is the official representative of the College on all public occasions and prepares and submits the budget and is responsible for its execution. The President has authority to constitute any administrative council among officers and teaching staff for the purpose of the wise administration of academic and financial affairs. The President is responsible for the efficient administration of the College.

2.1.2. Vice President for Academic Affairs

The VPAA serves as the chief academic officer and reports to the President as part of the senior leadership team. The major areas reporting to the VPAA are Academic Programs (faculty and academic programs/departments) and Academic Services (Student Success Center, Academic Advising, Registrar's Office, Information Technology, Library Services, Teaching and Learning Technologies). The VPAA is responsible for providing leadership for the faculty, ensuring effective faculty governance, leading and developing effective learning environments and new academic programs, supporting and evaluating appropriate assessment tools and systems, supporting and encouraging effective use of technology, and recruiting and retaining outstanding faculty and staff.

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2.1.3. The Treasurer and Vice President for Finance and Operations

The Treasurer and Vice President for Finance and Operations is responsible for the financial affairs of the College and is the chief financial officer. The Vice President for Finance and Operations supervises the financial operations and administrative services of the College and is responsible for asset and risk management. This person supervises the maintenance of financial records and makes reports to the President, cabinet officers, faculty, staff, and to committees of the Board as needed, and also supervises the operations of Human Resources, Campus Facilities and Services, and Campus Safety.

2.1.4. Vice President of Access and Engagement

The Vice President of Access and Engagement (VP AE) works collaboratively with Cabinet members and the entire campus community to advance an inclusive culture of equity and belonging, and community engagement. This position provides strategic leadership in the development of a comprehensive and integrated framework that is focused on diversity, equity, inclusion, and belonging, synchronizing and leveraging past and current efforts, and introducing emerging practices to move the institution forward in becoming a more welcoming and inclusive learning and working environment. The VP AE also oversees and champions the work of the Center for Justice and Sustainability.

2.1.5. Vice President of Advancement

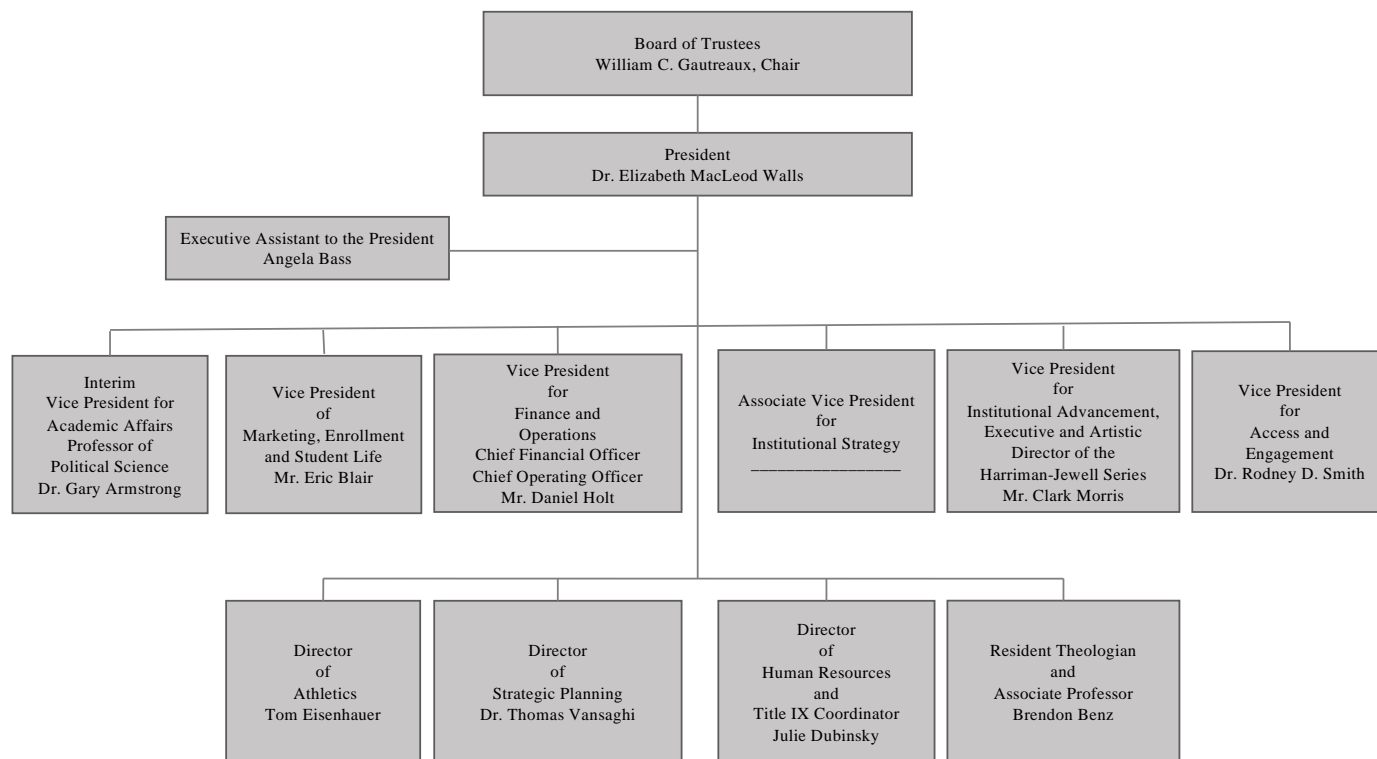
The Vice President of Advancement is responsible for providing leadership and direction for the College's Advancement efforts, including development, marketing and communications as well as alumni relations in order to support the College's Mission and institutional priorities. In addition, this person is the Executive Director of the Harriman-Jewell Series.

2.1.6. Vice President for Marketing, Enrollment and Student Life

The Vice President for Marketing, Enrollment and Student Life is responsible for solidifying Jewell's market position, creating demand for its educational offerings, and deploying the College's Strategic Enrollment Management Plan that aligns communication and recruitment tactics to ensure enrollment of traditional, transfer, or lifelong learners in programs offered by the College. The Offices of Admission and Marketing and Student Financial Services report to the VP EM. This person also builds partnerships within and outside the College to expand Jewell's reach and stewards the College's brand.

This VP also supervises Student Life (residence life, student development and activities, career planning, counseling, accessibility services, health services, student leadership development, multicultural programming, and student discipline).

2.2. Organizational Chart for the College



2.3. Academic Organization and Leadership

2.3.1. The Vice President for Academic Affairs

The VPAA serves as the chief academic officer and reports to the President as part of the senior leadership team. The two major areas reporting to the VPAA are Academic Programs (faculty and academic programs/departments) and Academic Services (Student Success Center, Academic Advising, Registrar's Office, Information Technology Library Services, Teaching and Learning Technologies). The VPAA is responsible for providing leadership for the faculty, ensuring effective faculty governance, leading and developing effective learning environments and new academic programs, supporting and evaluating appropriate assessment tools and systems, supporting and encouraging effective use of technology, and recruiting and retaining outstanding faculty and staff.

2.3.2. The Associate Dean for the Core Curriculum

The Associate Dean for the Core Curriculum has oversight of the Critical Thought and Inquiry (CTI) core curriculum program and the Applied Critical Thought and Inquiry (ACT-In) major. The VPAA selects the Associate Dean for the Core Curriculum.

2.3.3. Department and Program Chairs

The VPAA of the College selects faculty to chair academic departments as well as programs such as the Core Curriculum, the Oxbridge Honors Program and the Honors Institute in Critical Thinking. The responsibility of chairs is as follows:

- To provide academic vision and leadership to their department and to the institution in concert with the other academic chairs and the VPAA.
- To foster good teaching in the department and at the College (e.g., encourages course/curriculum review and updating, supports a variety of pedagogical approaches and uses of technology, as appropriate, enables a positive, creative academic environment within the department).
- To stimulate research, scholarly activity, and/or creative endeavors in the department.
- To supervise the members of the department or program in coordinating the work of the department or program and maintaining the highest possible level of instruction and academic advising.
- To review the learning outcomes/objectives of each course within the department or program, working with the department and program members, relating these to the outcomes/objectives of the department and program, and ensuring alignment with the learning outcomes of the College
- To oversee the departmental assessment processes including preparation of annual and multi-year assessment of learning reports, consistent with the expectations of

the CEPC, and preparation of self-study reports that are part of the Program Review process.

- To keep informed of the trends and developments in the field of study and from time to time to suggest changes in the courses or curriculum.
- To take care of the official correspondence relating to the department or program.
- To make recommendations concerning teaching loads, sabbatical leaves, leaves of absence, and advancement of rank for those working in the department.
- To prepare annually for the Academic Vice President a written evaluation of each member of the department. This report is to be shared with the evaluated Faculty member.
- To initiate through study and recommendation the process of granting tenure to those qualified for tenure under the College's policy.
- To make recommendations concerning personnel changes or appointments in the department or program.
- To preside at regular meetings of the department or program where particular attention is devoted to problems of instruction and other matters of departmental or program concern. Minutes of these meetings are to be filed in the Office of the Academic Vice President.
- To prepare the schedule of course offerings for each semester and submit to the Office of the Registrar by the requested date. All schedules of course offerings and teaching loads are to be approved by the Academic Vice President.
- To serve at the discretion of the Academic Vice President.
- To propose and supervise the departmental budget.
- To arrange for departmental coverage of pre-registration activities.
- To represent departmental or program policies to students.
- To ensure that departmental faculty are thoroughly familiar with the Faculty Handbook.

2.3.4. Curry Library Collections

The Curry Library Collections is led by the Director of the Library Services and is staffed by professional librarians, staff and student workers. The Director is responsible for the leadership and overall management of library services and collections. The Director is

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responsible for planning, budget, and staffing in support of the academic, instructional and information needs of faculty, students and staff. The Director has non-instructional faculty status and is a member of the Academic Support Services Team. The library director evaluates print and electronic collections and coordinates subject content with curricular and research needs of William Jewell faculty and students.

2.3.5. Teaching and Learning Technologies

Teaching and Learning Technologies is led by the Director of Teaching and Learning Technologies and provides vision, leadership and pedagogical support for the College's teaching and learning environments with a focus on integrating technology into the learning experience. The core responsibilities of this position are to cultivate strong relationships with the faculty of the college; design, develop, and evaluate a 21st century learning experience; ensure that projects are aligned with multiple areas of the college to maintain alignment with college goals; and champion new initiatives. This person is also designated as the College's EIT Accessibility Coordinator. This office works closely with Facilities Management, Information Technology, and Library Services and is part of the Academic Support Services team.

2.3.6. Registrar's Office

The Registrar's Office under the direction of the Registrar is responsible for the management of student information records, the preparation of database reports, the interpretation and application of academic rules and regulations, the evaluation of transfer credit, degree audits, the certification of student eligibility for all academic honors and degrees, athletic eligibility, and preparation of enrollment statistics for internal and external constituencies. The Registrar is an *ex-officio* member of the Curriculum and Educational Policy Committee. An Associate Registrar, staff and student workers, supports the Office of the Registrar.

2.3.7. Information Technology

The information technology needs of the College are met by the Information Technology department under the direction of its Director. The core responsibilities of the Director are to provide a secure, compliant, robust, reliable, and efficient infrastructure that supports the academic, admission, business systems, facilities and student life operations of the college, in addition to ensuring a quality individual user experience.

2.3.8. Student Success Center

The Student Success Center is led by the Associate Dean of Student Success. The Associate Dean is responsible for providing services to promote academic success including tutoring and a writing center and to improve student retention, enhance student satisfaction, and support faculty members and key staff in Student Life in their ongoing interactions with students

2.3.9 Academic Advising

The Director of Academic Advising leads the Office of Academic Advising. The Director is responsible for offering competent advising services to students, with an aim to enhance students' overall college experience and provide direction in the proper

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registration of classes so students may complete their intended program(s) of study in a time-efficient manner.

2.3.10 Global Studies and Journey Grants

The Director of Global Studies and Journey Grants provides overall leadership and coordination of student international study and the Journey Grant Program. The Director is responsible for developing and implementing policies and procedures for study abroad, gaining approval by the Faculty for new study abroad curricular programs, coordinating and facilitating agreements with foreign colleges and universities or programs, and reporting annually on the effectiveness of the study abroad program. The Director also oversees all aspects of the Journey Grant Program.

3.0. FACULTY GOVERNANCE

3.1. General Statement on Shared Governance at William Jewell College

At William Jewell College shared governance is a vital system that ensures the College remains mission-centered. The Board of Trustees, Faculty, and Administration share governance to align College priorities, create a culture of shared responsibility for the welfare of the institution, enable each constituency to lead in its appropriate sphere, and create a system of checks and balances to foster a thriving institution.

(Approved by the Trustees on May 15, 2020.)

3.1.1. General Statement on Faculty Governance at William Jewell College

The structure and practice of shared governance enables the Faculty to lead in its sphere of responsibility. In consultation with the Administration, the Faculty governs the curriculum of the College; ensures student achievement in learning; develops standards of quality, integrity and performance of the Faculty; and participates in developing the strategic direction of the college to ensure Jewell remains mission-centered.

3.1.2. Committee Governance

Faculty Governance relies heavily on the four *Program and Policy Committees*, (*commonly referred to as the “Big 4”*), the Faculty Council (FC), the Promotion and Tenure Committee (PTC), the Program Review Committee (PRC) and the Curriculum and Educational Policy Committee (CEPC) (the charters of FC, PRC and CEPC are listed under 3.2, PTC’s charter is under 5.0). In addition to the “Big 4,” there are a number of specific action and consultative standing committees. The Faculty may decide any matter before it, but generally relies on the committees for careful scrutiny of all proposals before bringing them to the Faculty Meeting.

3.1.3 Engaging Faculty Governance

Faculty members have several options to bring up a problem, raise a concern, propose a policy change, or get the Faculty to go on record about something. In many cases, it may be best to approach the relevant college leader from the President or Academic Vice President to a Department Chair. For other matters, faculty members can contact a member of a “Big 4” committee if the item seems to fit under that committee (if one is unsure, contact the Chair of the Faculty Council).

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- Ask the Academic Vice President or Faculty Council Chair for time at a Faculty Meeting. Use this to make an announcement of general interest.
- Ask the Academic Vice President to schedule a Faculty Forum on various topics including an opportunity for extended faculty discussion of a current issue.
- Bring a motion or resolution to the floor of a Faculty Meeting. Under our “Standing Rules” a motion that affects long-term policy will normally be referred to a committee for careful study. The Faculty can take up the matter immediately by a 2/3 vote without referring it to a committee. If the committee does not bring a report or motion within 6 weeks, the item automatically will be placed on a Faculty Meeting agenda.
- Use email or an appropriate electronic, collaborative tool to launch a discussion.

(Adapted from the “Faculty Governance: A Primer,” adopted by the Faculty Council, September 2006 and amended October 2010 and, August 2011. 3.1.1. General statement revised and approved by Faculty on January 26, 2015.)

3.2. Standing Committees of the College

The faculty assumes a major role in the governance of the College through its committee structure, which saw a major reorganization in 1976-77 and further reorganizations in 1992-93, 2003-04 and 2010-11.

Four categories of committee conduct College programs: (1) Program and Policy Committees, which carry a heavy load of decision and action, meet with greater frequency, and have charters approved by the Faculty; (2) Specific Action Committees, which meet as necessary to tend to specific matters; (3) Consultative Committees, which consult on issues referred to them; and (4) Ad Hoc Committees and Task Forces, which exist for the duration of a given project. These committees may be elected by the Faculty (F), administratively appointed (A), or may consist of a combination of Faculty and administrative members (A/F). Student representatives, recommended by the Student Senate, may on occasion serve on most College committees.

3.2.1. Program and Policy Committees

3.2.1.1 The Curriculum and Educational Policy Committee (A/F)

The Curriculum and Educational Policy Committee is an elected body, which evaluates academic policies, programs, and standards and recommends curricular improvements to the Faculty. All new courses and academic programs, as well as substantive changes in existing courses, programs, and academic policies related to curriculum shall be reviewed and approved by the Faculty in conjunction with review and approval by the Administration and Board of Trustees, as appropriate, including consideration of the financial impact and relationship to the College mission. Proposals resulting in substantive changes to the curricular programs of the College, such as the addition or deletion of degree programs, majors and signature academic programs must also be

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approved by the Board of Trustees, per the Board of Trustees Bylaws (May 15, 2020). Curricular proposals to the Faculty shall be endorsed by the appropriate academic department, reviewed by the Curriculum and Educational Policy Committee, and either rejected or approved for presentation to the faculty for their approval or rejection.

Curriculum and Educational Policy Committee Charter

- I. Role of the Faculty in curricular affairs, educational policy and assessment, in accordance with The Higher Learning Commission (adapted from policy.hlcommission.org/Policies/assumed-practices.html, section B.2.d)
 - A. Faculty provide substantial oversight of the curriculum, its development, substance, currency, and relevance.
 - B. Faculty provide assurance of academic integrity of the curriculum, meaning consistency in the level of content, the quality of instruction and expectations of student performance.
 - C. Faculty provide both analysis of data and take appropriate action on the assessment of student learning and program completion.
- II. Responsibilities of the Curriculum and Educational Policy Committee (CEPC). In order to facilitate its role in curricular affairs and educational policy, the Faculty elects members to the CEPC in order to provide:
 - A. Counsel and review of proposals pertaining to matters of curriculum and educational policy.
 - B. Oversight of the assessment of student learning.
 - C. A yearly executive summary of its actions to the Faculty.
- III. Procedures of the Curriculum and Educational Policy Committee in matters pertaining to curriculum and educational policy
 - A. Department Chairs, Associate Deans, and other relevant College officers shall inform the CEPC of proposed changes in matters of curriculum and educational policy.
 1. New programs of study, additions and deletions to current programs of study, and any changes in course level, course credit hours, program requirements, and graduation requirements, shall be submitted to the CEPC for review.
 2. Proposed deletion of existing programs of study should be submitted to the CEPC so that curricular implications can be reviewed.
 3. Curricular changes that affect other College constituents shall be submitted to the CEPC for review.

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4. Such proposals shall be submitted in writing in keeping with forms supplied by the CEPC when available.
- B. The CEPC shall give counsel and review proposals pertaining to matters of curriculum and educational policy. The evaluation of the proposals will benefit from the multidisciplinary perspectives of its members.
1. The CEPC shall determine when a proposal is a substantial enough change to require faculty action.
 2. Normally, the CEPC will use the following criteria to make its determination of a substantial change, following the guiding principles in Article I:
 - a. the proposal creates a course or alters the essential content of an existing course;
 - b. the proposal creates or changes the requirements of an academic degree, major, minor, or program;
 - c. the proposal affects more than one program across departmental boundaries
 - d. the proposal creates, alters, or eliminates a policy that has the potential to change the direction of Jewell's academic vision, undermine its academic integrity, and/or create inconsistencies in curricular content and the quality of the student experience.
 3. After determining whether a proposal creates substantial changes, the CEPC will take the following actions:
 - a. Those proposals that recommend substantial changes (see section III.B.2.) or that substantially affect other College constituents will require approval by a majority vote of the members of the CEPC. The CEPC will then recommend the proposal for approval by the faculty. Faculty approval of all such changes is required.
 - b. Those proposals that do not offer substantial changes (see section III.B.2.) or that do not substantially affect other College constituents require discussion by the CEPC. If the CEPC agrees that the proposal does not offer substantial changes or does not substantially affect other College constituents, the change will be sent to the faculty as an announcement.
 - c. The CEPC may reject proposals or make a negative recommendation to the Faculty.
- C. In reviewing proposals, the CEPC shall evaluate the proposals on the basis of the learning outcomes and mission of the College with respect to academic integrity, the reasonableness and equity of College resources demanded, and on their consistency with and/or impact upon existing policies and programs.
- D. The CEPC may act to review any existing degree or curricular program or any academic policy.

1. The Academic Vice President, Program Review Committee, or the Faculty Council may request a curricular program review. A majority of the CEPC must vote to review the curriculum of a program.
 2. The CEPC will conduct a curricular review of a program if required under section IV.C.
 3. A program under curricular review will be required to present clear evidence that the program is fulfilling its learning outcomes as shown by student achievement. A program under curricular review will present any supporting materials requested by the CEPC in order to complete the review.
 4. At the end of the curricular program review, the CEPC will report its findings to the Faculty and to the Academic Vice President.
- E. In the case of self-designed major proposals, the guidelines for the self-designed major proposal should be followed and the self-designed major proposal form should be submitted to the CEPC for counsel and review. If approved, the CEPC will then recommend the proposal for approval to the Academic Vice President.
- F. The CEPC may develop such guidelines and procedures as it thinks appropriate for the format and timing of submissions to the CEPC. Faculty should contact the CEPC Chair for such guidelines.
- G. Appeals to waive or substitute academic requirements should be made by Department Chairs on behalf of a student to the Registrar. The Academic Vice President shall have final authority in granting such appeals. The Academic Vice President may request that the CEPC provide advisory opinions in such cases as well as in those bearing on academic policy or its interpretation.
- IV. Procedures of the Curriculum and Educational Policy Committee in matters pertaining to assessment of student learning (adapted from <https://www.hlcommission.org/Policies/criteria-and-core-components.html>, section 4.B)
- A. The CEPC shall review and approve all assessment plans in order to assure the feasibility and effectiveness of the plan in assessing student learning and achievement of learning goals.
1. Assessment plans are required for curricular and co-curricular programs with stated learning outcomes, including without exception the core curriculum, all majors and all graduate programs. Assessment plans are required for certificate programs, minors and co-curricular programs that have learning goals substantially different from the learning goals of a major or graduate program.
 2. Each assessment plan should include a statement of learning goals, instruments and measures used to determine a program's effectiveness,

and a plan to regularly review the program and report findings of said review to the CEPC.

3. An evaluative report that contains both an account of the implementation of the plan's activities and the results of the review is expected according to the schedule set in a program's assessment plan, normally every year but not to exceed every third year.
 4. In the case of a program on a two- or three-year review schedule, a report containing an account on the implementation of the plan's activities is required in the intervening year(s).
- B. The CEPC shall maintain a practice of reviewing each program's assessment reports normally once every four years in order to determine:
1. The successful execution of the assessment plan.
 2. The on-going effectiveness of the assessment plan as a way to affirm current practices or to illuminate areas of improvement.
 3. The commitment of the program's faculty to use the information gained from assessment to improve student learning whenever areas of improvement are evidenced by the assessment data.
- C. The CEPC will report its findings concerning the practice of assessment to the faculty in the program.
1. The CEPC will report an affirmation of the practice of assessment to the Academic Vice President and the Faculty as an announcement.
 2. In the case of a negative review, the CEPC will make recommendations to the faculty in the program to help improve its assessment practices.
 - a. The faculty involved in the program can meet with the CEPC to discuss or clarify the CEPC's recommendations.
 - b. The CEPC can appoint a subcommittee of members to work with the faculty involved in the program to help them improve their assessment plan.
 - c. When recommendations are made, the program's assessment practices will be reviewed after one year. The CEPC can affirm that the program has successful assessment practices at that time. If sufficient progress has not been made and there exists extenuating circumstances, the CEPC may grant an additional year and make recommendations to help the faculty in the program improve their assessment practices. If a second year is not granted, the CEPC shall review the entire program (see section III.D).
 - d. If a second year is granted, the program's assessment practices will be reviewed at the end of that second year. The CEPC can affirm that the program has successful assessment practices at

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that time. If, after this assessment review, the program has not received an affirmation of its assessment practices, the CEPC shall review the entire program (see section III.D).

- D. The CEPC shall develop and publish a four-year schedule for the regular review of assessment reports. Programs will receive notice of an impending assessment review by September 1 of the year preceding the review.

V. Membership

- A. The CEPC shall be composed of seven full-time Faculty members, elected by the Faculty. Each member shall serve three-year terms. These terms shall be staggered so that no more than three members will be elected each year.
- B. No more than one Faculty member from a major may serve on the CEPC.
- C. Elections to the CEPC shall occur each spring and shall be held in the same manner as that prescribed for the election of the Faculty Council in Article IV, Sections 1-6 of the Faculty Council Charter.
- D. The Chair(s) shall be chosen by the committee from among elected CEPC Faculty members.
- E. The Academic Vice President and the Registrar shall serve as *ex officio* members of the CEPC, with each retaining the right to attend meetings and engage in debate but not to vote.
- F. The Faculty Council, in consultation with the CEPC, shall evaluate the membership status of the CEPC's *ex officio* members and make changes as circumstances arise.
- G. Other administrative officers and Faculty shall serve as advisory members of the CEPC. The elected members of the CEPC shall retain the right to name and request the presence of advisory members during their deliberations. Advisory members and other members of the college community shall have the right to attend open meetings but may not make presentations nor engage in debate without recognition by the Committee Chair. The committee will ordinarily be closed during assessment reviews and open in matters of curriculum and educational policy. The CEPC reserves the right to close meetings at its discretion.
- H. Anyone wishing to be included on the CEPC meeting agenda should contact the CEPC Chair in advance of the committee's next meeting.

- VI. The CEPC shall review this Charter once every three years or per request of the Faculty.

Approved by Faculty, March 21, 1994; amended by Faculty, April 27, 1998;
amended by Faculty, February 21, 2000, revised by Faculty, April 29, 2013, revised

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by Faculty, January 26, 2015; amended by Faculty, April 25, 2016; amended by Faculty, January 28, 2019, and April 29, 2019.

3.2.1.2. Faculty Council (F)

The Faculty Council is a chartered and elected body serving as official Faculty liaison with other constituencies in the College.

Faculty Council Charter

- I. The administrative organization of the William Jewell College Faculty shall be known as the Faculty Council. The purpose of the Faculty Council shall be:
1. To speak for the Faculty collectively in communicating with the administrators, trustees, or others, after appropriate instructions from the Faculty.
 2. To require reports on activities of Faculty committees, and to forward to the Faculty such of these reports that require Faculty attention, input or action. The Faculty Council shall have no power to prevent the Faculty from requiring, or a committee from offering, direct reports from a committee to the Faculty.
 3. To serve any member of the Faculty as a clearing point for such personal grievances as may occur from time to time and seek to assist in gaining such information, clarification and understanding of decisions as will enable a Faculty member more satisfactorily to fulfill his/her role at the College.
 4. To bring before the Faculty any other matters requiring faculty attention, input or action. The Faculty Council shall seek to provide faculty all information necessary to fully participate in faculty governance.
- II. The membership of the Faculty Council shall be as follows:
1. The Faculty Council shall be composed of six full-time Faculty members.
 2. Each member shall be elected for a three-year term. Terms shall be staggered so that two members will be elected each year.
 3. The Faculty Council shall elect its own Chair and Vice-Chair.
 4. The Academic Vice President shall be an ex-officio member of the Faculty Council.
 5. Only full-time Faculty members shall be eligible to serve on the Faculty Council. The positions of Faculty members who are appointed to College administrative duties during their tenure which require the reduction of their teaching loads below twelve hours per week for the regular teaching Faculty, and below eight hours per week for Department Chairs shall be vacated unless this provision be

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waived by a two-thirds vote of the Faculty present and voting at the time of the balloting.

III. It shall be the duty of the Chair of the Faculty Council:

1. To act as a liaison between the Academic Vice President and the Faculty;
2. To assist the Academic Vice President in compiling the agenda for Faculty business meetings, and to circulate it to the Faculty in advance;
3. To preside over Faculty Meetings;
4. To call and preside over meetings of the Faculty Council. The Chair must call a meeting of the Council on petition of any two council members. A quorum shall consist of three members.

IV. Election of members to the Faculty Council shall be as follows:

1. Unless the Faculty shall decide otherwise, elections for the elected committees shall be held in the spring semester of each year. The order of the faculty elections shall be rotated on an annual basis. The order of the Promotion and Tenure Committee, Faculty Council, the Curriculum and Educational Policy Committee, and Program Review Committee elections is to be governed by the following formula:
 - a. Divide the election year by 4 and note the remainder.
 - b. If the remainder is 0, then the Curriculum and Educational Policy Committee election is held first, Faculty Council election is held second, the Program Review Committee election is held third, and the Promotion and Tenure Committee is held fourth.
 - c. If the remainder is 1, then the Faculty Council election is held first, the Program Review Committee is held second, the Promotion and Tenure Committee election is held third, and the Curriculum and Educational Policy Committee election is held fourth.
 - d. If the remainder is 2, then the Program Review Committee election is held first, Promotion and Tenure Committee election is held second, the Curriculum and Educational Policy Committee election is held third, and the Faculty Council election is held fourth.
 - e. If the remainder is 3, Promotion and Tenure Committee election is held first, the Curriculum and Educational Policy Committee election is held second, the Faculty Council election is held third, and the Program Review Committee is held fourth.

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Newly elected Faculty Council members shall take office May 1. In the interim, the members-elect shall attend Faculty Council meetings without a vote. Nominations shall be made by email, employing one's Jewell email address, and submitted to the Council prior to an established deadline before a regularly scheduled Faculty Meeting. Election shall be by majority of votes cast for each post. In the event that there are more than two nominees for a given post, voting shall be by preferential ballot.¹

Voting by preferential ballot shall be by electronic ballot, unless unforeseen circumstances prevent electronic voting; in such cases voting shall be by paper ballot and shall take place at the Faculty Business Meeting for which the election is scheduled (also see no. 4 below).

1. The Council may select a method of electronic voting that it deems most efficient and may enlist the support and assistance of a non-Council member to oversee the voting.
 2. The Council shall only employ an electronic voting method that ensures that 1) one may vote only once and 2) one's vote will be confidential.
2. As nominations are received, the Council will post nominees to the Faculty Council folder in Jewell Commons. When nominations have been made as provided in Section 1 above, the Council shall promptly publish and circulate the slate of nominees to all faculty members.
3. The Council shall make a ballot available at least one week prior to the election, at which time electronic voting shall commence. Voting shall close at a designated time during the Faculty Business Meeting for which the election is scheduled.
4. Should it become apparent on the scheduled day that the ballot is released that electronic voting will not be feasible, the Council shall notify Faculty of the fact so that any faculty member who is unavoidably absent from the Faculty Election may cast his/her paper ballot during the week prior to the meeting. Such sealed ballots shall be delivered to the Academic Vice President to be delivered to the place of meeting when the election is to take place.
5. All vacancies on the Faculty Council shall be filled by special election for the unexpired term.
6. All members of the Faculty Council, whether serving a full or partial term, shall be ineligible for re-election to the Faculty Council for one year after completion of the term

Approved: January 15, 1968; Amended and approved: March 9, 1970; March 21, 1973; February 1977; May 1984; September 15, 1997; February 6, 2006; August 2011; September 29, 2014; January 25, 2016; March 21, 2016; January 29, 2018.

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¹In preferential ballots, the Chair shall instruct voting Faculty members to mark their ballots in reverse order, so that their top candidate receives the number of votes equal to the number of names on the ballot, their second candidate one less vote, etc. Voters are not required to vote for all candidates on the ballot. The cumulative vote for each candidate shall determine the winners. (Approved by the Faculty, February 9, 1998.)

Faculty Grievance or Personnel Conflict of Interest Procedures

I. Definitions and parameters

- A. A “grievance” is defined as a circumstance or condition thought to be unjust and grounds for complaint or resentment but does not include concerns of an alleged “personnel conflict of interest”, as defined below, and which requires a more timely review.
- B. The “Petitioner” is the faculty member who files a grievance petition with the Faculty Council.
- C. “Respondent” or “Respondents” refers to the administrator(s), Faculty member(s) and/or staff member(s) about whom a grievance has been filed.
- D. The Faculty Council Charter requires the Faculty Council to serve any member of the Faculty with a grievance in two ways:
 - 1. As clearing point for such personal grievances as may occur from time to time.
 - 2. As an impartial body to assist in gaining such information, clarification, and understanding of decisions as will enable a Faculty member more satisfactorily to fulfill his/her role at the College (Faculty Council Charter I.3.)
- E. The intention of this grievance procedure is to:
 - 1. Supplement other procedures at William Jewell College designed to protect academic freedom;
 - 2. To ensure fair treatment of Faculty members.
- F. Faculty Council considers grievances filed by full-time or part-time Faculty members as they encounter difficulties with other Faculty or administrators in their professional relationships. Faculty Council will review applicable processes and may refer the grievance to another appropriate body. Any concern of a

personnel conflict of interest, as defined below, will be referred to the Director of Human Resources.

- G. As a supplement to § 4.5.1 Statement of Professional Ethics in this Handbook, a “personnel conflict of interest” occurs when an employee with delegated College authority to review or take employment action related to another employee concerning a personnel matter (“Reviewing Employee”) has any conflicting personal interests (close family relationships, material financial connections, or prior/existing legal proceedings unrelated to College operations) which could compromise judgment, decisions, or actions in the workplace and prohibit fair and objective input/decisions. A Reviewing Employee’s knowledge of another employee’s prior employment history, including performance evaluations, investigations, discipline, etc., is not deemed to be a personnel conflict of commitment.

II. Procedures

- A. Prior to submission of a grievance petition to Faculty Council the Faculty member is expected to consult, either formally or informally, with some or all of the following:
1. Academic Vice President
 2. Department Chair
 3. Faculty Council
 4. Trusted colleagues
 5. Human Resources
- B. If following the expected discussion, the Faculty member believes that he or she has cause for grievance in any manner, then:
1. The Faculty member shall within ninety (90) days of the event in question, state the grounds for his or her allegation in writing to Faculty Council.
 2. The petition shall set forth in detail the nature of the grievance and shall state against whom the grievance is directed.
 3. The petition shall contain any factual or other data that the Faculty member deems pertinent to the case.
 4. The petition shall state the Petitioner’s desired outcome of the grievance.
 5. The petition shall indicate individuals on the Faculty Council whom the petitioner feels would serve well as Investigator.

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III. Faculty Council's response to a request to investigate a Faculty grievance

1. Within thirty (30) days of the receipt of a petition to investigate a Faculty grievance, Faculty Council will inform the Petitioner whether the petition merits further investigation. The basis of the Faculty Council's decision to accept or reject investigation of a grievance will be reported to the Petitioner.
2. If the Faculty Council has decided to move forward with an investigation of the grievance petition, it will (i) simultaneously notify the Respondent(s) of the grievance at the same time it informs the Petitioner of its decision to move forward with the investigation, (ii) provide the Respondent(s) with a copy of the petition, and (iii) allow the Respondent(s) ten (10) days to respond in writing to the petition. The response should include any factual or other data that the Respondent(s) deem pertinent to the case and should indicate individuals on the Faculty Council who the Respondent(s) feel would serve well as Investigator. If a petition identifies multiple Respondents, the Respondents may provide a single combined response, or each may provide his or her own.
3. Within ten (10) days of the receipt of the response(s), the Faculty Council will inform the Petitioner and the Respondent(s) which Faculty Council member has been chosen to act as Investigator for Faculty Council. Faculty Council alone is responsible for determining who will undertake the role of Investigator.
4. Within ten (10) days of an Investigator being chosen, a tentative time schedule for the full investigation of the grievance will be provided to the Petitioner and the Respondent(s). At the same time, an outline of the probable investigation procedure will be provided to the parties.
5. In all the sections above, "days" will mean days when the College is in Fall or Spring semester academic session.
6. At the conclusion of the investigation the final report of the Investigator and the action of Faculty Council will be provided to the Petitioner and the Respondent(s).
7. The final report will be stored in the Office of Human Resources for six (6) years.
8. Faculty Council will not automatically mandate action just because a grievance has been submitted.

9. Faculty members serving on the Faculty Council during the period of investigation and deliberation will retain all information and discussions in confidence.

IV. The Investigator

- A. If the Faculty Council accepts a complaint as credible and worthy of further investigation:
 1. One member of the Faculty Council will be selected by the Faculty Council to serve as the Investigator of the grievance. The Investigator shall not have a vote when the Council makes mandated determinations regarding the Grievance, save in the case of a tied vote, due to abstentions, absences, etc.
 2. If no one on the Faculty Council is able or appropriate to serve as Investigator another individual agreed upon by the Faculty Council will be asked to serve as Investigator. In this instance, the Chair of the Faculty Council shall not have a vote when the Council makes mandated determinations regarding the Grievance, save in the case of a tied vote, due to abstentions, absences, etc.
 3. The Investigator will work impartially and in conjunction with the Petitioner and the Respondent(s) to encourage discussion and resolution among the involved parties and will be responsible for reporting his/her findings to the full Faculty Council.
 4. The Investigator may call upon additional Faculty Council members or the entire Faculty Council to discuss the case with the appropriate individuals.
 5. The Investigator shall not release information to any party not directly involved in the investigation of the Petitioner's claims. The Investigator shall decide what parties are or are not directly involved in an investigation. The Investigator shall inform the Petitioner and the Respondent(s) about what parties will be involved in the investigation.
- B. The Investigator's Report to the Faculty Council shall include:
 1. A written summary of findings, acknowledged by the Petitioner and the Respondent(s) prior to submission, including a description of relevant meetings and a discussion of whether any issues were successfully resolved. If the Petitioner and/or any Respondents disagree with the written summary of findings, each may provide a one-page written statement (500-word maximum) that will be given to the Faculty Council along with the report.
 2. An opinion on whether adequate consideration of relevant College standards was given to the Petitioner and the Respondent(s).

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3. Recommendations for any further action by Faculty Council.
4. A file of correspondence and action taken by the Investigator to be maintained in the Human Resources Office. The Petitioner and the Respondent(s) will not have access to the investigation file.

V. The Response of Faculty Council

- A. After considering the Investigator's written report, if the Faculty Council, by majority vote, stipulated as a minimum of three votes, determines that a grievance merits further action, the Faculty Council shall:
 1. Request reconsideration by the College when the Faculty Council believes that adequate consideration was not given to the Petitioner and/or the Respondent(s).
 2. Provide an opinion on whether adequate consideration of relevant College standards was given to the Petitioner and the Respondent(s).
 3. Make recommendations for any further action by Faculty Council.
 4. Ensure that responses are timely and informative.
- B. If the Faculty Council, by majority vote, stipulated as a minimum of three votes, determines after due investigation that a claimed grievance does not merit further action or lacks sufficient evidence to proceed, then the Faculty Council shall issue a Final Report that clearly indicates the finding to the Petitioner, to the Respondent(s) and to the appropriate officers of the College, including the Human Resource Office.
- C. The Final Report of the Faculty Council shall be given to the Petitioner, the Respondent(s), the appropriate officers of the College, and the Legal Counsel for the College, and shall:
 1. Declare whether the Faculty Council a) decided not to investigate, or b) after investigation, the Faculty Council found there was sufficient evidence to substantiate a grievance, or c) after investigation, the Faculty Council found there was insufficient evidence to substantiate a grievance.
 2. Indicate whether or not Faculty Council has decided to request reconsideration by the officers of the College on behalf of the Petitioner.
 3. Indicate what resolution of the grievance has been reached subsequent to the completed investigation and evaluation of the case.

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4. Indicate if a resolution is not possible or not appropriate based upon the findings of the Faculty Council.
5. Provide a written summary of findings, including a description of relevant meetings and a discussion of whether any issues were successfully resolved.

VI. Requests for Reconsideration by the Petitioner or Respondent(s)

- A. The following order is recommended if the Petitioner or the Respondent(s) choose to request reconsideration of the Faculty Council's decision:
 1. Appeal to the individual(s) involved.
 2. Appeal to the immediate supervisor if he or she is not directly involved.
 3. Appeal to the Academic Vice President.
 4. Appeal to the President.

If one or more of the above is directly involved in the grievance, then the Petitioner or the Respondent(s) should advance to the next higher level. The final level for reconsideration is the President.

VII. Personnel Conflict of Interest Concerns

- A. A personnel conflict of interest concern should be addressed as proactively as possible, by any employee who becomes aware of a potential personnel conflict of interest.
- B. A Faculty member with a personnel conflict of interest concern should promptly submit the concern in writing to the Director of Human Resources, with details of the nature of the concern, and the personnel matter potentially affected by the alleged personnel conflict of interest.
- C. The Director of Human Resources will promptly review the personnel conflict of interest concern, and determine: 1) whether a conflicting personal interest (close family relationships, material financial connections or prior/existing legal proceedings unrelated to College operations) exists between the two employees, and 2) if so, whether such conflicting personal interest could compromise the Reviewing Employee's judgment, decisions, or actions in the workplace and prohibit fair and objective input/decisions.
- D. If the Director of Human Resources determines that a personnel conflict of interest exists, the Director of Human Resources will issue a finding and instructions specific to the situation. Because a personnel conflict of interest does not inherently require the removal of the Reviewing Employee from the personnel matter, especially where the Reviewing Employee has material information that

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should be considered in relation to the personnel matter, the Director of Human Resources will take action to mitigate the personnel conflict of interest, as follows:

1. When there is minimal risk to the College and both employees, the Reviewing Employee may continue with the delegated College authority related to the personnel matter with the consent of both employees, or
 2. When feasible and reasonable in the context of the type of personnel matter involved, the Reviewing Employee may continue with the delegated College authority related to the personnel matter with a secondary employee, free from a personnel conflict of interest, being assigned to perform the same delegated College authority related to the personnel matter, with more weight given to the secondary employee's input related to a final decision or outcome. In such instance, the Faculty Council shall be consulted for recommendations on a qualified secondary employee to be assigned, or
 3. In a situation where it is deemed by the Director of Human Resources that the personnel conflict of interest cannot be mitigated by the options addressed above, the Reviewing Employee will either be: a) removed from the personnel matter (where the Reviewing Employee is part of a group of reviewing employees and his/her participation is not required for a final action/recommendation), or b) replaced by a qualified College employee, delegated to address the personnel matter, with input/information being accepted by the newly delegated College employee from the Reviewing Employee prior to the final action/recommendation. In such instance, the Faculty Council shall be consulted for recommendations on a qualified replacement employee to be assigned.
- E. If the Office of Human Resources determines that no personnel conflict of interest exists, the Director of Human Resources will issue a finding notifying both employees that no personnel conflict of interest was found to exist, and that any pending personnel matter may continue.
- F. Conflicts involving the Director of Human Resources shall be reported to and addressed by a Vice President assigned to such role on an as-needed basis.
- G. The determination issued by the Director of Human Resources (or the President) is not appealable under this provision, nor subject to a grievance under this Handbook.

VIII. Amendments

The Faculty Council may amend the Faculty Grievance and Personnel Conflict of Interest Procedures but shall immediately notify the Faculty of all changes. However,

the Faculty Council may not amend the Faculty Grievance and Personnel Conflict of Interest Procedures while considering or investigating any grievance

Approved by Faculty Council, 2004; Amended by Faculty Council, October 25, 2006; Amended by Faculty Council September 25, 2014; Amended by Faculty Council February 19, 2016; Amended by Faculty Council July 14, 2021.

3.2.1.3. Program Review Committee (F)

Program Review Committee Charter

I. Purpose

The Academic Program Review Committee (PRC) is made up of faculty peers that review and evaluate academic programs and offer recommendations to the Academic Vice President and President of the College.

II. Membership

1. The Program Review Committee will consist of five full-time Faculty members with the majority of the members having tenure.
2. Each member will be elected for a three-year term. Terms shall be staggered so that one-two members will be elected each year.
3. The members may not serve on another elected committee while serving on the PRC.
4. No two members may serve from the same program. Program will be defined by the reports required by the Academic Vice President, meaning each program review is composed of a set of curricular offerings grouped together as a program.
5. The Program Review Committee will elect its own Chair and Vice-Chair.

III. Chair Duties

1. It will be the duty of the chair to act as the liaison between the committee and the administration.
2. The chair will call and preside over the meetings.
3. The chair will ensure that reports are completed and sent to the appropriate groups as discussed in committee duties and tasks.

IV. Responsibilities

The Program Review Committee (PRC) has three major responsibilities:

1. Analyzing departmental program review reports in order to recommend necessary program additions, revisions, terminations, or other modification of programs;
2. Providing a written report to the program, President and Academic Vice President of the College on each review and;
3. Reviewing the reports collectively and providing an overall assessment of programmatic direction in relation to the strategic plan and philosophy of the

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college. This report is given to the Academic Vice President, President and the Faculty on an annual basis.

V. Procedures

1. The Committee shall, in consultation with the Academic Vice President and department chairs, establish a review cycle for academic programs. Programs will be notified one academic year in advance of their upcoming review.
2. Programs shall submit a dossier of materials to the Committee, following established protocol for content and format.
3. The PRC will review each program in a timely manner.
4. The PRC will communicate its findings in the form of a final written report to the Academic Vice President and President.
5. The PRC will communicate with Faculty Council any concerns, identified gaps or process issues on an annual basis.
6. The PRC, in consultation with the Academic Vice President, will review the Program Review Committee Charter every three years and report recommendations to the Faculty for a vote.

VI. Process and Self-Study format/details

Additional processes and self-study procedures will be determined by the PRC, in consultation with the Academic Vice President, department chairs and program representatives. Refer to Section 6.9 for approved process, procedures, calendar, scope, and elements.

Approved by the Faculty on January 29, 2018.

3.2.1.4. Promotion and Tenure Committee (F)

The Promotion and Tenure Committee is a chartered and elected body serving as the Faculty voice in decisions concerning employment, promotion, and tenure of Faculty members. See section 5.3 for information on the work of the committee.

3.2.2. Specific Action Committees

Admission Committee (A/F)— This committee is responsible for evaluating completed application files from prospective students who do not meet the established admission requirements of the College. The committee consists of a faculty member, the Associate Dean of Student Success, the Dean of Students, and the Director of Recruitment. The committee reviews the high school transcript, standardized test scores, core GPA, letters of recommendation, and essay to determine whether or not the student should be admitted, conditionally admitted or denied admission to the College.

Duke Undergraduate Colloquium (A/F)— The goal of this committee is to solicit papers for presentation at the annual Undergraduate Duke Colloquium Day. The committee plans the event including scheduling the papers, poster presentations, luncheon and any guest speakers. Part of this ongoing organization is notifying the faculty and students of the various deadlines for submission of proposals and abstracts.

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Faculty Award (A/F)—chooses the winner of the Faculty Award from among graduating seniors and selects the recipients of the Pritchard Humanitarian Service Award from among applicants, ensures promotion of the award, selects recipients and monitors their work.

Honors Project Committee (F)— The Honors Projects Committee administers the honors project program, which entails reading and approving project proposals, meeting as a group to hear student progress reports twice per year, sometimes also serving on students' defense committees and supervising individual projects. Some Committee work is handled via email; however, on occasion, meetings may be called to discuss specific projects. The Committee Chair works with the Registrar's Office to determine and invite all eligible students in their Junior Year to submit project proposals and corresponds with students engaged in honors projects throughout their Senior Year regarding progress report deadlines, defense committees, and defense dates. On average, the Committee meets 6 times per year.

Human Subjects Review Board (Institutional Review Board) (F)— The Institutional Review Board (IRB) reviews proposals for research involving human participants to ensure ethical treatment of those involved. Members draw on standards described by the National Institute of Health as well as from ethical standards and practice in their respective disciplines. The IRB is normally composed of several faculty members and at least one student, college staff, and a person from the community. The reviews concern such matters as appropriate informed consent of participants (and consent by guardians, where applicable), protection from physical and psychological harm, protection of privacy, appropriate caution when gathering, storing, and disseminating information, freedom to withdraw consent, preparation for possible negative impact, and refraining from exploiting vulnerable populations. Other issues of ethical soundness may be addressed when as necessary given the procedures described.

Any such research originating from, sponsored by, or directly connected with the William Jewell. College campus requires review. A limited 'exempt' category exists and is described in point 1.1 of the 'IRB Policies and procedures Document'. Off-campus entities wishing to conduct research on or with the campus must involve a faculty or staff sponsor who becomes a member of the research team and takes responsibility for the research before the IRB review will proceed. More detailed information about IRB procedures, including forms for electronic submission is available on the Curry Library main webpage, in the "Resources" section under "Institutional Review Board."

Institutional Animal Care and Use Committee (IACUC) (F/A)—evaluates research proposals done on warm blooded animals of a variety of species as required by the Animal Welfare Act of 1966.

Journey Grant Review Committee (F/A) —The Journey Grant Review Committee serves as an advisory board for the Journey Grant program. The committee meets as needed, typically three to five times per year, to review grant applications and discuss program

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policy. The committee is responsible for reviewing applications for both individual student grants and faculty-led program grants.

Library Advisory Committee (LAC) (F/A)—charged with providing feedback and input regarding future directions of library collections/services and to act as a communications conduit between the Library administration and the faculty/student body.

Persistence and Graduation Committee (F/A)—charged with monitoring and reporting data and trends in student retention and making recommendations for new programs or approaches to improve student retention and graduation.

Premedical Advisory (A/F)— secures information on qualifications of students for medical schools and provides mock admissions interviews; chair writes letters of recommendation.

3.2.3. Consultative Committees

College Conduct/Honor Council/Greek Judicial (A/F)— Recommends disposition of cases involving infractions of student discipline, alleged violations of the Honor Code and the Greek Judicial Council Statute.

Pryor Leadership (F)— The primary purpose of the Pryor Leadership Studies Program committee is to assist the Pryor Center Director in interviewing prospective Pryor Fellows, reviewing senior portfolios for the purpose of certification and other special project requests.

Teacher Education (F)— Functions as a conduit for shared information between the Education department and the departments that prepare secondary education majors in their content field and to the College in general.

Intercollegiate Athletic Committee (F/A)— Advises the President on the oversight of Jewell's intercollegiate athletic program, ensuring it supports and advances the mission of the College in a manner consistent with the policies, standard and procedures of the NCAA Div. II, the Great Lakes Valley Conference, and William Jewell College.

3.2.4. Ad Hoc Committees/Task Forces

These groups, although not standing committees, nevertheless carry a large share of Faculty participation in College governance. They are elected or appointed for specific tasks and cease their existence at the conclusion of the assignments. Committees in existence will vary year by year with projects being undertaken by the College.

3.3. Faculty Meetings

3.3.1. Types of Faculty Meetings

Faculty Meetings consist of Faculty Business Meetings where attendance is required. Faculty Commons, Faculty Forums and Faculty Papers are additional gatherings of the Faculty where attendance is strongly encouraged.

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Faculty Business Meetings are primarily reserved for action items coming from Faculty committees but may also include announcements, reports and discussion coming from faculty committees and administration. The Faculty Council, in consultation with the Academic Vice President of the College, schedules Faculty Business Meetings.

Faculty Forums, Commons, and Faculty Papers are opportunities for colloquy/open dialogue about current issues related to teaching and scholarship or for reporting on topics of general interest to the campus community, and are open to all faculty, staff, students and the general public unless designated for a narrower group by the Academic Vice President of the College and the Faculty Council. Forums may be led by individuals or by departments, committees, task forces, or other groups. Faculty Forums are scheduled by the Academic Vice President of the College in consultation with the Faculty Council. Commons are an opportunity for faculty and others to gather to discuss topics of their choosing. These are more informal sessions to share new ideas, discuss opportunities and challenges, etc.

3.3.2. Faculty Meeting Schedule

The Faculty Business Meeting is normally scheduled on the last Monday of the month, and all other Mondays are available for Commons, Faculty Forums, Faculty Papers, or additional Faculty Business Meetings as called by the Faculty Council and/or the Academic Vice President of the College. Special meetings will be called by the Academic Vice President whenever necessary.

3.3.3. Voting Membership at Faculty Business Meetings

All members of the Faculty (see 4.1.) who are full-time employees of the College may vote at Faculty meetings. All other adjunct, part-time, emeritus faculty and coaches are invited to attend and speak in Faculty meetings, but are not eligible to vote, unless they have been granted Faculty voting status by the Academic Vice President of the College. Other members of the College community may attend the Faculty Business Meetings unless the Faculty chooses to close the proceedings. For each new academic year, the Office of the Academic Vice President will provide the Faculty with a list of voting faculty for that academic year. This is posted in the Faculty Governance and Resource Moodle page.

3.3.4. Standing Rules for Conduct of Faculty Business Meetings

These rules shall govern Faculty meetings, except when suspended by a two-thirds vote of Faculty members present and voting.

1. An agenda for a regular Faculty meeting will be distributed at least two regular class days before a meeting. The agenda will give enough detail to indicate the specific nature of business to be transacted.
2. To permit adequate study of issues, which affect our long-term policies and procedures, each motion, which governs such matters, will be referred to an appropriate committee at the time of its introduction by motion and second at a

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Faculty business meeting. If no report is ready within six weeks, the motion shall automatically be placed on the agenda unless the mover and the second agree in writing to a specified later date.

3. If a committee wishes to conduct a Forum in its study of the issues referred to it, the Faculty Council will request that the Academic Vice President schedule a Forum.
4. Committee reports will be in writing and will be distributed two days before the Faculty meeting. A motion or resolution reported from committee will appear as the final item in a committee report.
5. Debate will be limited to twenty minutes on a main motion and ten minutes on each amendment. At the end of the specified time or when no one wishes to speak further on the issue, the motion will come to a vote or will be referred to committee for further study. (The Faculty may limit or extend debate by a two-thirds vote of members present and voting.)
6. Individual speeches will be limited to three minutes. (Following the standard Rules of Order, speeches will alternate between pro and con, and no speaker may be heard a second time until all who wish to speak have been heard once.)

Adopted by Faculty on September 8, 1976; amended February 1997, October 1980, and April 2005.

4.0. FACULTY EMPLOYMENT AND RESPONSIBILITIES

4.1. Categories of Faculty Membership

4.1.1. Full-time Tenured Faculty

Members of the full-time teaching faculty who have been granted tenure by the College are designated the tenured faculty of the College. Administrators who have previously been granted tenure by the College shall continue to be considered members of the Faculty.

4.1.2. Tenure-Track Faculty

Members of the teaching faculty who carry a full-time teaching load (as defined in 4.6.), have been appointed to an academic rank at or above the instructor level and whose position allows them the opportunity to earn tenure, are designated the tenure-track faculty of the College.

4.1.3. Non-Tenure-Track Faculty

Non-tenure-track faculty consist of adjunct faculty, part-time faculty, full-time faculty on term or visiting appointments (consisting of either one-year, two-year, three-year, or five-year terms). The College may choose to designate certain regular part-time faculty and

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full-time faculty who are expert practitioners in their field as “...in Residence,” where the specific nature of the residence is defined by a preceding descriptive title such as “Artist in Residence” or “Executive...” and so forth.

4.1.4. Ex Officio Members

By virtue of their offices, the President of the College, the Academic Vice President, the Registrar, the Director of Library Services and other professional librarians are designated as *ex officio* members of the faculty.

4.1.5. Emeritus Faculty

The Faculty emeritus distinction shall be awarded to Faculty individuals, based on the following guidelines:

1. Emeritus status is conferred by the College upon:
 - a. the recommendation of the Academic Vice President,
 - b. the endorsement of the Faculty Council,
 - c. the approval of the President, and
 - d. the approval of the Trustees.
2. A Faculty member who has completed ten (10) or more years of continuous full-time service leading up to career retirement, and who has provided distinguished service to the College, shall be eligible for appointment as Emeritus at the rank attained. (Leave time authorized by the Academic Vice President and President shall be regarded as continuous service.)
3. Professors Emeriti shall be recognized and presented with a formal College certificate at the Annual Faculty Dinner.
4. Professors Emeriti are accorded certain “rights and privileges” as outlined below:
 - a. Attendance at Faculty meetings, having privileges of the floor but without vote.
 - b. Names recorded at this rank in the College *Catalog*.
 - c. Attendance at campus lectures, performances, athletic events, and the Harriman-Jewell Series under the same conditions by which Faculty are admitted.
 - d. Use of the College library and recreational facilities.
 - e. Participation in academic processions of the Faculty, due notice of intent to participate having been given.

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- f. Subscriptions to College publications such as *Jewell Magazine* and *The View from the Hill* newsletter, as requested.
- g. Services similar to or the same as those accorded to the Faculty at the College Bookstore.
- h. Admission to the College dining hall at the same rates as active Faculty members.
- i. Admission to any course of the College, without payment of tuition and with consent of the instructor, for Emeriti Faculty and their spouses.

4.1.6. Categories of Instructional, Non-Instructional and Administrative Faculty

For purposes of reporting to outside agencies, distinctions are made according to the number of hours that are taught by faculty. Instructional Faculty are defined as those who teach 12 or more credit hours a year, Non-Instructional Faculty are those with full-time positions that involve less than 12 hours of teaching per year, and Administrative Faculty are those whose primary position is in administration. This category is separate and has no bearing on issues of tenure, faculty voice and faculty vote.

4.2. Faculty Searches and Appointments

[Note: During the 2021-22 academic year we will be reviewing and revising hiring practices to ensure use of best practices for hiring and retaining a diverse and inclusive faculty across the campus. This effort is part of the College's Radical Inclusivity initiative. Based on the recent *Faculty Human Capital Planning 2020-2025* report, prepared by the Office of the Academic Vice President with the assistance of Department Chairs, there will be open positions in the coming years that the College may choose to fill, and this affords Jewell the opportunity to develop a more diverse faculty. While the information in this section of the *Faculty Handbook* remains unchanged and in effect, we will adapt practices in 2021-22 with the intent of updating this section to reflect best practices for the 2022-23 version. Search chairs will work with Dr. Rodney Smith, Vice President for Access and Engagement, and Ms. Julie Dubinsky, Director of Human Resources, and together, in this process. They are also referencing practices used elsewhere, like the [Best Practices for Faculty Searches](#) handbook developed by the University of Washington. If colleagues come across information or resources that would aid this effort, they are invited to share them with the Academic Vice President, Dr. Smith, and Ms. Dubinsky.]

4.2.1. Appointments to the Faculty

The President upon the recommendation of the Academic Vice President makes appointments to the Faculty. In making such recommendations, the Academic Vice President shall be informed by the advice of the Search Committee for the position. All full-time, tenure-track and tenured faculty appointments, term appointments, and visiting appointments are for the nine-month academic year unless otherwise designated.

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4.2.2. Qualities of College Faculty

With full appreciation of the value of individuality and recognition of the difficulty in assessing any of these characteristics, the following shall be primary considerations in evaluating potential appointees:

- Empathy with and support for the Philosophy, Mission, Values and Strategic Plan of William Jewell College.
- Evidence of superior knowledge in the assigned area of instruction.
- Evidence of ability to effectively teach college level students.
- Evidence of potential for scholarly achievement and continuing intellectual growth.
- Interdisciplinary and/or liberal arts background and/or interest.
- Positive moral character and reputation.
- Commitment to meeting all faculty responsibilities.

4.2.3. Faculty Search Process

Openings on the faculty are both opportunities and challenges. The process the College uses to fill these openings should attract talented, appropriately trained and credentialed teachers, whose skills, attitudes and career objectives correlate with the College's needs. The process outlined below includes an appropriate level of faculty participation while respecting administrative prerogatives. In addition, it is to assure that the candidate chosen enjoys the acceptance of her/his colleagues. Finally, the search process is designed to demonstrate our stated values and our commitment to the highest level of professionalism to all those outside our own academic community.

4.2.3.1. Authorizing the Faculty Search

Authorization for a formal search is the prerogative of the President who will act upon recommendation of the Academic Vice President, who consults with the Department Chair. It is not appropriate for any individual to place advertising or to engage in activities designed to attract potential candidates prior to such authorization. Authorization to conduct a search is distinct from authorization to hire, which remains the purview of the President.

4.2.3.2. Anticipated Vacancies

William Jewell College is a tuition driven institution in which most financial decisions depend on enrollment forecasts. The fact that a current faculty position is vacant or that an additional position is requested does not necessarily mean that it actually will be funded. The decision to fund faculty vacancies or additional positions is made in the final stages of the budget building process.

4.2.3.3. The Search Committee

The Academic Vice President will typically appoint search committees after consultation

with the Department Chair. Academic search committees will consist of 3 to 5 members, one of whom will be appointed chair. Most of the search committee membership will be drawn from the full-time or part-time faculty serving in the academic department in which the opening has occurred or is anticipated as well as from cognate disciplines. However, each search committee will also include one William Jewell College faculty member from outside the department and cognate areas.

4.2.3.4. Responsibilities of the Chair

The chair of the search committee is responsible to the Academic Vice President, who may choose to participate, *ex-officio*, in any or all search committee meetings. The chair will schedule all meetings of the committee and be responsible for following the policies set forth in this document. Above all, the chair is expected to lead the search committee to the timely completion of its assignment in a civil atmosphere respectful of the diversity of opinion and the need for confidentiality both with respect to individual candidates and the discussions of the committee.

4.2.3.5. Drafting the Job Description and Establishing a Timeline

The search committee should begin by drafting a “job description,” including the courses the faculty member to be hired is expected to be able to teach and a set of minimum qualifications. The job description shall specifically classify both essential and nonessential job functions to facilitate compliance with the Americans with Disabilities Act. This process will, of course, be guided by the College’s current curriculum, but it should also be informed by the committee’s perception of future needs. A timeline should be developed to keep the committee moving forward. Persons choosing to make themselves candidates for positions should be informed as to when the initial application period will close, when they may expect responses to their application, when interviews will be scheduled, and when an offer might be made.

The job description and timeline for a faculty search require the approval of the Academic Vice President and the chair of the search committee.

4.2.3.6. Attributes of the Ideal Candidate

Typically, the preferred candidate will possess skills, abilities, knowledge, or experiences that exceed, or are outside, those specified by minimum qualifications. In order that the administration and the search committee ultimately agree on the candidate chosen for an offer, it is essential that there be agreement on building the profile of the ideal candidate. Creating a profile of the ideal candidate is an exercise that specifies and ranks the criteria on which candidates will be evaluated. Creating this ideal profile is the next step in the search process.

The profile developed by the search committee requires the approval of the President who will consult with the Academic Vice President. In addition to creating an ideal candidate profile, the search committee should develop interview questions to determine which candidates conform to the profile. ***Building the profile and other related steps shall be consistent with the requirements of the Americans with Disabilities Act and other applicable laws related to equal opportunity employment.***

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4.2.3.7. Advertising the Position

One of the realities William Jewell must face in position searches is that limited funds are available. This constraint makes a strategy for informing potential candidates of the anticipated opening significant, and search committees are urged to be creative. A posting in *The Chronicle of Higher Education* alone will not always produce a significant number of qualified applicants. It is important to approach advertising the position as a selling strategy, not just as an abbreviated job announcement.

4.2.3.8. Qualifying Prospects and Developing the “Long List”

All applications should be acknowledged in writing by the Office of Human Resources. A complete position description and other pertinent information about the College or academic area, as well as the timeline for informing finalists, should accompany this acknowledgement. This is a step that many searches avoid but is crucial in projecting a professional image of the institution. Clerical support for search committees will be provided by the Office of the Academic Vice President.

The chair of the search committee (or others as designated by the chair) should screen all applications to ensure the minimum qualifications have been met. At the conclusion of the period in which applications are welcomed and minimum qualifications have been determined to have been met, the files of qualified applicants should be reviewed by all members of the committee for ranking. The Academic Vice President, in consultation with the chair of the committee, will determine the number of candidates to be selected for further evaluation. At the end of the search process, all applicants will be notified in writing that the position has been filled. The search committee chairperson will work with the Office of Human Resources to determine who should notify the applicants. The responsibility typically falls to the Office of Human Resources, though the search committee chairperson may elect to notify finalists who advanced to the preliminary interview and campus interview stages of the process.

4.2.3.9. Preliminary Interviews

Limited funds for faculty search require us to normally limit the number of candidates invited to campus to a maximum of three. Preliminary telephone or Skype interviews should be conducted to identify candidates for on-campus interviews from the “long list.” The search committee as a whole should help structure these telephone or Skype interviews.

4.2.3.10. Gathering and Checking References

Our practice is to gather at least three references for each candidate. The references of candidates from the “long list” under consideration for on-campus interviews should be contacted prior to any invitation to visit the campus. This telephone interview may be structured by the committee as a whole. On the basis of preliminary interviews and reference checks, the committee must reach a decision on which candidates to interview on campus. These names should be forwarded to the Academic Vice President by the search committee chair for approval before an on-campus interview invitation is extended.

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4.2.3.11. On-campus Interviews

It is the responsibility of the search committee, in consultation with the Academic Vice President, to agree on what experiences will be included in the interview day. Interviews for tenure-track positions should include a teaching demonstration and a scholarly presentation of research interests. Visiting and term positions should also include a teaching demonstration, but not necessarily a presentation of research interests. Candidates should spend time with the committee as a group and have an individual interview with the Academic Vice President and meet with the Associate Dean for the Core Curriculum, and the Senior Tutor of the Oxbridge Honors Program, as appropriate. For certain positions, the candidates will also meet with the President. Candidates should, in addition, have some time alone with students.

At the conclusion of on-campus interviews, the committee should meet again to review and summarize their recommendation regarding each finalist and provide this information to the Academic Vice President, including a preferred ranking of finalists, if possible. The decision to offer a contract will be made by the Academic Vice President, approved by the President, in consultation with the chair of the search committee and department chairperson, if the department chairperson is not the search committee chairperson. The search committee or Academic Vice President may recommend that the search be extended or closed if, in their judgment, none of the candidates interviewed on campus is acceptable.

4.3 Faculty Credentialing Guidelines for Teaching Undergraduate and Graduate Courses

4.3.1 Purpose and Intent

This William Jewell College policy is designed to address regulations and procedures related to faculty credentials for teaching as an instructor of record as specified in the Assumed Practices statement, Section B.2. Teaching and Learning: Quality, Resources, and Support: Faculty Roles and Qualifications, published by the Higher Learning Commission, Jewell's accrediting body. The policy provides a foundation for the execution of faculty credentialing aligned with best practices in higher education.

4.3.2. Definitions

An Instructor of Record is the individual designated in the Jewell student information system by the academic department as responsible for a credit-bearing course. Team-taught courses may have multiple instructors of record. Faculty Credentialing is the process by which an institution demonstrates that it employs competent faculty members qualified to accomplish the mission and goals of the institution. Credentialing must be evidence based and demonstrably executed.

4.3.3 Statement of Policy

All instructors of record for each credit-bearing course taught by William Jewell College must, at a minimum, meet the expectations for faculty credentialing delineated by the HLC Assumed Practices statement Section B.2.a "Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level

above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established.”

William Jewell College will require the following as evidence of faculty qualifications.

1. Instructors of record teaching courses at the undergraduate level will hold an earned doctorate or master’s degree in the teaching discipline or a master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline), except when equivalent experience is established by alternate credentials (see section 4.3.5.3).
2. Instructors of record teaching graduate and post-baccalaureate course work will hold an earned doctorate/terminal degree in the teaching discipline or a related discipline, except when equivalent experience is established by alternate credentials (see section 4.3.5.3).
3. Graduate teaching assistants who are instructors of record must hold a master’s degree in the teaching discipline or 18 graduate semester hours in the teaching discipline and will be directly supervised by a faculty member holding appropriate qualifications in the teaching discipline, will receive regular in-service training, and will receive planned and periodic evaluations. Graduate Teaching Assistants (GTA) may provide support to a qualified instructor teaching a graduate course, but the GTA may not be the instructor of record and may not assist with teaching a graduate level course that the GTA may subsequently take at some time in their degree program.

Exceptions made for individuals who do not meet the above qualifications but who are considered by the department to possess other demonstrated competencies and achievements (i.e., alternate credentials) that provide evidence to support effective teaching and student achievement must be approved in writing by the department chair and Academic Vice President and placed in the faculty member’s departmental file. Such individuals must have experience that clearly contributes to student learning outcomes and may be considered in lieu of formal academic preparation (as defined in 4.3.4). In these cases, the applicant may present evidence that documents such experience, and the institution will consider competence in field, national accreditation, professional licensure, and/or certificates, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.

4.3.4. Documentation

In all cases, every instructor of record assigned to teach a credit-bearing undergraduate and/or graduate course must submit the documentation necessary to confirm the required qualifications. Such documentation includes, but is not limited to, the following:

1. Official documentation of all post-secondary degrees held by the instructor of record.
 - a. Documentation of post-secondary education is normally an official transcript from the institution that awarded the degree or the agency that is the custodian of records.

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- b. Only in cases where an official transcript cannot be obtained, original correspondence verifying the degree awarded may be accepted from the awarding institution or custodian of records, but such correspondence must include sufficient detail to discern the degree level and teaching-related discipline.
 - c. These documents are normally provided at the time of initial employment; however, if the faculty member is assigned to teach in a different discipline, additional documentation may be required.
 - d. Further, if it is determined that official files of the faculty member do not contain documents needed to confirm a faculty member's qualifications, then the faculty member must provide such documents upon request of the Academic Vice President. In those instances where an individual does not hold a degree in the discipline taught and confirmation of qualifications is, therefore, based on an examination of the number of graduate hours completed, the individual must provide an official transcript from each institution that awarded graduate credit in the discipline for which confirmation is required. In cases where this procedure is used documentation must be sufficiently detailed to meet all regional and discipline-specific accreditation requirements.
2. In those instances where a faculty member is assigned as the instructor of record for a course or courses based on credits earned from an institution outside the United States, it will be necessary for said faculty member to submit credentials to an independent agency for evaluation. The evaluation must be completed by an evaluation service acceptable to William Jewell College. Costs, if any, associated with this service will be the responsibility of the faculty member. Information about recommended and approved independent evaluators may be obtained from the Office of the Registrar.
 3. Faculty members teaching in disciplines that require licensure and/or certifications must acquire and maintain documentation of those credentials to be placed in the personnel files kept by the Office of Human Resources.
 4. In the case of exceptions, documentation of the competencies and achievements that justify the exception based on equivalent alternate credentials must be on file.

4.3.5. Responsibilities for the Certification of Faculty Credentials

4.3.5.1 Role of Faculty Member or Applicant for a Faculty Position

Each faculty member or applicant for a faculty position is responsible for requesting official transcripts to be sent to Office of Human Resources.

1. If the applicant or faculty member is qualified to teach based on alternate credentials (see below), that individual must provide satisfactory documentation for all criteria used to meet the alternate credentialing requirements. A curriculum vitae or resume is not sufficient documentation.
2. Faculty members teaching in disciplines that require licensure and/or certifications must acquire and maintain documentation of those credentials to be placed in the personnel files kept by the Office of Human Resources. It is the responsibility of the faculty member to not only maintain proper licensure or certification, but also to provide documentation of such licensure and/or

certification in a timely manner.

4.3.5.2 Role of the Department Chair

The department chair is responsible for validating the credentials of the faculty member and verifying that the credentials are consistent with the college's regional accreditation guidelines listed in 4.3.4. The department chair will:

1. Use the Faculty Certification form to verify and validate each individual assigned as an instructor of record. The entire process must be completed by the 5th day of the semester for new faculty and faculty with different course assignments.
2. Validate the degree information shown in the education section against the official transcript.
3. List the assigned departmental courses the person is credentialed to teach, including courses that may be taught in the future. The department chair will consult the Associate Dean of the Core Curriculum and the Senior Tutor of the Oxbridge Honors Program for assigned courses in those programs and the Associate Dean and Senior Tutor will verify and validate each individual accordingly consistent with the process described in this section.
4. Indicate how the faculty member is credentialed to teach assigned courses based on one of the following:
 - a. Academic Degree(s) – in the teaching discipline
 - b. Academic Degree(s) – in a related discipline
 - c. 18 graduate semester hours in the teaching discipline or related discipline
 - d. Equivalent Alternate Credentials (EAC)
5. Complete appropriate alternate credentials templates and provide original documentation to substantiate these alternate credentials to the Office of Human Resources (outlined below).
6. Sign and date the Faculty Certification form.
7. Submit for Academic Vice President's approval.

4.3.5.3 Guidelines for Evaluating Equivalent Alternate Credentials (EAC)

Faculty who hold equivalent alternative credentials may be considered for appointment if:

1. The faculty member has outstanding professional experience and demonstrated contributions to the teaching discipline, which may be presented in lieu of formal academic preparation.
2. The faculty member has training in a closely related discipline or in an area identified by the department chair (or the Associate Dean of the Core Curriculum or the Senior Tutor of the Oxbridge Honors Program, as appropriate) as essential to teaching the course thus gaining the competencies needed to teach the course objectives.
3. The faculty member possesses documented applicable professional experience, which may include a combination of factors, such as:
 - a. Recognition in journals, online sources, or textbooks on the discipline
 - b. Certification of participation in training
 - c. Certification in field
 - d. Professional presentations

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- e. Professional registry
- f. Apprenticeships
- g. Honors and awards directly related to the discipline
- h. Letters of support from past employers, colleagues, etc. on business stationery that speak directly to work in the discipline
- i. Evidence of continuous excellence in teaching
- j. Other discipline-related documentation that demonstrates third party recognition of the applicant's expertise in the field

4.4. Faculty Appointments and Compensation

In American higher education, the common convention for faculty appointments for full-time faculty is a nine-month appointment. The standard nine-month appointment roughly coincides with when schools are in session from late summer through late spring (fall and spring semesters). Just as faculty are professionals who don't follow a standard daily clock, the nine-month appointment is not a literal nine-month period as the academic calendar varies from year to year and includes extended breaks when the school is not in session. Faculty are expected to be available and in residence from the beginning of the week that Faculty Workshop is scheduled to the end of May. For the period from the beginning of June to the week of Faculty Workshop, faculty are still considered to be employees of the College while using this time under self-direction for purposes of research, reading, teaching, preparation for class and vacation. From time to time, the President or Academic Vice President may call on faculty to assist with a project or to meet to discuss some issue but will also seek to protect this time for the faculty member's professional and personal development. Compensation is considered a yearly salary though faculty are allowed to supplement that salary with no more than one overload assignment each semester, and teaching in the summer that does not preclude other elements of professional and personal development.

4.4.1. Letters of Appointment Employment of all faculty members shall be by written letters of appointment, signed by the President of the College (or his or her designee) and the individual faculty member. Two copies are to be executed, one for the faculty member and the other to be returned to the Office of Human Resources by the date specified on the contract. Faculty appointment rights and obligations are subject to applicable provisions of federal and Missouri employment law and regulation.

4.4.2. Faculty Appointment Commitments

All forms and conditions of employment not specified in the current William Jewell College Faculty Handbook must be specified in the written letter of appointment. Oral commitments will not be considered binding. The President or his/her designee, with the recommendation of the Academic Vice President, is authorized by the Board of Trustees to make all formal, written appointments to potential and continuing faculty members. Acceptance of a faculty appointment at William Jewell College implies acceptance of College policies and procedures.

4.4.3. Faculty Appointment Termination

All faculty appointments are bilateral and cannot be rescinded, except by mutual agreement, for cause, or out of necessity. The College reserves the right to withhold up to the last month's salary of a faculty member seeking premature release from his or her faculty appointment.

4.4.4. Faculty Appointment Renewal

Acceptance of annual appointment renewal is by signature of each party to the appointment letter and by the return of a signed copy to the Office of Human Resources. The signatures imply that both the faculty member and the College agree to comply with the provisions of the current William Jewell College Faculty Handbook as well as those of the signed appointment letter.

4.4.5. Appointment Renewal Deadlines

The College will tender appointment renewals for continuing full-time, tenured, tenure-track and term (those eligible for renewal) faculty by May 1 of each year. An adjustment of compensation may be offered as an addendum by the end of November when the budget implications of the fall enrollment are more fully known. Any tenured, tenure-track or term faculty member who has not returned his or her signed appointment letter by the specified due date listed on the contract will be considered to have resigned unless they have requested an extension from the Academic Vice President.

4.4.6. Course-by-Course Appointments

Whenever possible, the teaching responsibilities of part-time and adjunct faculty will be included in a letter of appointment offered by the College. The College will strive to tender when possible course-by-course appointment letters to continuing part-time and adjunct faculty by August 1st for the fall term, and by December 15th for the spring term. Adjuncts will normally not be hired to teach more than 8 credit hours per semester.

4.4.7. Faculty Evaluation

Section 5 articulates the evaluation process for tenure-track and tenured faculty. Full-time faculty, who are on renewable, non-tenure-track appointments, and seeking renewal of a term appointment, must submit a dossier to the Academic Vice President that contains a written analysis (self-evaluation) of teaching effectiveness, and other duties, if assigned, for the current appointment term (no more than five pages), observation notes from a peer evaluator, and a letter of support from the department chair no later than Feb. 1 prior to the start of academic year. Full-time, non-tenure-track faculty are also expected to complete the annual report process described in Appendix II: Annual Faculty Progress Report (Section 5.14). Faculty on three- or five-year appointments are also expected to have an approved Plan for Professional Development on file in the Office of the Academic Vice President. Reappointments to term or visiting positions is the purview of the Academic Vice President and President.

4.4.8. Compensation

Compensation for all faculty members will be determined by the President, in consultation with the Academic Vice President. Compensation and benefits will be

specified in initial appointment letters and in addendums issued by the end of December to the annual appointment letter.

4.4.8.1 Summer School Compensation

Compensation for teaching summer school is normally in addition to the compensation provided in an annual appointment letter for full-time faculty members. For part-time or adjunct faculty, course-by-course appointments are made for the summer terms in the same manner as they are for the fall and spring semesters. The pay scale is dependent upon course enrollment and course type, i.e., undergraduate or graduate, and in special cases, academic discipline per the recommendation of the department chair and approval by the Academic Vice President.

4.4.8.2 Summer School Pay Scale

The enrollment-dependent pay scale for a typical undergraduate course offered in a summer term is as follows, irrespective of the mode of delivery:

1-2 students	\$300 per credit hour per student
3-5 students	\$750 per credit hour
6-20 students	\$1,000 per credit hour
21-25 students	\$1,000 per credit hour + \$750

Refer to § 6.8 for policies specific to online and hybrid teaching, including guidelines for providing online course development stipends.

4.4.8.3 Summer School Payment Schedule

Human Resources will verify the 4-week and 8-week class rosters on the first Friday of the term (Summer 1 or Summer 2, as appropriate), and will base compensation on that enrollment figure. Jewell will pay those that teach summer courses on a monthly basis on the last working day of each month.

Faculty teaching independent studies will only be paid after they turn in the grade for the class. Independent studies will be paid on the August payroll after grades have been confirmed by the Registrar's Office. If the faculty member turns in a grade early and wishes to be paid before August, they will be paid on the first monthly payroll that is processed after Human Resources has been notified by the professor and the grades have been confirmed by the Registrar's Office. Human Resources cannot guarantee that faculty will be paid in the same month that they submit the grade as the payroll may have already been processed for that month.

4.4.9. Appointment and Compensation Appeals

If the terms of employment offered for the coming year are not satisfactory, a faculty member may submit a written appeal to the President within two weeks of receiving the appointment letter and /or the notification of compensation adjustment. The President will review the appeal with the Academic Vice President and the department chair and inform the faculty member of the final decision.

4.5. Professional Ethics

4.5.1. Statement of Professional Ethics

William Jewell College endorses the Statement of Professional Ethics adopted by the American Association of University Professors (AAUP) and the principles set forth in the Philosophy, Mission and Values of William Jewell College. The College expects faculty members, administrators, and students to observe those standards of personal conduct that will lead to dignified, responsible relationships with one another both within and outside the classroom. The College would call special attention in that regard to the following:

1. Faculty members should be familiar with and to the best of their ability support the mission and educational philosophy of the College in their teaching, research and advising.
2. A faculty member should be fair and objective in his or her statements about the College and about the work of colleagues and students.
3. Faculty members are expected to support and follow college policies, regulations and the strategic plan. Any effort to modify, change, or delete college policy must be made through the proper channels.
4. It is the obligation of faculty members to stay current in their academic discipline and to strive to be excellent teachers and scholars.
5. Official college business should be discussed only with authorized persons, and concerns over official college business should be discussed in an honest, confidential, and collegial manner with those who can productively address the concern.
6. Confidential information or privileged communications, no matter from whom received, should be treated as such, unless the nature of the information and the common good require that it be discussed with an appropriate college official.

4.5.2. Recognition of Student Rights

While it is the responsibility of faculty to hold students accountable for the quality and integrity of their academic performance, members of the faculty are equally obligated to respect the rights and freedoms of students in their college classroom work.

Consequently, William Jewell College endorses the Joint Statement on the Rights and Freedoms of Students adopted by the American Association of University Professors (AAUP) in 1967 and reaffirmed in 1992. With specific reference to the classroom rights and freedoms of students set forth in that statement, the College expects all members of the faculty:

1. to respect the student right to free expression;

2. to establish classroom procedures that protect students "against prejudiced or capricious academic evaluation;" and
3. to guard against the improper disclosure of confidential information (see also **6.5** on Student Privacy).

In addition to the general provisions of the joint statement, the College expects that all members of the faculty will respect the right of students to plan their academic work by providing ample advance notice of all major evaluative exercises. The College also expects that faculty will provide the student with timely and accurate feedback on their academic performance. Faculty should read [the College's Charter of Students Rights and Responsibilities](#) (included in the Student Handbook) taking particular note of those rights and responsibilities related to academic freedom.

4.6 Full-Time Service & Conflict of Interests

4.6.1. Conflict of Commitment

The obligation inherent in full-time service is difficult to define since, in academic life, it means far more than a stated number of hours per week. In a context where faculty members have substantial freedom in arranging their professional lives, it implies a controlling interest, loyalty, and first responsibility to the College. Individuals who hold full-time academic appointments at Jewell are expected to devote the bulk of their professional energies and time to fulfilling the College's mission. This obligation, therefore, must remain loosely defined, depending upon principle rather than formula. Conflicts of commitment may arise when there are competing demands upon the time and energy of a faculty member as a result of outside professional activities and interests that could interfere with the faculty member's ability to meet his or her responsibilities to the College. The College expects that a faculty member's outside professional activities and interests will not interfere with his or her primary obligations to the College, which are teaching, research, scholarship, producing other creative work, or other obligations to the College. Participation in such activities must enhance the professional development of faculty members and enhance the public recognition and prestige of the Jewell.

Specific, universal standards for defining the proper balance are not feasible, however it is reasonable to assume that if full-time faculty members consistently spend more than the equivalent of one day a week during the semester on outside professional activities, such as consulting or activities requiring the exercise of significant managerial responsibilities on behalf of an outside organization, they will likely have difficulty carrying out their principal activities.

Travel to professional meetings and conferences are desirable but must not conflict with the primary duties of the faculty member at Jewell. Where more than two successive classes will be missed by faculty travel to professional meetings, faculty should coordinate their travel, before commencing the trip, with department chairs.

Faculty must seek the permission of their chair when they have the opportunity to teach at other not-for-profit or for-profit institutions or when they are presented with other opportunities that might conflict with their faculty commitment. Faculty should not enter into contracts with outside parties to develop teaching materials that would constrain teaching or scholarly responsibilities at Jewell, including specifically the use of their work in research or teaching at Jewell.

Faculty who, as part of their external professional activities, engage in education and research activities that present a potential conflict of commitment, or who enter into formal or informal contracts or other arrangements to share work produced at Jewell that could constrain their teaching and scholarly responsibilities, are expected to consult with their department chair in advance of such commitments.

Department chairs are to work with faculty to remove or manage conflicts or the appearance of conflicts. When disputes arise regarding faculty commitment, they are to be settled by the Academic Vice President, with the President being the final arbiter.

Faculty members who cannot satisfactorily discharge their obligations to the College as a result of their outside professional activities may request a part-time appointment or a leave without pay. The Academic Vice President, in consultation with the department chairperson, will determine if such a request is in the best interests of the College and should be approved.

4.6.2 Outside Professional Activities

The College believes that its educational program and effective teaching in all its aspects can flourish only when sustained by continuous, active participation of its faculty in research, enriched in many cases by interaction with industry, business, government, and other activities and institutions of our society.

This interaction, including outside consulting service to and research for government and industry, is of greatest value when it contributes significantly to the public welfare, offers an opportunity for professional challenge and growth, or otherwise enhances the effectiveness of a faculty member's service to the College.

The potential magnitude of such outside professional activity is such that orderly procedures must be followed to ensure the evolution of policy to avoid ethical and legal conflicts of interest and to ensure that such activities do not conflict with the proper discharge of College responsibilities. Essential to the effectiveness of such procedures are

1. complete reporting of outside professional activities and
2. the availability of the best advice and consultation that can be obtained

Reporting and Consultation: The department chair and individual faculty member have a responsibility to be in good communication regarding outside professional activities prior to the activities occurring. The following procedures are to be followed:

1. It is the obligation of faculty members to keep their department chair informed continually in adequate detail regarding all outside professional activities, service on external committees, and other special assignments, whether within or outside of the College.
2. It is the further obligation of faculty members to discuss with their department chair the assumption of outside professional activities that are new in scope or kind, before entering an agreement to undertake them. This is particularly true of those outside activities, such as direct and active management obligations in outside business entities, that normally conflict with the requirement that the primary loyalty of a full-time faculty member be, at all times, to the College, and that are normally incompatible with a faculty member's meeting the full range of his or her obligations to the College.
3. It is the responsibility of faculty members to document outside professional activities by completing the "Reporting of Outside Professional Activities" form and securing the signature of their department chair on that form.

Situations of unusual complexity or those incapable of satisfactory resolution between faculty members and their department chair may be referred to the Promotion and Tenure Committee either by the department chair or by the individual faculty member concerned. Consultation, however, with a department chair or the committee in no way relieves faculty members of full responsibility for their actions.

4.7. Responsibilities of Faculty Members

All Faculty members' responsibilities are understood to include full participation in the academic life of the College. This participation involves not only teaching in classes but also includes the following:

1. To keep records of student performance and grades, see § 4.7.4. Guidelines for Student Exams, Papers and Grade Books, and attendance, consistent with the attendance policy of the College, see § 6.2.2. Institution Attendance-Taking Policy.
2. To attend Faculty Meetings and to make a concerted effort to attend Faculty Forums, Commons, and Papers.
3. To meet every class promptly at the scheduled time. Faculty who arrive as much as ten minutes late cannot expect class to wait for him or her unless s/he has sent word regarding his or her tardiness.
4. To receive approval from the Department Chair or Academic Vice President to be absent from more than two successive regularly scheduled classes and make satisfactory provision for classes missed. Refer to Section 6.3 for more details about faculty absences and class cancellations.

5. To be available to students and maintain regular office hours (see 4.7.2). While recognizing the work demands of faculty, faculty are encouraged to be available to attend and/or participate in a variety of other College activities.
6. To provide opportunity for student evaluation of courses each year according to Faculty approved policy. Generally, course evaluations will take place the week or two before the end of the course. The results of the evaluations will be processed through the Office of the Academic Vice President and will be shared with both the faculty member and the Department Chair after the end of the semester.
7. To prepare for students in each class and to post to the campus intranet at the beginning of each semester a written syllabus which includes:
 - a. Instructor information (e.g., name, contact information, office location, office hours)
 - b. Department information (e.g., mission, objectives)
 - c. Goals of the course (e.g., course objectives, learning outcomes)
 - d. Nature of the course content (e.g., catalog description, prerequisites, corequisites, schedule, method of instruction/mode of delivery)
 - e. Course policies (generally understood to include the following)
 - i. policies on academic honesty consistent with Honor Code Policy
 - ii. attendance policy
 - iii. learning accommodations notice
 - iv. statement on classroom community
 - v. statement on inclusive learning environment
 - vi. statement of civil discourse
 - vii. class withdrawal policy, specifying the last date when students may drop the course, if different from the official policy in the College Catalog
 - f. Requirements of the course (as appropriate)
 - i. course texts and/or resources
 - ii. assignments and due dates
 - iii. classroom etiquette expectations (including video presence)
 - iv. policy on make-ups
 - v. participation expectations
 - vi. professional behavior expectations
 - vii. other requirements as appropriate to the course
 - g. Method of evaluation (quizzes, tests, papers, projects, etc.) and their weighting/percentage, homework, how the final grade is calculated, etc.)
 - h. An explicit reservation of the right to change the syllabus as circumstances dictate.

A syllabus template is provided via the [Faculty Governance and Resources Moodle](#) page and instructors are strongly encouraged to use it.

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8. Instructors are required to maintain a complementary presence for each course on the College's learning management system (LMS), see §4.7.5.
9. Instructors in departments requiring attendance must report through Cardinal Experience when a student is absent from a course for a two-week period (2 absences for a course meeting once a week, 4 absences for a course meeting twice a week, 6 absences for a course meeting three times a week) without communication with the instructor regarding the absence. Other faculty members who are aware of student absences are encouraged to report those absences through Cardinal Experience.
10. To offer competent and equitable academic advising.
11. To meet the appropriate professional standards as set forth in the Faculty Tenure and Promotion policy (see section 5).
12. To be familiar with College policies, especially the [Charter of Students' Rights and Responsibilities](#), [Honor Code](#), and [Student Standard of Conduct](#), as reported in the Policy Library (www.jewell.edu/policy-library). Every Faculty member has a particular responsibility to require students to meet the standards in the classroom, organization, team, club, or social group for which s/he is teacher, coach, director, sponsor, or chaperon. Infractions (i.e., alcohol, drugs, *etc.*) requiring disciplinary action should be reported to the appropriate member of the College administration, often the Dean of Students.
13. To prepare annual progress reports in accordance with the Tenure and Promotion policy (see Appendix II at the end of section 5)
14. To prepare a Professional Growth Plan according to the Tenure and Promotion policy.
15. To assess student learning consistent with the assessment plan approved for each course taught.
16. To participate in departmental assessment plan review and program review exercises.
17. To respond in a timely manner to Etrieve requests (add/drop, instructor's consent, *etc.*)

4.7.1. Teaching Load

A full-time teaching load is normally to be twelve (12) semester hours, in the fall and spring semesters, respectively, although in some cases this may be extended to sixteen (16) hours. In assignment of teaching responsibilities, the number of preparations,

number of students, nature of preparations and grading, *etc.*, are considered. The specific teaching load is determined in consultation with the appropriate department chairperson.

4.7.1.1. General Rules for Overload Contracts

It is the responsibility of the Academic Vice President in consultation with the appropriate department chair to regulate faculty loads and appropriately compensate extraordinary workloads. However, overload assignments must be formally recognized, in writing, and approved by the Academic Vice President prior to the engagement in overload assignments. For full-time faculty and full-time staff who serve as part-time faculty, overload compensation will be included in the monthly salary payment and will be subject to withholding for all relevant taxes and benefits. Full-time faculty and staff will normally not be allowed to take on more than one overload class per semester.

4.7.1.2. Summer School

Arrangements for teaching in the Summer Sessions are made in consultation with the appropriate department chair and upon the review of the Academic Vice President. Primary consideration should be given to the interests and needs of students. Full-time faculty should not accept a summer school assignment without first considering their plan for professional development. Refer to §4.4.8 for information about summer session compensation.

4.7.2. Faculty Office Hours

Each faculty member is expected to keep a regular schedule of office hours in a manner that ensures reasonable student access. These office hours may be at set times in the faculty member's office or elsewhere on campus or online using appropriate tools. The key is to provide adequate access so students may arrange a consultation with minimum difficulty. Each faculty member should also be available by appointment when necessary. Schedules and the method of conducting the office hour are to be posted outside faculty office doors and a copy submitted to the Central Services (central@william.jewell.edu) for posting on the Intranet. Historically, faculty were asked to have at least 5 office hours per week. This information should be used as a reference point for setting the number of hours each week, though it is not a hard and fast rule.

4.7.3. Academic Advising

A fundamental part of the total collegiate program at William Jewell College is the establishment of significant relationships between faculty advisors and advisees. Academic advising assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the educational institution to meet their special educational needs and aspirations. In his or her role as an advisor, the faculty member has a number of general responsibilities. In the primary advisor-advisee relationship the faculty advisor:

1. Attempts to help advisees formulate intelligent objectives and ways to fully use their capabilities through the selection of appropriate courses and an individualized pattern of extra class activities.

2. Attempts to assist advisees to recognize and resolve problems involved in their educational experience.
3. Accepts the advisees as the people they are and expects them to assume the degree of responsibility of which they are capable at their states of development.
4. Serves as faculty mentor to advisees by showing a personal interest in them and their adjustment to college.
5. Explains academic regulations and their relationship to the advisee's program.
6. Helps the advisees plan within the limits set by the college, the maximum (and minimum) semester hours they should carry.
7. Attempts to help advisees interpret responsibly the objectives and regulations of the college, to take a positive attitude toward them, and to understand and think through their choices with respect to them.

Additional information on advising is available from the Office of Academic Advising and can be found on Jewell Central (<https://central.jewell.edu>) and on the Academic Advising Brightspace page.

4.7.4. Guidelines for Student Exams, Papers and Grade Books

Under FERPA, exams, papers and grade books are educational records and should be maintained in a secure location. The American Association of Collegiate Registrars and Admission Officers (AACRAO)* recommends the following retention schedule:

Exams/graded course work: one (1) year after course completion (if the work is not returned to the student)

Faculty member's grade books: five (5) years after course completion

This recommendation was adopted by William Jewell College and is the expected practice by faculty members.

For courses stored in Brightspace: Instructors' materials remain in their Brightspace courses for three (3) years after the last day of the semester; however, all student information in Brightspace becomes unavailable 60 days after the last day of the semester. To retain important information including student submissions and grade book entries, instructors must download the material.

Faculty members who leave the College are responsible for leaving William Jewell College student records with the appropriate department/program chair or associate dean, in the case of CTI.

Any document containing personally identifiable information must be disposed of properly through some means of confidential disposal. For information on confidential disposal, please contact the Registrar's Office.

**AACRAO's Retention of Records: Guide for Retention and Disposal of Student Records. Washington D.C.: American Association of Collegiate Registrars and Admissions Officers, 2010.*

4.7.5. Course Management Systems and Electronic Devices

All Jewell courses, no matter the number of credit hours or the mode of delivery, **are required** to have a complementary presence on the College's learning management system (LMS), which is Brightspace. Therefore, all instructors using electronic and information technology (EIT) in course instruction have responsibility for ensuring that EIT is accessible to individuals with disabilities. This includes electronic content in course management systems and other electronic information such as pdfs, video content, and PowerPoint presentations. Faculty should contact the Director of Teaching and Learning Technologies, who serves as the EIT Accessibility Coordinator, with questions about electronic documents, devices or course management systems.

Individuals experiencing accessibility barriers related to individual courses, either through online learning or course management systems, should contact the instructor and the EIT Accessibility Coordinator.

4.7.6. Convocations

All full-time faculty members are expected to participate in formal academic convocations at the following times. These include, but are not limited to, the following:

- Opening Convocation
- Achievement Day Convocation
- Commencement

A complete statement regarding Convocation attendance for faculty and staff can be found in the Employee Handbook.

4.8. Statement on the Declaration of Financial Exigency

The Board of Trustees may declare a state of financial exigency when an imminent financial crisis threatens the survival of the institution as a whole and that cannot be alleviated by less drastic means.¹ Here the perceived threat to institutional life is sufficiently strong so as to justify the restructuring of academic programs and the termination of tenured personnel who otherwise would be retained. While specific parameters cannot be determined in advance, there is the assumption that decisions pursuant to a declaration of financial exigency will be wise and just in light of circumstances that prevail at the time of declaration.

¹ AAUP definition of financial exigency in Regulation 4c, 1976 AAUP Retrenchment Policy, *Recommended Institutional Regulations*.

Prior to such a declaration, the College will scrutinize all of its academic and support programs, reducing or eliminating those which are of marginal quality or which have least impact on the overall quality of the College's educational program. Normally, reduction of Faculty or staff positions will be accomplished through retirement and resignation. Decisions likely to result in further reductions will be made by the President with the participation of committees' representative of Faculty concern, as appropriate.

(Approved by Trustees of William Jewell College May 20, 1983; revised and approved on May 15, 2020.)

4.9 Statement on the Declaration of Financial Hardship

The Board of Trustees may declare a state of financial hardship in cases where conditions exist which threaten the financial stability of the College (presently, or in the upcoming three years) but do not rise to the level of crisis required to declare a Financial Exigency. Such conditions include, but are not limited to, (1) conditions that may place the College in a position of not being able to meet financial standards mandated by the U.S. Department of Education or the College's regional accreditor, (2) conditions in which the College experiences (or is reasonably predicted to experience) a more-than-minimal operational budget shortfall for two or more consecutive years, or (3) times when restructuring or discontinuing a program or department is determined necessary because of ongoing declining enrollments or excessive financial drain caused by the program/department. In cases of financial hardship, the Board will collaborate with faculty representatives to determine appropriate steps to address the financial hardship outside of the College's standard program review and assessment processes.

In cases of financial hardship, it is anticipated that decisions regarding academic programs and employment of long-serving faculty members will be made by the Board, to the extent reasonably practicable, (1) in collaboration with administration and faculty and (2) provide notice to impacted students and faculty members in a manner that will allow them to plan for future academic and employment decisions. While circumstances at hand will dictate the chosen course of action, where appropriate, faculty members with tenure and seniority will be given preference and the College will make a good-faith attempt to place an affected tenured faculty member in another suitable position within the College where a need exists and for which the faculty member is qualified.

(Approved by Trustees of William Jewell College May 15, 2020.)

4.10. Faculty Retirement Benefits

Faculty members are eligible for retirement benefits at age fifty-five (55). Benefits are based on years of service with the College. Medical and life insurance benefits may be available for Faculty members who have worked full time at the College for a minimum of ten (10) years and their eligible family members. The cost of this insurance benefit is based on years of service with the College. Eligibility determinations and availability of benefits are controlled by the benefit plan documents of the College. For further information on general retirement benefits, please see the Employee Handbook.

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4.10.1. Voluntary Retirement Program

Upon reaching age fifty-five (55), tenured Faculty members are eligible to participate in the College's voluntary retirement program. Participating Faculty members agree to retire from the College on a specified date in exchange for additional retirement plan contributions and a lump sum payment upon retirement. Eligible Faculty members may elect to participate in the program at any time, but no Faculty member may participate in the program for more than 120 months, and the Faculty member's agreed upon retirement date must occur on or before the last day of the academic year in which the Faculty member turns age sixty-seven (67). The academic year is defined to be from August 1 to July 31. See the Office of Human Resources for further details.

5.0. FACULTY TENURE AND PROMOTION POLICY

5.0.1. William Jewell Faculty and College Mission

William Jewell College seeks to attract and retain a distinctive and outstanding faculty that serves the mission of the College by its expertise in their disciplines and in liberal education and in their commitment to undergraduate and graduate education, as applicable. There are no sectarian or doctrinal requirements for tenure nor sectarian limits on what can be expressed or taught. It is fundamental to the identity of the College that its faculty include persons who take seriously questions about the relation of critical thinking to learning and who consider their work and the work of the College in light of such questions. The evaluation of faculty members takes place in the context of the goals of the College as a liberal arts college.

The College values effective undergraduate teaching and learning and upholds this value in evaluating faculty members. The College believes effective teaching is inseparable from scholarly and creative effort, and it expects that members will ground their teaching in research, scholarship, and creative activity. Faculty members must meet expectations for effective teaching, scholarly achievement, and service to be considered for tenure or promotion in rank.

5.0.2. History and Process

A task force on Tenure and Faculty Development was appointed by the President on June 19, 1975, charged with shaping a revised tenure policy for the President's consideration and recommendation to the Tenure Committee of the Board of Trustees. That report went to the Trustee Committee on Tenure on September 25, 1975, and became the subject of subsequent discussions among members of the College administration, the Trustee Committee on Tenure, and the Faculty Task Force. Faculty Forums were held on the topic of tenure, and many informal discussions assisted these tenure committees in their deliberations. Out of this cooperative effort came a revision and final recommendation, which was approved by the full Board of Trustees on May 20, 1976. The policy was revised, in accordance with its own provisions for three-year reviews, in 1979-80, in 1983-84, in 1986-87, in 1989-90, in 1991-92, in 1993-94, in 1995-96, in 1999-2000, in 2003-04, in 2007-08, in 2010-11, in 2014-15, in 2017-18, and in 2018-19 (the present edition having been approved by the Board in May 2021), to become effective the 2021-22 academic year. (Note: In 2015-16, the Faculty Development Committee, responsible for evaluating faculty colleagues against the tenure and promotion policy and making recommendations to the administration, was renamed the Promotion and Tenure Committee.)

5.1. Definition and Purpose of Tenure

5.1.1. Definition of Tenure

It is recognized by the Board of Trustees, the College Administration, and the Faculty that tenure is a continuous appointment without stated term that is conferred on a faculty member after review. The purpose of academic tenure is to engender freedom of

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teaching, research, performance, and exhibition. Such freedom is consistent with the goals of liberal education and the stated mission of the College. This relationship also provides a sufficient degree of professional security to attract and retain qualified persons to the Faculty of the College. Finally, this relationship offers faculty members the assurance that employment shall not be terminated except for adequate cause as described in Sections 5.8.6, 5.9, and 5.10 of this Tenure and Promotion Policy. Faculty members with tenure recognize that tenure conveys both privileges and responsibilities. They will regard themselves as a part of the group of faculty members who, because of the continuing relationship to the College, which their tenure secures, share responsibility for the total life and program of the institution.

5.1.2. Purpose of Tenure

1. To ensure that the institution appoints and retains competent and effective faculty members.
2. To ensure to the faculty the protection of academic freedom, as defined by the [Association of American Colleges and Universities](#), the [American Council on Education](#), the [American Association of University Professors](#), and other educational organizations, and as amended herein by William Jewell College.
 - a. Faculty are entitled to full freedom in research and in the publication of the results.
 - b. Faculty are entitled to freedom in the classroom in the selection and discussion of subject matter, the introduction of evidence, illustrations, and examples, and the evaluation of competing points of view relevant to the subject matter under consideration.
 - c. The individual's academic freedom shall be consonant with the Mission of the College and the College's stated learning goals for students:

The College Mission:

We educate our community to ask reflective questions, apply critical thought, and act with purpose.

The College's Learning Goals:

Common Competencies:

- Critical Thinking
- Creative Thinking
- Analytical Inquiry
- Communication Fluency

Disciplinary Knowledge: knowledge, skills, and habits in the majors

Responsible Citizenship:

- Ethical Reasoning
- Diversity & Inclusion
- Global Learning
- Spiritual Exploration

- d. College or university faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they shall be free from institutional censorship or discipline. Members of the College shall not represent themselves as speaking for the College unless they are so authorized by the College. Members of the College who falsely represent themselves in public pronouncements as speaking for the College may be subject to disciplinary action.
3. To ensure that the Faculty possess clear criteria of assessment and review as such pertain to tenure, promotion, and periodic review and to ensure that a faculty member can be disciplined or dismissed only for due cause and following due process.

5.2. Authority for the Assignment or Termination of Tenure

- A. **Tenure is awarded** by the Board of Trustees upon advice of its Academic Affairs and Student Life Committee, acting on the recommendation of the Academic Vice President and the President. This recommendation shall typically originate from the Promotion and Tenure Committee (see § 5.6.).
- B. **Tenure is terminated** by the Board of Trustees upon advice of its Academic Affairs and Student Life Committee, acting on the recommendation of the Academic Vice President and the President. This recommendation shall originate either from the Academic Vice President or the President, in accordance with policies outlined in Sections 5.8.6., 5.9., and 5.10.

5.3. The Promotion and Tenure Committee

The purpose of the Promotion and Tenure Committee shall be to evaluate faculty colleagues, assessing their fitness for tenure or promotion, and to make a recommendation to the Academic Vice President for or against tenure or promotion. The Committee shall also periodically review tenured professors, in accordance with policies stated herein. The Committee shall communicate its findings to the faculty member, offering a rationale for its findings. Where appropriate, the Committee shall offer constructive feedback to faculty colleagues to assist them in future reviews so that they might put forth a good case for an affirmative review.

- A. The six-faculty member Promotion and Tenure Committee shall consist of at least four (4) tenured and a maximum of two (2) tenure-track faculty members (not tenured at the time of their election) as voting members of the Committee.
- B. The faculty members of the Committee shall be elected by the Faculty by ballot for a term of three years. The ideal make-up of the Committee is four tenured and two tenure-track faculty members; efforts should be made to elect

new members of the Committee such that this ratio is maintained. (If no tenure-track faculty agree to be nominated then tenured faculty will be elected.) The election shall be held in the same manner as that prescribed for the election of the Faculty Council. Said election shall therefore be governed by Article IV, Sections 1-6 of the Faculty Council Charter, except insofar as they are inconsistent with the provisions of this section of the Tenure Policy.

- C. The Committee elects its own Chair and other officers deemed necessary to carry out its business.
- D. The Committee shall make its decisions and recommendations and, when necessary, offer constructive feedback to faculty colleagues based upon the criteria for rank (§ 5.5.4), tenure (§ 5.6.2.), and evaluative criteria (§ 5.4.), and the guidelines for examination procedures outlined in Sections 5.7., 5.8., 5.9., and 5.10.
- E. Decisions shall be reached by secret ballot with a majority of four or more votes.
- F. Committee members shall disqualify themselves from voting when they are the subjects of the Committee's decision.
- G. A faculty member being evaluated by the Committee is entitled to one peremptory challenge to disqualify a regular member from participating in the review.
- H. Any faculty member may consult with the Committee about procedures and requirements for Tenure, Promotion, or Periodic Professional Review. In addition, any faculty member may request to make an oral case to supplement (not replace) her or his written case for Tenure, Promotion, or Periodic Professional Review. Such a request shall be made in writing, accompanying the faculty member's Review Dossier. The Committee shall notify the faculty member of the scheduled date for the review at least two weeks prior to the review. The Committee is not obliged to adjust its review schedule or regular meeting time to accommodate the teaching or professional schedule of the faculty member requesting the oral hearing before the Committee.
- I. The Committee has the right to determine for itself proper and efficient procedures for the evaluation of faculty colleagues, so long as such procedures do not violate the policies mandated herein. The Committee shall report to the Faculty the details of its procedures.
- J. The Promotion and Tenure Committee shall maintain strict confidence in matters regarding the review of faculty. Communication with the faculty member under review regarding the deliberations of the Promotion and Tenure Committee shall be made solely by the Chair of the Promotion and Tenure Committee based on recommendations from the entire Promotion and Tenure Committee.

5.4. Criteria and Evidence for Evaluation of Faculty

Faculty members contribute to the realization of the College Mission through their Teaching, Scholarship, and Service. It is appropriate for faculty members to receive guidance on how they should weight these three criteria of evaluation. Faculty members who excel in original research and service to the College, but who prove to be ineffective in the classroom, will likely be unable to demonstrate that they contribute sufficiently to the College Mission to warrant tenure or promotion. At the same time, the satisfactory fulfillment of the Teaching criterion, to the neglect of Scholarship and Service, is not sufficient to earn tenure or promotion.

Faculty members who wish to earn promotion and who are seeking guidance in the weighting of the criteria should consult the stated criteria for the professional status that they are pursuing (tenure [§ 5.6.2.] or promotion to Associate Professor [§ 5.5.4.] or Professor [§ 5.5.4.] or periodic professional review [§ 5.8.2.]) and then work, in consultation with their Department Chair and the Academic Vice President, to construct a Plan of Professional Development (§ 5.7.2.) that demonstrates an appropriate balance among each of the three criteria of evaluation. This plan will take into account demands on the faculty member with regard to Teaching (new courses versus repeated courses, for example) and Service. It will also set goals for Scholarship that accord with those outlined in the Departmental Statements of Scholarship and Rank or the Common Statement on Scholarship and Rank (refer to § 5.7.4. to determine which statement applies).

5.4.1. Teaching

Criteria

Faculty members are to contribute to providing students an outstanding liberal arts education as defined by the College Mission Statement (§ 5.0.1.) by providing effective instruction. Criteria for the evaluation of teaching are:

1. The faculty member constructs and offers courses with stated learning outcomes or objectives. These stated outcomes are to be tied to the learning goals of the program that the course serves.
2. The faculty member employs assignments, examinations, etc. that assess stated student learning objectives or outcomes.
3. The faculty member presents content that is current and relevant to the subject matter of the course, including content relevant to Core Curriculum courses, tutorials, guided research, mentoring, honors projects and other types of activity that contribute to student learning.
4. The faculty member utilizes instructional methods that engage the students in learning and help the students to achieve stated course objectives.

Evidence

1. Faculty are to select *two* courses that they believe represent their finest work. For these two courses faculty shall submit the following evidence:
 - a. The most recent syllabus from each of the courses.
 - b. Sample assessment instruments (assignments, examinations, etc.) employed in the two courses.
 - c. A written analysis (narrative self-assessment) that demonstrates that the faculty member satisfies the four specific criteria listed above. To be most helpful in the evaluation of the faculty member's teaching, this analysis should include the following information:
 - i. The process by which the faculty member selected specific learning outcomes or objectives.
 - ii. The process by which the faculty member constructed or adapted the course (research and study to ensure the relevancy and currency of the subject matter, topics, order of presentation, types of assignments, etc.).
 - iii. The process and criteria by which the faculty member assesses student work in order to determine that students have learned the stated objectives. Faculty should be able to show how sample assessment instruments measure student achievement of specific course learning objectives.
 - iv. A description of instructional methods and the rationale for such, including how ongoing evaluation of student performance might have modified instructional methods.

Faculty members seeking tenure or promotion, professional achievements that require demonstration of teaching quality appropriate to these professional levels, will need to construct their most compelling case that their quality of teaching attains to the standards required for tenure (§5.6.2.) or the rank (§ 5.5.4.) sought. Faculty members seeking periodic professional review need to speak to the quality of their teaching in the narrative portion of the dossier offering evidence and reflective discussion consistent with the level of satisfactory review (§ 5.8.6.) sought.

2. Student evaluations of all courses for the review period (the faculty wide approved student evaluations and other evaluative instruments employed by the faculty member's department as part of the department's own plan of faculty and program assessment). Faculty members shall offer a critical analysis of the data, addressing how this feedback contributes to their on-going assessment and improvement of teaching.
3. Written observation/evaluation of the faculty member's teaching from the Academic Vice President of the College and the departmental chair. If the faculty member teaches in the Core Curriculum an area coordinator or the

Associate Dean for the Core Curriculum shall offer a written observation/evaluation of the faculty member's teaching. If the faculty member teaches in Oxbridge then the major coordinator or the Senior Tutor shall offer a written evaluation of the faculty member's teaching. These courses need not be the same as those selected for number one.

4. An appropriate portion of the department chair's letter evaluating the faculty member's teaching based on review of the IDEA course evaluation survey results; personal observation; and contribution to department and other curricular needs.

Evaluation of the Evidence

The Promotion and Tenure Committee shall ask the following questions in order to evaluate the submitted evidence:

1. Do the materials submitted for the selected sample courses and the narrative self-assessment make a compelling case that the faculty member achieves the stated criteria for teaching? Specifically:
 - a. Do the course syllabi specify learning goals and outcomes or objectives that are tied to program learning goals?
 - b. Do the sample instruments of assessment seek to measure student achievement of stated goals and outcomes?
 - c. Do samples of student performance demonstrate student learning?
 - d. Does the faculty member provide constructive feedback to students?
 - e. Does the faculty member present good evidence that she or he is current in the subject matter of the courses being taught?
 - f. Do the courses employ methods of instruction that enhance student learning?
2. Do student evaluations document that students perceive that they are achieving the stated learning goals and objectives?
3. Does the critical analysis of student input demonstrate that the faculty member assesses and works to improve her or his teaching?
4. Do written observation/evaluations from the Academic Vice President and colleagues affirm that teaching activities are consistent with and contribute toward the achievement of the stated criteria?
5. If seeking tenure or promotion does the cumulative evidence warrant the conclusion that the faculty member meets the qualitative criteria of teaching for the professional status sought?

5.4.2. Scholarship

Criteria

The College gives primary emphasis to providing its students an outstanding liberal arts education. It holds that high-quality teaching is inseparable from scholarly and creative effort, and it expects that members of its faculty will ground their teaching in research, original scholarship, and creative activity. Therefore, the College expects its faculty members to pursue rigorous intellectual challenges that spur professional growth in *both* one's discipline or profession *and* the classroom. A faculty member's scholarly achievements ultimately contribute to the advancement of one's discipline or profession in the venues of one's professional associations, other scholarly forums, and the wider public arena. One's discipline or profession is defined as one's primary area of expertise, as well as complementary disciplines that are relevant to one's work at the College. Faculty scholarship is comprised of scholarly achievement, scholarly service to one's discipline, and scholarly activity. Faculty are expected to engage in scholarly pursuits, constructing from these stated areas of scholarship a balanced professional life, in accordance with the faculty member's Plan for Professional Development (see § 5.7.2.) and Departmental Statements of Scholarship and Rank or the Common Statement on Scholarship and Rank (refer to § 5.7.4 to determine which statement applies).

- Scholarly achievement refers to the quantifiable products of scholarly activities that are judged and accepted or positively recognized by a peer review process. Peer review means the evaluation of scientific, academic, or professional work by others working in the same field. Non-standard cases may be addressed by the candidate and the department chair in the candidate's dossier. Typical products include monographs, books of other genres related to one's discipline, articles, creative writing, book chapters, conference papers and presentations, major articles that review the literature and scholarship of one's peers, and successful grants or fellowships, etc. In the case of artistic activities typical products include published and/or performed compositions, public performance or production before an informed and discerning audience, and gallery exhibition. The quantifiable products of student research and artistic activity that have passed through appropriate processes of external review and that faculty members have co-authored may be considered a shared scholarly achievement by the faculty member.
- Scholarly service refers to quantifiable products through which one serves one's discipline or profession, such as brief book reviews and review articles; reviewing manuscripts and articles for publishing houses, academic journals, academic conferences, etc.; or serving as a juror for artistic performances and exhibitions. The sharing of one's expertise in public forums, lectures, or publications outside venues appropriate for scholarly achievement constitutes scholarly service to the wider public. Service as an officer or board member in one's professional associations or the equivalent constitutes scholarly service.

- Scholarly activity, much of which is essential for and preparatory to scholarly achievement, refers to continuing study and research, practice, the production of drafts of papers or lectures, attendance at professional conferences, grant or fellowship proposals, etc. Such activity assists the faculty member in remaining current in her or his discipline, creating new courses, both within one's primary discipline and interdisciplinary courses, and revising existing courses, all of which demonstrates the faculty member's contribution to the College's mission of providing its students an outstanding liberal arts education.

Evidence

The College will evaluate faculty members on their scholarly achievement, service, and activity. *Departmental Statements on Scholarship and Rank or the Common Statement on Scholarship and Rank* (see § 5.7.4.) shall provide the faculty member and the Committee guidance on what specifically constitutes fitting achievement, service, and activity, given one's particular discipline. These Statements shall also provide specific guidance with respect to expectations of Scholarship for the earning of tenure and promotion, in accordance with the stated criteria of Sections 5.5.4. and 5.6.2. The faculty member shall submit a statement or description of current scholarly activities and a record of achievements and service, as appropriate. In addition to this statement and record, the faculty member may provide a narrative that explains the merit of particular items when the faculty member believes that this might be helpful to the Committee. Faculty members may also provide letters from professional colleagues to affirm the merit of their scholarly work. In the event of jointly authored work, the faculty member is to explain his or her contribution. An appropriate portion of the department chair's letter should address the merits and development of the faculty member's scholarship, keeping in mind the requirement of the *Departmental Statement on Scholarship and Rank* or the *Common Statement on Scholarship and Rank*, whichever applies at the time of the review.

Evaluation of the Evidence

For review the Promotion and Tenure Committee shall ask the following questions in order to evaluate the submitted evidence:

1. Does the faculty member provide evidence that she or he remains current in the discipline?
2. Has the faculty member presented evidence of achievement, service, and activity that conforms to the *Departmental Statement of Scholarship and Rank* or the *Common Statement of Scholarship and Rank*, as appropriate?
3. If seeking tenure or promotion, do the described activities and documented, quantifiable achievements and service meet the stated criteria for the professional status sought?

5.4.3. Service to College and Community

Criteria

Faculty members show their support of the College Mission in part through service to the College and community. Though difficult to measure and quantify, such service should be undergirded by and expressive of a spirit of mutual respect and collegiality toward all members of the College community. Service to the College includes (1) contributing to student development through such activities as academic advising and sponsoring or supporting co-curricular activities and student groups and (2) contributing to the on-going work of the College through college-wide committees, departmental committees and assignments, student recruitment, curriculum modification and development, and administrative tasks assigned to the faculty member. Faculty seeking promotion to Professor should also demonstrate leadership at various levels of College life (departmental and college-wide). Service to the larger community, as evidenced in the faculty member's participation in civic, political, cultural, religious, philanthropic and other similar activities, though not required of College faculty, is encouraged and valued and is recognized in the evaluation process. Faculty who elect not to include service to the larger community in their Dossier need not submit under Evidence below information prescribed for service to the *community*.

Evidence

1. Narrative self-assessment. The faculty members shall construct a self-assessment that demonstrates that they satisfy the specific criteria listed above. In this self-assessment the faculty members should reflect on what they have done that most *effectively* serves the college and community. It is not necessary to include an exhaustive list of all activities in order to provide a profile of one's service.
2. Student advising evaluations. Faculty members should include a narrative reflection that addresses their advisory effectiveness.
3. Evaluation from the department chair. This evaluation should discuss the faculty member's contribution to student development, the College, and the larger community
4. Documentation, which may include letters, that clearly demonstrates the nature and magnitude of the contributions made by the faculty member to the students, College, and larger community.

Evaluation of the Evidence

1. Is there sufficient documentation to evaluate the faculty member's service to the College and community?

2. Does the narrative self-assessment make a compelling case with supporting evidence that the faculty member achieves the stated criteria for service to the College and community?
 - a. Does the faculty member clearly address the importance of his or her service to the College and community?
 - b. Is the faculty member's self-assessment consistent with the other supporting documentation provided?
3. Do the advising evaluations and the self-assessment clearly affirm that the faculty member is an effective advisor?
4. Do written evaluations of the department chair affirm that the faculty member makes significant contributions to student development, the College, and community?
5. If seeking tenure or promotion, does the service documented meet the stated criteria for the professional status sought?

5.5. Faculty Appointment and Promotion and Ranks

5.5.1. Process. Appointment to the Faculty and promotion of faculty members shall be by the Board of Trustees, acting on the recommendation of the President.

1. The recommendation of the President for faculty appointment or promotion shall be made upon advice of the Academic Vice President and the Chair of the department. The Academic Vice President, prior to making her or his recommendation for the promotion of a faculty member, shall have received and seriously considered a formal recommendation from the Promotion and Tenure Committee, such recommendation based on a review of the faculty member's Review Dossier and other relevant information (see § 5.8.2.).
2. Save for very rare exceptions, a faculty member shall hold an Instructorship for a full three-year period and an Assistant or Associate Professorship for a full five-year period before being eligible to apply for promotion to the next academic rank. Faculty who earn the appropriate terminal degree while an Instructor are not required to serve as an Instructor for this stated three-year period. Rather, the faculty member may submit a letter of request to the Academic Vice President seeking promotion to the rank of Assistant Professor in the subsequent academic year along with evidence to support completion of the terminal degree. The Academic Vice President will consult the faculty member's department chair and the Chair of the Promotion and Tenure Committee regarding the request. A written response will be provided within 15 days of receiving the request. Should the Academic Vice President deny the request, there is no appeal. Consideration for promotion beyond Assistant

Professor before these periods are completed shall be a result of unusual and exceptional circumstances and merit, the latter demonstrated in fulfillment of the criteria of evaluation: Teaching, Scholarship, and Service (§ 5.4.). Faculty seeking accelerated consideration for promotion beyond Assistant Professor must have the approval of the Departmental Chair and Academic Vice President (or Academic Vice President alone, in the case of Chairs). Should either the Chair or the Academic Vice President deny such a request, there is no appeal.

3. A faculty member shall have at least one year of full-time service at William Jewell College before consideration toward promotion.
4. Annually, not later than September 1, persons who satisfy credentialing and service requirement and who wish to be considered for promotion must apply formally to the Office of the Academic Vice President. The Promotion and Tenure Committee shall review the persons being considered for promotion in terms of the "Criteria and Evidence for the Evaluation of Faculty" (§ 5.4.) and "Criteria for Academic Rank" (§ 5.5.4.). The Committee shall make its recommendations to the Academic Vice President on or about January 15 of each year. The Chair of the Committee shall inform in writing the faculty member of the Committee's recommendation as soon as possible thereafter. The letter shall be reviewed by the whole of the Committee and shall represent the view of the whole of the Committee, though not necessarily each individual member. The Academic Vice President is not obliged to accept the recommendation of the Committee and, should the Academic Vice President reject the recommendation of the Committee, the Academic Vice President shall inform the Committee and the faculty member of that decision as soon as possible. Decisions of the Board of Trustees shall be communicated to the faculty members immediately following the winter meeting of the Board.

5.5.2. Part-time and Visiting Appointments shall include the following:

1. Persons appointed on a year-to-year basis to teach less than a full load where a full-time position does not exist within a department.
2. Persons appointed to fill a position temporarily vacated by a faculty member on leave of absence or sabbatical leave, or a position to be filled on a year-to-year basis.
3. Part-time and visiting faculty members are normally not reviewed by the Promotion and Tenure Committee; however, part-time and visiting faculty members are required to participate in the student evaluation of their courses and any other programs of course or faculty assessment and evaluation practiced by the appointee's department.

5.5.3. Guidelines for Review of Shared Appointments

1. The two individuals shall be considered separately for promotions in rank, based upon the seniority expectations and other criteria as stipulated in the *Faculty Handbook*.
2. For other reviews, individuals who share an appointment shall be regarded as a unit, considering their total contribution to the college as measured by the expectations and criteria stipulated in the *Faculty Handbook*. This would apply to the tenure review, and to the regularly scheduled pre-tenure and post-tenure reviews.

5.5.4. Criteria for Academic Rank

The College expects the career of a faculty member at William Jewell College to evidence a trajectory of growth in the areas of Teaching, Scholarship, and Service. Such growth reflects a sustained, ongoing engagement with one's field and mastery of one's discipline. It is generally expected that those appointed to tenure-track faculty of William Jewell College shall hold the earned doctorate or specified terminal degree in their field or discipline. In many disciplines the terminal degree or its equivalent is well defined within the academic community. In some cases the College acknowledges that new degree programs and changes within the discipline suggest that the definition of terminal degree will have to be looked at on a case-by-case basis until the discipline itself defines more clearly the acceptable terminal degrees.

1. *Lecturer*. Appointees to the rank of Lecturer shall hold credentials consistent with the responsibilities assigned to the position. The appointment may be renewed on a year-to-year basis as a non-tenure-track appointment.
2. *Instructor*. Appointees to the rank of Instructor shall hold a master's degree or the equivalent preparation in the discipline and give indication of potential as a college instructor, consistent with the purposes of William Jewell College.
3. *Assistant Professor*. Appointees to the rank of Assistant Professor shall have an earned doctorate or specified terminal degree in the appropriate discipline from a recognized, regionally accredited institution. In certain fields (e.g., nursing), the Master's degree plus current educational or professional credentials will be accepted under conditions mutually agreed upon by the Academic Vice President and the department chair. In such cases these conditions will be specified in the faculty member's initial contract. Appointees must also show promise of meeting the criteria for tenure and promotion. For non-tenure track full-time faculty on

term appointments, who do not meet the credentialing requirements of the previous sentences but who hold a master's degree in the appropriate discipline, have at least three years full-time teaching experience at a recognized, regionally accredited institution at the rank equivalent to Instructor (as described above), and have demonstrated teaching effectiveness and contributions to their field and the College community consistent with the rank, the faculty member may be appointed to the rank of Assistant Professor upon the recommendation of the department chair in consultation with the Chair of the Promotion and Tenure Committee and Academic Vice President.

4. *Associate Professor.* Appointees to the rank of Associate Professor shall hold the earned doctorate or specified terminal degree from a recognized, regionally accredited institution. In certain fields (e.g., nursing), the Master's degree plus current educational or professional credentials will be accepted under conditions mutually agreed upon by the Academic Vice President and the department chair. In such cases these conditions will be specified in the faculty member's initial contract. Appointees to this rank shall normally have had five years of successful full-time teaching experience at the rank of Assistant Professor in a recognized, regionally accredited institution. Should a faculty member take an approved leave of absence prior to promotion, such period of absence shall not count toward the faculty member's years of service. In addition to these essential credentialing requirements, appointees to this rank shall also 1) have met the criteria for Teaching effectiveness and show promise to attain excellence. This stated level of effectiveness is demonstrated when the Committee, based on evidence submitted, can answer affirmatively, with minimal qualifications and only a few areas that require significant growth and improvement, each of the evaluative questions of Section 5.4.1., "Evaluation of the Evidence." 2) Faculty members shall have demonstrated a pattern of Scholarship, which must include some evidence of scholarly achievement appropriate for this rank, as delineated by the faculty member's *Departmental Statement on Scholarship and Rank* or *Common Statement on Scholarship and Rank, as appropriate*. 3) They shall have demonstrated an emerging pattern of Service, which must include service to the College. 4) To be included in one's narrative is an affirmation of one's support for the College Mission, including reflection on how the faculty member believes she or he contributes to the realization of this Mission.
5. *Professor.* Appointees to the rank of Professor shall hold the earned doctorate or specified terminal degree from a recognized, regionally accredited institution and shall normally have completed a minimum of ten years of successful full-time teaching in a recog-

nized, regionally accredited institution, with a minimum of five years at the rank of Associate Professor. Should a faculty member take an approved leave of absence prior to promotion, such period of absence shall not count toward the faculty member's years of service. In addition to these essential credentialing requirements, the College views the rank of Professor as a high professional honor and is earned by faculty members who have clearly and unambiguously demonstrated a high level of achievement in all areas of evaluation established by the College. Accordingly, appointees to this rank shall 1) have met the criteria for Teaching effectiveness that attains excellence. Excellence is demonstrated when the Committee can, based on the evidence submitted, answer affirmatively, without reservation or qualification and with no areas that require significant growth and improvement, each of the evaluative questions of Section 5.4.1., "Evaluation of the Evidence." Unqualified affirmative responses to the evaluative questions do not imply that professors who have demonstrated excellence in teaching cannot continue to grow and improve as teachers. 2) They shall have demonstrated an established record of Scholarship, which must include substantial evidence of achievement appropriate for this rank, as delineated by the faculty member's *Departmental Statement on Scholarship and Rank or Common Statement on Scholarship and Rank, as appropriate*. 3) They shall have demonstrated an established record of Service, which must include service to and leadership within the College. 4) To be included in one's narrative is an affirmation of one's support for the College Mission, including reflection on how the faculty member believes she or he contributes to the realization of this Mission.

5.6 Conditions for the Earning of Tenure

5.6.1 Eligibility

1. The faculty member must hold full-time appointment in the College.
2. It is expected that faculty shall hold the earned doctorate or specified terminal degree from a recognized, regionally accredited institution. In certain fields (e.g., nursing), the Master's degree plus current educational or professional credentials will be accepted under conditions mutually agreed upon by the Academic Vice President and the department chair. In such cases these conditions will be specified in the faculty member's initial contract. With the exception of faculty members who satisfy the criteria of 5.6.1. 5 and 6 (immediately below), tenure-track faculty members who have completed five years of service must apply for tenure in their sixth year of service. Should a faculty member take an approved leave of absence prior to receipt of

tenure, such period of absence shall not count toward the faculty member's years of service. Faculty initially appointed as full-time, non-tenure track faculty and who are subsequently appointed as tenure-track faculty may, upon written declaration, apply previous years of service toward consideration for tenure.

3. Faculty members must hold the rank of Assistant Professor or above at the time of applying for tenure.
4. In certain special instances where the duties of a staff member are not primarily in teaching (e.g., certain coaching assignments, library assignments, student personnel assignments) but where faculty status is awarded, the individual concerned may not be placed in a tenure-track position. This circumstance will be clarified at the time of appointment.
5. Tenure-track faculty who meet the credentialing and length-of-service requirements to apply for Associate Professor or Professor may elect to apply for tenure at the time that they apply for promotion, with the exception being those faculty who desire accelerated consideration based on the conditions outlined in no. 6 immediately below. Faculty who meet the requirements for promotion and who are so recommended by the Committee shall be simultaneously recommended for tenure. Faculty who do not meet the requirements for promotion but who do meet the requirements for tenure may be recommended for and awarded tenure, such tenure to take effect the following academic year. Such faculty may reapply for promotion at a future date. Faculty may apply for tenure only once. Faculty who do not meet the requirements for tenure will not ordinarily be reappointed the following year (see § 5.6.3.).
6. Faculty members who join the College at the rank of Associate Professor or Professor and who have at least three years of full-time teaching experience at another regionally accredited institution may apply for tenure prior to their sixth year of service at William Jewell, but no earlier than their third year of service. Those appointed at the rank of Professor must, to receive tenure, fulfill the stated criteria for the rank of Professor. Faculty members shall include in their dossiers relevant materials, most especially letters of recommendation, from their previous place(s) of service for at least the three years prior to their Jewell appointment. Such faculty members are required to apply for tenure by their sixth year of service (see § 5.6.1.) and, if denied tenure, will not ordinarily be reappointed for the following year (see § 5.6.3.). Faculty may apply for tenure only once. Should a faculty member take an approved leave of absence prior to receipt of tenure, such period of absence shall not count toward the faculty member's years of service.

5.6.2 Qualifications

Candidates who meet eligibility requirements must, in addition, present evidence that they meet all the criteria for review of faculty performance (§5.4.) as follow: 1) They shall have met the criteria for Teaching effectiveness. Teaching effectiveness is demonstrated when the Committee, based on the evidence submitted, can answer in the affirmative, even with qualification and areas that require growth and improvement, each of the evaluative questions of Section 5.4.1., "Evaluation of Evidence." 2) They shall have demonstrated an emerging pattern of Scholarship, which is to include some evidence of scholarly achievement appropriate for earning tenure, as delineated by the faculty member's *Departmental Statement on Scholarship and Rank or Common Statement on Scholarship and Rank, as appropriate*. 3) They shall have demonstrated an emerging pattern of Service, which must include service to the College. 4) To be included in one's narrative is an affirmation of one's support for the College Mission, including reflection on how the faculty member believes she or he contributes to the realization of this Mission.

5.6.3 Sequence of Tenure Procedures

Any member of the Faculty in a tenure-track position who has not earned tenure by the end of the sixth year of full-time teaching in a tenure-track position shall not be retained by William Jewell on a tenure-track. Such a faculty member may be offered a one-year, terminal contract, at the discretion of the Academic Vice President. Pre-tenure reviews shall be rigorous, providing assurance that only persons of eminent qualifications will be retained and that the College's needs are best met.

1. Tenure-track faculty shall submit a Review Dossier in their third or fourth year of service for pre-tenure review. The Committee is to offer an assessment of the faculty member's progress toward meeting the stated criteria for Tenure (see §§ 5.4. and 5.6.2.), noting specific areas of strength and weakness and offering specific recommendations for the faculty member to address any weaknesses. In addition to this formal review, the following are also part of the probationary faculty member's preparation for tenure review.
2. The Department Chairs are responsible for advising new faculty members, during each year of their probationary period, as to their standing in the three criteria of evaluation (§5.4.) and the qualitative criteria for tenure (§ 5.6.2.). The advising should include discussions of specific achievements and contributions, as well as of problems, and constructive assistance in areas where improvement is needed. The Plans for Professional Development (§ 5.7.2.) of tenure-track faculty should be constructed and, when necessary, amended with strengths and weaknesses in mind.

3. The Department Chair and the Academic Vice President shall advise any probationary faculty member who is not fulfilling these standards of the probability that tenure will not be granted unless specific improvement is made.
4. The Academic Vice President shall perform these duties when the probationary faculty member is a Department Chair.

5.6.4 Presidential Recommendation

The President may, for good cause, waive this process and recommend directly to the Board a faculty member for tenure. The President shall always consult the Academic Vice President prior to such a recommendation and, at the President's option, other College officers and faculty.

5.7 Evidence for Annual Evaluation and for Promotion, Tenure and Periodic Professional Reviews

5.7.1 Annual Evaluation

Each year the Department Chair shall submit no later than September 1 to the Academic Vice President an evaluation of each full-time faculty member in her or his department; such evaluations shall, minimally, address and offer an assessment of each of the three criteria of evaluation (§ 5.4.) aiding future tenure or promotion reviews, as applicable, or reappointment to a term position, as applicable. These evaluations shall be shared with the faculty member who shall give serious consideration to such in the construction or adjustment of goals for professional development and growth. The Academic Vice President shall give serious consideration to such evaluations in the assignment of remuneration.

1. By August 1 of each year each full-time faculty member is to present to one's immediate supervisor (departmental Chair, in most instances) an updated CV and annual report stating one's progress in meeting the goals of one's Plan of Professional Development. The primary purpose of this report is to provide one's supervisor with adequate information to offer a comprehensive evaluation of one's work and to provide data and some analysis and self-reflection of such to assist the faculty member in his/her growth and development. This annual report also aids one's preparation for future tenure or promotion reviews, as applicable, or reappointment to a term position, as applicable. Once approved by the supervisor (department chair), the report is to be sent to the Academic Vice President no later than September 1.

2. The Academic Vice President will evaluate Department Chairs and may require the submission of materials beyond those mandated by this section of the *Handbook* if deemed necessary for a fair and thorough evaluation of the Chair.

5.7.2 Plan of Professional Development

Each faculty member shall prepare a periodic Plan of Professional Development outlining a projected program of self-development for a specified number of years. The development plan should address the three criteria for the evaluation of faculty (§ 5.4.) and demonstrate an appropriate balance among each of the three criteria of evaluation. This plan will take into account demands on the faculty member with regard to Teaching (new courses versus repeated courses, for example) and Service. It will also set goals for Scholarship that accord with those outlined in the Departmental Statements of Scholarship and Rank or Common Statement on Scholarship and Rank (§ 5.7.4.). The Plan should be as specific as possible in terms of proposed activities and evaluation procedures. It should reflect an assessment of strengths and weaknesses, goals, ways of achieving the goals, ways of measuring success or failure, and an estimate of resources needed to achieve the Plan. See § 5.14.2 for additional explanation of the required content of Plans for Professional Development.

1. The Plan of Professional Development will be worked out by the faculty member in agreement with the Department Chair, reviewed by the Academic Vice President, and filed with all three parties. Plans of Department Chairs will be worked out in agreement with the Academic Vice President.
2. Tenure-track faculty members shall prepare plans that outline specific goals and strategies to receive an affirmative tenure review from the Promotion and Tenure Committee. In view of the recommendations of the Promotion and Tenure Committee following the faculty member's pre-tenure review, faculty members may revise their plans to address any areas of needed improvement noted in the pre-tenure review.
3. Tenured faculty members who wish to pursue promotion shall construct plans that outline specific goals and strategies to receive an affirmative review for the rank sought. Faculty may revise plans, when necessary.
4. Tenured faculty members who are Professors or who are not seeking promotion shall prepare five to seven-year plans, unless they reach agreement with the Department Chair and the Academic Vice President for a plan of shorter duration, which shall normally coincide with the period of post-tenure review (5.7.1.). Tenured Professors, or tenured faculty not seeking promotion, shall have the freedom to construct plans that allow for focused development in specific areas of the evaluative criteria, as long as those plans outline specific goals and strategies to receive an affirmative periodic professional review at one of the three satisfactory levels identified in § 5.8.6. For example, faculty

who envision the construction of several new courses are free to construct a plan that focuses on teaching and to de-emphasize, but not neglect, Service or Scholarship; however, tenured faculty members who aim to “exceed expectations” or “exceed expectations with distinction” need to construct a plan consistent with the evaluative standard found in § 5.8.6. It is imperative that faculty thoughtfully construct such plans and that they be carefully vetted by one's Chair and the Academic Vice President, as they shall form the basis for one's Periodic Professional Review.

5. The Plan of Professional Development may be filed at any time up to June 1 of the academic year prior to it taking effect.
6. A faculty member may amend the Plan at any time by written agreement with the Department Chair and the Academic Vice President.

5.7.3 Review Dossier

At time of Pre-Tenure, Tenure, Promotion, or at a Periodic Professional Review, the faculty member shall prepare a Review Dossier in conformity with the guidelines available in the Office of the Academic Vice President (also see Appendices). The Promotion and Tenure Committee shall review this Dossier, as well as other relevant data from the faculty member's personnel file and other data that the Committee requests from appropriate sources (see § 5.8.2.). No review will be initiated by the Promotion and Tenure Committee until the Review Dossier is formally submitted to the Office of the Academic Vice President and available to the Committee for review.

5.7.4. Departmental Statements on Scholarship and Rank and Common Statement on Scholarship and Rank

1. Definition. These statements describe Scholarship, as appropriate for the disciplines represented by the academic departments. These statements shall be consistent with the Criterion of Scholarship (see § 5.4.2.). Simultaneously, they shall offer descriptions of the kinds of Scholarship (achievement, service, and activity) necessary for an affirmative review at various professional levels. Such descriptions are to be consonant with stated requirements pertaining to tenure (§ 5.6.2.) and rank (§ 5.5.4.).
 - a. Departmental Statements on Scholarship and Rank were created prior to 2016-17 and may be used as the authoritative guidance for faculty who started prior to the 2017-18 academic year and are undergoing a professional review through the 2021-2022 academic year.
 - b. The Common Statement on Scholarship and Rank was developed in 2016-17 and will be used as the authoritative guidance for faculty who start their position in the 2017-18 academic year or after.
 - c. Faculty hired prior to 2017-18 may elect to follow the Common Statement on Scholarship and Rank, rather than their Departmental Statement, when they undergo a professional review through the 2021-22 academic year.

- d. After the 2021-22 academic year, the Common Statement on Scholarship and Rank will be the authoritative guidance on Scholarship for all faculty undergoing professional review.
2. Function. These Statements shall offer authoritative guidance to the Faculty, Administration, and Promotion and Tenure Committee in the assessment and evaluation of faculty members. Departmental Statements and the Common Statement cannot fulfill this function until they have been formally approved (see no. 3 below).
3. Process for creation and amendment of Statements. The Academic Vice President, in consultation with the Promotion and Tenure Committee and Departmental Chairs and with the approval of the President, is authorized to construct and amend the process by which these Statements (Departmental and Common) are created, reviewed, formally approved, and amended. The Academic Vice President may post such approved statements to an appropriate link on the College's website.

5.8 Procedure for Pre-tenure, Tenure, Promotional, and Periodic Professional Reviews

5.8.1 Initiation

1. Annually, not later than April 1, the Office of the Academic Vice President shall identify persons who, in the subsequent academic year, will be required to undergo pre-tenure, tenure, or periodic professional review, and who are eligible for promotional or periodic review. The Office of the Academic Vice President shall inform such persons in writing of their review in the forthcoming year. This letter shall also include specific instructions for the preparation of the Review Dossier, as well as a record of deadlines for the submission of the Dossier.
Note: It shall be the responsibility of faculty members who wish to apply for tenure and promotion simultaneously or who wish to seek accelerated consideration for tenure (see § 5.6.1.5 and 5.6.1.6) to take the initiative 1) to inform the Academic Vice President of their intention to seek tenure and promotion in accordance with the policies of Section 5.6.1.5 or 5.6.1.6 and 2) to submit all required materials to the Office of the Academic Vice President by the appropriate deadlines.
 - a. Tenure-track faculty are required to be reviewed in their third or fourth years of service (pre-tenure review [see § 5.6.3.1.]. Tenure-track faculty are required to be reviewed for tenure in the sixth eligible year of service (see § 5.6.2.) 2). One who is not recommended for tenure shall not be retained on a tenure track (see § 5.6.3.).

- b. Faculty who meet eligibility requirements (see § 5.5.4.) may apply for promotion but are not mandated to do so.
 - c. Tenured Professors are required to undergo Periodic Professional Review five years after they have been promoted to Professor. Following this first Periodic Professional Review such faculty members shall be reviewed every five to seven years, as the faculty member so chooses. The Academic Vice President may mandate a review earlier if evidence warrants such (see §§ 5.9. and 5.10.1.). The purpose of periodic professional review is to encourage and support professional growth beyond tenure. Periodic professional reviews must be conducted according to standards that protect academic freedom and the quality of education.
 - d. Tenured faculty who do not hold the rank of Professor shall be reviewed every five years after receipt of tenure, even if they are not seeking promotion. If, however, a newly tenured faculty member elects to seek promotion to Professor during the sixth year after receiving tenure, she or he may request that the Academic Vice President approve a one-year deferral of her or his five-year review such that the periodic professional review coincides with her or his application for promotion in the sixth year after receiving tenure.
2. Faculty members who are no more than two years away from retirement may request in writing to the Academic Vice President that they be permitted to forgo their final Periodic Professional Review. The Academic Vice President, in consultation with the faculty member's Chair, may approve this request and so inform the Committee of her or his decision.
 - 3.. The Academic Vice President shall notify the Promotion and Tenure Committee concerning those who are required or eligible to undergo review no later than September 10.

5.8.2 Examination

1. The Promotion and Tenure Committee shall receive information regarding the candidate's professional qualifications. Its examination shall consist of (but not be limited to) the following sources:
 - a. The faculty member, who shall present a Review Dossier of relevant and required materials. See Appendix: Review Dossier. This shall be the primary instrument through which faculty members shall make their case for tenure, promotion, or affirmation.
 - b. In addition to the Dossier, the Committee may seek additional information that it deems relevant to the review from the Academic Vice President, the Chair of the faculty

colleague, and other persons who have supervised the faculty member. Information sought by the Committee shall be relevant to the criteria for professional evaluation set forth in Section 5.4. of the tenure policy.

- c. The Committee may interview students who can provide relevant evaluative information.
 - d. The Committee may interview the candidate.
2. It is the responsibility of those seeking tenure or promotion to present compelling evidence of professional achievement that demonstrates, based on the three evaluative criteria of faculty review (§ 5.4.) and the status or rank sought (§§5.5.4. and 5.6.2.), that a favorable review is warranted. Tenured faculty members undergoing post-tenure review (and not seeking promotion) will prepare a Review Dossier that demonstrates continued satisfactory achievement of the three evaluative criteria (§ 5.4.) and the evaluation level sought (§ 5.8.6.).

5.8.3 Decision with Respect to Pre-tenure Review

1. The Chair of the Promotion and Tenure Committee, on behalf of and in consultation with the Committee, shall prepare a letter outlining for the faculty member the Committee's assessment of her or his strengths and weaknesses. Where weaknesses are detected, the Committee is to be candid in its assessment and as specific as possible concerning remedies to redress these weaknesses so that the faculty colleague can work productively toward a positive tenure review.
2. The purpose of this review is not for the Committee to make recommendations concerning the faculty member's retention, though the Department Chair, Academic Vice President, and President may consider the findings of this review in making decisions concerning the retention of the faculty member.

5.8.4 Decision with Respect to Tenure Review

1. Upon reaching an affirmative or negative decision regarding the faculty member's professional qualifications for the earning of tenure, the Committee shall make its recommendation to the Academic Vice President no later than October 5. The Committee shall also inform the candidate of this recommendation by October 5; this notification shall be by letter with a copy of the letter sent to the Department Chair. This letter shall offer specific warrants for the Committee's decision.
2. In the event of an unfavorable review, the faculty member may, within seven days after receipt of notification, appeal to the Academic Vice President, offering reasons that the Academic Vice President should not accept the Committee's recommendation.

3. The recommendation of the Committee and other information shall be considered by the Academic Vice President and President, who shall make their recommendation to the Board of Trustees by November 1.
4. The Academic Vice President shall communicate the decision of the Board of Trustees to the candidate by letter within fifteen days.

5.8.5 Decision with Respect to Promotional Review

1. Upon reaching an affirmative decision regarding the faculty member's satisfaction of the criteria of evaluation (§ 5.4.) and criteria of rank (§ 5.5.4.), the Committee shall make its recommendation to the Academic Vice President no later than December 15. The Committee shall also inform the faculty member of this recommendation by December 15; this notification shall be by letter, written by the Chair on behalf of and in consultation with the whole of the Committee. The letter shall detail the rationale for the decision.
2. In the event of an unfavorable review, the Committee shall inform the faculty member in writing of its decision, outlining specific reasons for the decision. This letter shall include an invitation to the faculty member to meet with the Committee to defend the faculty member's record of achievements with respect to the relevant criteria of evaluation (§§5.4. and 5.5.4.). The faculty member shall have seven days from such notification to accept, in writing, the invitation. Should the faculty member decline or not respond to this invitation or should the Committee reaffirm its original decision following a meeting with the faculty member, the Committee shall submit its formal recommendation to the Academic Vice President and notify the faculty member in writing. The faculty member may formally appeal the decision in accordance with procedures delineated in Section 5.8.7. Should the Committee reverse its preliminary decision, it shall follow procedures delineated in Section 5.8.6.1.
3. The Academic Vice President is not obliged to accept the recommendation of the Committee, whether it is affirmative or negative. Should the Academic Vice President reject the recommendation of the Committee, she or he shall inform both the faculty member and the Committee of this decision in writing. The Academic Vice President shall make her or his recommendation to the President concerning the promotion of the faculty member, who shall make a recommendation to the Board of Trustees by the winter meeting.
4. The Academic Vice President shall communicate the decision of the Board of Trustees to the candidate by letter within fifteen days.

5.8.6 Decision with Respect to Periodic Professional Review. The following process applies only to tenured faculty.

1. The College views periodic review as a significant feature of one's ongoing professional development. In the course of a periodic professional review, the Promotion and Tenure Committee will use the following guidelines for assessing the level of performance of the faculty member (each level is accompanied by remuneration, as determined and published by the Academic Vice President because this review is considered a career event):

Meets expectations: The faculty member satisfactorily fulfills all of the evaluative criteria of Section 5.4. (teaching, service, and scholarship) consistent with the expectations of rank held (§ 5.5.4.), with special attention to teaching. A faculty member who satisfactorily fulfills two of the evaluative criteria and exceeds expectations in one area of the three evaluative criteria will be considered to meet expectations.

Exceeds expectations: The faculty member exceeds the satisfactory fulfillment of two evaluative criteria, one of which must be teaching, and satisfactorily fulfills the third evaluative criterion, as described in Section 5.4. (teaching, service, and scholarship), consistent with the expectations of rank (§ 5.5.4.) held by the faculty member

Exceeds with Distinction: The faculty member exceeds the satisfactory fulfillment of all three evaluative criteria of Section 5.4. (teaching, service, and scholarship) consistent with the expectations of rank (§ 5.5.4.) held by the faculty member, which must be Professor. This review outcome is available only to faculty already at the rank of full Professor.

2. Upon reaching an affirmative decision regarding the faculty member's satisfaction of the criteria of evaluation (§ 5.4.) and criteria of rank (§ 5.5.4.) at the “meets,” “exceeds,” or “exceeds with distinction” level, the Committee shall make its recommendation to the Academic Vice President no later than March 15. The Committee shall also inform the faculty member of this recommendation by March 15; this notification shall be by letter, written by the Chair on behalf of and in consultation with the whole of the Committee. The letter shall detail the rationale for the decision.
3. The Committee may determine that the faculty member is not satisfactorily fulfilling one or more of the evaluative criteria of Section 5.4. consistent with the expectations of rank (§ 5.5.4.) held by the faculty member. In such instances, the Committee has the following options:

- a). To recommend that employment of the faculty member should be continued for a specified period of time, during which the requisite level of professional performance is to be demonstrated.
- (1) The Academic Vice President, should she or he accept the recommendation of the Committee, shall inform the faculty member in writing concerning the conditions to be met within the specified period of time. Should the Academic Vice President not accept the Committee's recommendation, she or he shall inform in writing the Committee of such a decision, delineating her or his rationale and articulating the faculty member's level of performance, consistent with the guidelines found in § 5.8.6.1.
 - (2) Should the Academic Vice President accept the recommendation of the Committee, the faculty member shall enter into a revised Plan of Professional Development, stating her or his intentions to address the deficiencies and outlining a specific plan of action to accomplish such. The faculty member shall be reviewed at a time specified by the Committee, in accordance with the faculty member's Plan of Professional Development and the criteria for evaluation (§ 5.4.). The process for that review shall follow the steps presented in this section of the *Handbook* (§ 5.8.6.).
 - (3) If the review specified by the Committee in the above point results in a second negative recommendation, the steps presented in §§ 5.9.2.2., 5.9.3., and 5.10.1. will be followed to determine the faculty member's employment status.
 - (4) If the faculty member refuses to enter into such an agreement, as referenced in subsection (2) above, the President of the College may, by April 1, notify the faculty member by registered letter of her or his termination. In such a case, the decision of the President is final and will be communicated to the Board of Trustees.
- b). To recommend that the employment of the faculty member not be continued because the faculty member demonstrates egregious professional incompetence. This recommendation shall be considered extraordinary and offered when the faculty member is not meeting any of the expectations of the criteria of evaluation (§ 5.4.) consistent with the rank (§ 5.5.4.) held by the faculty member and there is evidence to suggest that following § 5.8.6.3.a. will not lead to satisfactory improvement of the faculty member's performance. The ordinary, though not

mandatory, course of action following an unfavorable review shall be first to follow the procedures outlined just above (§ 5.8.6.3.). If the Committee recommends termination of a tenured faculty member, the procedures outlined in § 5.8.7. will be followed.

5.8.7 Appeals of the Committee's Decision with Respect to Promotional and Periodic Professional Reviews.

1. Within ten days after receiving notification of the Committee's decision, the faculty member may submit to the Committee a written request for a rehearing. The Committee must act upon the request within ten days.
2. The faculty member may, should the decision of the rehearing be against her or him, request a hearing before the Chair of the Faculty Council, the Academic Vice President, and the President. At this same time the Promotion and Tenure Committee shall present the evidence on which it based its recommendation. The time of this hearing shall be set by the President.
3. The decision on this appeal shall be made by the Academic Vice President and the President. The faculty member will be notified of the decision by registered mail within ten days following the hearing.
4. The decision of the Academic Vice President and the President shall be communicated directly to the Board of Trustees, who shall, in the event of a negative decision, have absolute discretion on whether or not they wish to conduct a final hearing.

5.9 Procedure for Extraordinary Review of Professional Competence

5.9.1 Initiation

The Faculty Council may request a professional competence review for alleged deviations from any of the evaluative criteria outlined in Section 5.4 of the tenure and promotion policy. The Academic Vice President may also directly initiate a formal review to investigate professional competence (see § 5.10.1.3.).

5.9.1.1 The request for action by the Faculty Council may be initiated by members of the administration, faculty, staff, the Student Senate Committee on academic affairs, or the student life staff, following a signed statement of allegations.

5.9.1.2 The Student Senate Committee on academic affairs and the student life staff shall screen requests for review that originate from individual

students and may submit them to the Faculty Council. Any requests for review should be submitted to the Faculty Council as expeditiously as possible.

5.9.1.3 The Academic Vice President shall sit with the Faculty Council in screening requests for review of professional competence. The screening should be done within six months of the request for review.

5.9.1.4 For requests not originating with the Promotion and Tenure Committee as a result of a regular professional review (§ 5.8.6.), the Promotion and Tenure Committee, upon request of the Faculty Council, may conduct an informal assessment of available information to determine whether a formal review of professional competence is warranted. Notification to the faculty member under consideration is not required for this informal assessment.

5.9.2 Procedure for Investigation and Recommendation

5.9.2.1 For requests not originating with the Promotion and Tenure Committee as a result of a regular professional review (§ 5.8.6.), should it be determined that an extraordinary formal review is warranted, the Office of the Academic Vice President, on behalf of the Promotion and Tenure Committee, shall give advance written notice to a faculty member who is to be reviewed. The notice shall include a description of the issue[s] that led to the review and of the procedure for investigation, including an invitation to meet with the Committee.

(a) The faculty member shall then have the opportunity to provide to the Committee a written response to the stated issue[s]. The Promotion and Tenure Committee may request additional information relevant only to the issue[s] of professional competence under question.

(b) The Promotion and Tenure Committee shall weigh the evidence and, within fifteen days, provide a written recommendation to the Academic Vice President, with a copy of its recommendation sent to the faculty member.

5.9.2.2 For a request originating from a second negative professional review following a probationary period (§ 5.8.6.), the Academic Vice President will notify Faculty Council of the situation and recommendation, allowing the Council an opportunity to conduct a procedural review to ensure the faculty member was afforded sufficient opportunity to achieve professional success consistent with the expectations of § 5.4 and § 5.5.4 and that the review procedures described in § 5.8 were appropriately followed by the Promotion and Tenure Committee and Academic Vice President. The purpose of the Faculty Council's review is to ensure proper procedures were followed, not to evaluate the level of performance of the

faculty member. If a procedural error is identified, the Council will notify the Academic Vice President and she or he will follow § 5.9.3. If the Council affirms proper procedure was followed, the steps identified in § 5.10.1. for “Unsatisfactory Periodic Professional Review” will be followed.

5.9.3 Administrative Decision and Faculty Appeal Process

5.9.3.1 Having received the recommendation of the Promotion and Tenure Committee, the Academic Vice President shall, within fifteen days, make the final decision regarding the faculty member's professional competence, recommend appropriate action, and inform the faculty member in writing of these decisions and recommendations.

5.9.3.2 The faculty member may, within fifteen days of receipt of the Academic Vice President's decision, appeal the Academic Vice President's decisions and recommendations to the President.

5.10 Termination of Tenure and Resignation

5.10.1 Conditions and Procedures for Termination of Tenure.

In all cases those seeking to terminate a tenured faculty member shall provide evidence that one or more of the following conditions exists.

Financial Exigency. Conditions and procedures for termination of tenure in cases of financial exigency are provided in Section 6.10.3 (Discontinuance and Restructuring Policy and Procedures due to the Declaration of Financial Exigency).

Financial Hardship. Conditions and procedures for termination of tenure in cases of financial hardship are provided in Section 6.10.2 (Discontinuance and Restructuring Policy and Procedures due to the Declaration of Financial Hardship).

Academic Program Review. Conditions and procedures for termination of tenure in cases of Academic Program Review are provided in Section 6.10.1 (Discontinuance and Restructuring Policy and Procedures due to Academic Program Review).

Incompatibility with College Objectives, Mission, and Personnel Policies. A faculty member who demonstrates incompatibility with the educational objectives or the College Mission or who violates the College's policy on [Anti-Harassment](#) (Section 8.3.) shall be subject to review by the Academic Vice President and the President, consulting with the Promotion and Tenure Committee and/or the Faculty Council, at the discretion of the Academic Vice President and the

President. Consultation with the Promotion and Tenure Committee or the Faculty Council may be requested by the Academic Vice President and the President, and/or the faculty member. The faculty member may request a formal hearing, with counsel, before the Academic Vice President and the President. The decision of the Academic Vice President and the President shall be communicated directly to the Board of Trustees, who shall, in the event of a negative decision, have absolute discretion on whether or not they wish to conduct a final hearing.

Professional Incompetence. After due counsel by the Department Chair and/or the Academic Vice President the faculty member who continues to demonstrate incompetence or negligence in the performance of faculty responsibilities shall, upon recommendation of the Academic Vice President, be subject to review by the Promotion and Tenure Committee. Procedures shall accord with Section 5.9.2. and 5.9.3.

Physical or Other Incapacity

In cases of physical or other incapacity, the Academic Vice President and the President shall make the appropriate decision.

Unsatisfactory Periodic Professional Review

After proper reviews by the Promotion and Tenure Committee and Faculty Council, following the procedures outlined in Section 5.8.6. and 5.8.7. and 5.9.2.2., the decision to terminate a tenured faculty member who receives a negative review after a probationary period (§ 5.8.6.) shall be communicated directly to the Board of Trustees, who shall have absolute discretion to accept or reject the recommendation to terminate the faculty member.

5.10.2 Notification of Termination

In the event that one of the above conditions for termination of tenure has been established, notice of termination for cause shall be given by the Academic Vice President. Such notice shall be given in a timely fashion, no later than the date for tendering appointment renewals and shall be accompanied by a full statement of the particulars if requested by the person being terminated. Notice shall be by registered mail to the person.

5.10.3 Suspension

The President, upon notifying the faculty member of the termination for cause, may suspend the faculty member from performing any further duties for the College. A faculty member suspended for reasons of Section 5.10.1.4. may have salary terminated ninety days after suspension.

5.10.4 Notification of Resignation.

A tenured faculty member shall give notice of intent to leave the College by May 1.

5.11 Termination and Resignation of Non-Tenured Faculty Members

- 5.11.1** Notice of intent not to give another contract shall be given in a timely fashion, no later than the date for tendering appointment renewals.
- 5.11.2** The Academic Vice President, after notification, may suspend the faculty member from performing any further duties for the college.
- 5.11.3** A non-tenured faculty member may be terminated without review by the Promotion and Tenure Committee and without appeal procedures.
- 5.11.4** The non-tenured faculty member shall give notice that she or he is not returning to the College for the next academic year by May 1.

5.12 Implementation, Review and Revision of the Tenure Policy

- 5.12.1** This revised policy will become effective at the beginning of the 2021-22 academic year.
- 5.12.2** This policy may be amended by the Board of Trustees from time to time, in consultation with the Faculty Council and the Academic Vice President and the President.
- 5.12.3** This policy replaces the previous tenure and promotion policy of William Jewell College.
- 5.12.4** This policy shall be reviewed at least once every three years, with modifications to be initiated by the Committee on Promotion and Tenure, College Administration, or Board of Trustees.

5.13 Policy on Review Schedule

5.13.1 Mandated Reviews

Faculty are *mandated* to be reviewed as follows:

Pre-tenure review (in the third or fourth year of service at the College)
Tenure review (in the sixth year of service at the College)
Periodic Professional Review (every five to seven years)

Beginning 2012-2013 academic year, all faculty shall be evaluated in accordance with the criteria delineated in the *Handbook* current at that time. To wit, faculty who, prior to the adoption of these policies, have been awarded

tenure shall not be terminated unless the stated policies and due processes of review for termination (§§ 5.9. and 5.10.) apply. The policies outlined herein shall never be construed by the College or any of its officers as grounds for demotion in rank of any faculty member who, prior to the adoption of these policies, has been appointed to a given rank. This policy does not prohibit any future Promotion and Tenure Committee from making or recommending necessary changes of process or policy to facilitate its work, in all instances following due process, as outlined herein.

5.13.2 Promotional Review

Reviews for promotion are not mandatory. Faculty members may apply for promotion when they believe that they meet the criteria for the rank sought, as stated in the *Handbook current at the time of review*. Faculty may reapply for promotion if they are not recommended or approved for promotion.

5.14 Appendices to Tenure and Promotion Policy

Appendices offer authoritative and, where relevant, prescriptive supplements to the stated policies for tenure and promotion. Items A-C are constructed by the Promotion and Tenure Committee as authorized by Section 5.3.I. of the Tenure and Promotion Policy.

5.14.1 Review Dossier

If you are seeking tenure or promotion or are scheduled for a periodic review, you will need to assemble a Dossier of materials. The Dossier is not a random assemblage of materials already in the Academic Vice President's files, but a set of documents assembled for the specific purpose of making your best case that you meet the stated criteria. In short, your goal is to prepare a Dossier that makes it easy for the Committee to see that your accomplishments clearly warrant an affirmative review. While the Committee is authorized to review information beyond your Dossier, as authorized by the *Handbook*, you are to make your case through the Review Dossier.

Review Dossier materials are to be submitted electronically. See the Appendix at the end of this document for detailed instructions on the electronic submission of materials.

The following due dates are crucial, as many recommendations must be affirmed by the Board at its regularly scheduled meetings:

- Tenure: Sept. 1
- Promotion: Sept. 1
- Pre-Tenure Review: Oct. 1 [pre-tenure reviews are to be completed prior to Jan. 25]

- Periodic Professional Review: Dec. 1 [Periodic Reviews are to be completed prior to distribution of contracts, but no later than March 15]
- Note: The Academic Vice President reserves the right to modify specific due dates, taking into account the specific circumstances of the faculty member. E.g., the Academic Vice President may determine that a faculty member on probation, following her or her last review, needs to submit her or his Dossier earlier than December 1. The Academic Vice President's right to adjust due dates is totally discretionary for exigent and special circumstances.

Special Note: If you are seeking promotion or tenure based on years of service prior to coming to Jewell you must include in your Dossier relevant materials, most especially letters of reference and course evaluations, from your previous place(s) of service for at least the three years prior to your Jewell appointment. If you are relying on years of service from prior appointments to count toward tenure or promotion and this material is not included, the Committee will not review your Dossier.

Your Dossier is to contain the following materials.

Pre-tenure, tenure, and promotion reviews:

Introduction

- ✓ Cover letter stating the purpose of the Dossier (pre-tenure, tenure, promotion review). You should offer in this letter a précis or brief of your case that affirmation is warranted. You also need to offer in this cover letter a statement affirming your commitment to the College Mission and reflection on how you contribute to the realization of the Mission.
- ✓ Curriculum Vitae. The CV is to contain the following information: Educational History, Professional History, which would include Teaching and Administrative work, as well as other relevant professional experience, Courses taught, Awards and Honors, Committees and other similar work, Membership in academic and professional organizations, including leadership roles, Publications, and Presentations. Other sections relevant to your professional profile should also be included. It will be helpful if items are listed in *reverse chronological order*, with most recent work listed first, but this is not mandatory.
- ✓ Optional. Letters of support from colleagues, on- or off-campus, addressing your qualifications and accomplishments in professional matters. NOTE: You should request that letters of support be sent in electronic format to the Office of the Academic Vice President.

Teaching, Scholarship, and Service

- ✓ If you are seeking tenure or promotion it is your responsibility, based on evidence presented, including any narrative self-assessment, to construct a compelling case that a favorable review is warranted. Keep in mind that the Committee members

will be looking for evidence that allows them to answer affirmatively the evaluative questions found in Section 5.4. of this *Handbook*. You might want, therefore, to construct your Dossier around the specific evaluative questions. You should also review the specific evidence mandated by the *Handbook*, for it is your responsibility to include all required evidence in your Dossier.

- ✓ You should present the material in discrete sections or divisions of the Dossier. You need clearly to refer the Committee to supporting evidence. For example, if you refer to a teaching observation you should provide a clear reference to the document, ["see 'Chair's Teaching Evaluation' in 'Teaching: Supporting Documents'"].
- ✓ You need to be careful to provide evidence that is directly relevant to your case. Masses of documents, ranging from emails, to photographs, to copies of personal notes, to intra-departmental memos, etc. that have no immediate bearing on addressing your professional qualifications do not enhance your Dossier and can actually distract the Committee from the important and relevant materials.

Plan of Professional Development

- ✓ Review your approved Plan and assess your success in meeting the stated goals for professional growth. Your approved Plan provides crucial benchmarks for your evaluation, so be as specific here as you can. You may offer this assessment within the body of the Dossier (e.g., under Teaching or Scholarship speak to progress on your plan) or you may offer this assessment in a separate document.
- ✓ Include a new Plan of Professional Development, which has been approved by the Department Chair and the Academic Vice President of the College.

Periodic Professional Review:

Introduction

- ✓ Cover letter stating the purpose of the Dossier (periodic review). You should offer in this letter a précis or brief of your case that affirmation is warranted. You also need to offer in this cover letter a statement affirming your commitment to the College Mission and reflection on how you contribute to the realization of the Mission.
- ✓ Curriculum Vitae. The CV is to contain the following information: Educational History, Professional History, which would include Teaching and Administrative work, as well as other relevant professional experience, Courses taught, Awards and Honors, Committees and other similar work, Membership in academic and professional organizations, including leadership roles, Publications, and Presentations. Other sections relevant to your professional profile should also be included. It will be helpful if items are listed in *reverse chronological order*, with most recent work listed first, but this is not mandatory.
- ✓ Optional. Letters of support from colleagues, on- or off-campus, addressing your qualifications and accomplishments in professional matters. NOTE: You should request that letters of support be sent in electronic format to the Office of the Academic Vice President.

Teaching, Scholarship, and Service

- ✓ When seeking periodic professional review, it is your responsibility to offer a narrative self-assessment (no more than five pages) of your teaching effectiveness, pedagogy, and methodology; scholarly growth; and service contributions over the period of the review in response to your approved Plan of Professional Development. Keep in mind that the Committee members will reference the evaluative questions found in Section 5.4. of this *Handbook* as a guideline for evaluating your response. The Academic Vice President will provide the Committee copies of all student course assessment responses (i.e., individual IDEA summary reports and comments) for the evaluation period. The Committee may request that you provide supporting evidence, should they deem it necessary to make a recommendation. You may include evidence to support your self-assessment, however, evidence should not typically exceed five to seven pages.

Plan of Professional Development

- ✓ Include a new Plan of Professional Development, which has been approved by the Department Chair and the Academic Vice President of the College.

Appendix I: Electronic Submission of Review Dossier Materials

You are to submit materials in electronic format to the Office of the Academic Vice President. You can submit the Dossier on a CD or send the materials via email as a single PDF file. The pdf file will be placed *on a secure website*, accessible only to persons (PTC members) who have been authorized by the site administrator (Academic Vice President's Office) to view the material. PTC members will be authorized only to read the materials and all expectations of confidentiality shall apply.

Submitting the materials. You may organize your materials in any number of ways, keeping in mind that the documents submitted should be clearly labeled (refer to § 5.14.1. for more guidance). Below are some general document suggestions:

- Label your file carefully. Suggested title of the document: name.dossier.
- For optional letters of reference, you should request that recommenders submit theirs directly to the Office of the Academic Vice President as pdf files.

Hard copies of supplementary material. There may be some materials that are not available in electronic format, such as copies of published papers, programs for performances or exhibitions, etc. You should prepare a notebook that contains this material, which will be kept on file in the Office of the Academic Vice President. In cases where you believe that it is imperative that the PTC review these materials to evaluate your work, the Dossier should explicitly refer the PTC to these materials.

Appendix II: Annual Faculty Progress Report

WILLIAM JEWELL COLLEGE

Academic Year _____

Name:

Chair Endorsement:

By August 1 each year each full-time faculty member is to present to one's immediate supervisor (departmental Chair, in most instances) an updated CV and a concise annual report stating one's progress in meeting the goals of one's Plan of Professional Development. The primary purpose of this report is to provide one's supervisor with adequate information to offer a comprehensive evaluation of one's work and to provide data and some analysis and self-reflection of such to assist the faculty member in his/her growth and development. This annual report also aids one's preparation for future tenure or promotion reviews, as applicable, or reappointment to a term position, as applicable. Once approved by the supervisor (department chair), the report is to be sent to the Academic Vice President no later than September 1.

1. **TEACHING.** Note, list, and describe your teaching responsibilities, citing both major and Core courses taught, as well as independent projects supervised. In view of the specific criteria listed for the evaluation of Teaching, provide a brief report on your progress in meeting these criteria. You should consult any departmental reports or documents that you prepare as part of individual or program assessment. Consult your specific Plan of Professional Development and assess your progress this year in

achieving stated goals and formulate specific actions for the forthcoming year that will facilitate continued progress toward achieving your stated goals.

2. **SCHOLARSHIP.** Note, list, and describe scholarly activities, service, and achievements of the past academic year. For tenure-track faculty, this should be done in view of the specific criteria listed for the evaluation of Scholarship providing a brief report on your progress in meeting these criteria. Consult your specific Plan of Professional Development and assess your progress this year in achieving stated goals and formulate specific actions for the forthcoming year that will facilitate continued progress toward achieving your stated goals.
3. **SERVICE.** Note, list, and describe your service and leadership of the past academic year. For tenure-track faculty, this should be done in view of the specific criteria listed for the evaluation of Service providing a brief report on your progress in meeting these criteria. Consult your specific Plan of Professional Development and assess your progress this year in achieving stated goals and formulate specific actions for the forthcoming year that will facilitate continued progress toward achieving your stated goals.
4. **TENURE.** Faculty members preparing for reviews for tenure should consult the specific criteria pertaining to the subsequent review and their own Plans for Professional Growth and assess their progress in the past year toward meeting the criteria for tenure. They should also formulate specific actions for the forthcoming year that will facilitate continued progress toward achieving tenure or promotion.

5.14.2 Plan of Professional Development

Suggestions for Organization. (Refer to § 5.7.2. for more information about the Plan of Professional Development.)

The purpose of the Plan of Professional Development is to provide faculty members specific goals to create the greatest likelihood that they will achieve professional growth and development, contribute to the fulfillment of the College's mission, and lead to a favorable review in the future, whether pre-tenure, tenure, promotion or periodic professional review. Faculty seeking tenure or promotion need to satisfy the criteria of evaluation appropriate for the status sought. The Plan for Professional Development is a tool to satisfy the specific criteria; it is not an end in-and-of-itself. So, it is *imperative* that plans be constructed carefully with specific goals in mind that the faculty member needs to reach to offer the greatest assurance of professional growth and development, advancement of the College mission and potential for a positive review.

Construct the plan with the specific review in mind.

1. Consult the specific criteria for the specific review (pre-tenure, tenure, promotion or periodic professional review).
2. Consult the specific criteria for each of the criteria of evaluation, paying attention to the questions that the Committee will ask as it evaluates the materials that you submit.

3. Offer an assessment of your strengths and current status with respect to the specific criteria. For example, if seeking tenure assess whether you are demonstrating "an emerging pattern of service to the College" or, if seeking promotion to Professor, where you stand in "demonstrating an established record of Scholarship, which includes substantial evidence of achievement appropriate for this rank, as delineated by your *Departmental Statement on Scholarship and Rank* or the *Common Statement on Scholarship and Rank*." Offer this assessment in light of the specific criteria and evidence stated for the criteria of evaluation.
4. Construct specific and measurable goals to address any areas in your professional profile that could hinder you from a successful review. For example, one might list the following goals:
 - a. Co-sponsor or participate in a Service Learning project within two years of the adoption of the Plan.
 - b. Within one year offer a faculty paper to address scholarly service. Revise the paper and submit it to a regional or national conference to address scholarly achievement.
 - c. Clarify student learning outcomes in specified courses and redesign assignments to assess these outcomes.
5. Reporting annual progress. See the Annual Progress Report. It would be appropriate in the context of one's report of annual progress to make adjustments to one's goals.

6.0. POLICIES RELATED TO TEACHING AND RESEARCH

Statements of policy relate to all courses offered by William Jewell College, irrespective of the course's mode of delivery (face-to-face, hybrid, or online) or basis for awarding credit hours.

6.1 Academic Freedom

6.1.1. Statement on Academic Freedom

William Jewell College supports and endorses the Statement on Academic Freedom (1940, revised) [issued jointly by the Association of American Colleges and the American Association of University Professors](#), which reads as follows:

Teachers are entitled to full freedom of research and in the publication of the results, subject to adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which is unrelated to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of a teacher's appointment.

College or university teachers 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 men and women of learning and employees of the College, members of the Faculty should at all times be aware that the community may judge their profession and the institution they serve by what they say and do in public. In their public utterances, they should therefore strive for accuracy, exercise appropriate restraint, respect the opinions of others, and where appropriate they should make every effort to indicate that their opinions may not be those of the College.

6.1.2. Rights of Free Speech and Academic Freedom

Members of a college faculty are obligated to ensure all rights of free speech and academic freedom as set forth in the AAC/AAUP Statement on Academic Freedom (see 6.1.1.) to all approved guest and visiting speakers who have been invited to the college campus. This obligation includes the advice and counsel given to students regarding their conduct with such speakers. The policy regarding academic freedom and William Jewell College shall be understood and interpreted as consistent with fundamental civil and human rights as articulated in Missouri and U.S. laws.

6.2. Course Policies

6.2.1. Syllabi

All courses should have a clear and accessible syllabus provided for each student. The College provides a template for the syllabus that includes the common elements listed in section 4.7 and faculty are strongly encouraged, but not required, to use it. In hybrid and online course syllabi, Faculty should include clear policies on what constitutes adequate participation in their course.

6.2.2. Institution Attendance-Taking Policy

William Jewell College is a non-attendance taking institution as defined by the U.S. Department of Education for the administration of financial aid. This policy does not preclude individual faculty members from taking attendance and reporting absences through the Cardinal Experience system. Departments may also elect to require attendance taking in all department courses; however, in this case, all faculty in the department must follow the reporting requirements described in Section 4.7. Currently, only the Department of Nursing requires that attendance be taken in every department course.

6.2.3. Student Absences from Class

William Jewell College, while prioritizing academics, believes in the education of the whole person and affirms the value of activities beyond the classroom such as participation in athletics, music, debate and theater performance, and attendance at professional and scholarly meetings. The Faculty of William Jewell College work together with sponsors of such activities to reach a compromise that respects both the need for students to attend classes and the benefits of participation in co-curricular activities.

It is the responsibility of students to attend their classes and complete all assignments according to the expectations of their instructors. It is the responsibility of students to be aware of the policies of each of their instructors, to monitor their own absences, to inform their instructors in advance of any absences they anticipate for co-curricular activities, and to arrange to make up missed work.

It is the responsibility of sponsors of college events to work in conjunction with Faculty to prevent scheduling conflicts whenever possible. It is the responsibility of sponsors to schedule events in such a way as to minimize absences from class as much as possible. It is also their responsibility to inform the Faculty in advance of any planned group absences and to offer their assistance in accommodating the needs of students who must hand in assignments or take exams. Sponsors of events recognize that students may not miss unlimited numbers of classes and that Faculty members have the right to set limits to absences, even if such absences result from participation in college-sponsored events.

It is the responsibility of Faculty members to set policies that recognize the value of participation in college-sponsored activities. Such policies might include allowing students to hand in assignments or take exams at alternative times, with advance notification, and might include distinguishing between excused and unexcused absences. Faculty members are encouraged to set flexible policies, rather than rigid ones.

6.2.4. Group Absences

When activities are sponsored by the College, such as debate, music tours, field trips, and intercollegiate athletics, sponsors will circulate to the Faculty *at least one week before the event* an announcement of the activity that may take students out of class and a list of the students involved.

6.2.5. Academic Misconduct and the Honor Code

This is a summary of the Honor Code of William Jewell College. You may consult the full code [here](#).

6.2.5.1. Honor and Integrity at William Jewell College

Since 1849, students, faculty, and staff have built years of tradition and excellence on this hilltop campus. The sense of tradition and excellence we embrace at William Jewell College is founded on specific core values, beliefs, and standards which guide our existence and vision for the future. Among these beliefs is a commitment to expecting more of ourselves, our peers, our colleagues and our college community.

Words such as *Achievement, Leadership, Respect, Responsibility* and *Service* not only describe our College, but convey how we intend to live a life dedicated to the common good.

At William Jewell College, concepts of freedom and personal responsibility are inextricably bound. The College community functions on the principle that each member will respect and protect the rights of his/her fellow citizens. Students are expected to develop values which represent mature, self-disciplined persons who appreciate the privilege of education and are willing to accept its responsibilities.

When one chooses a college, one commits oneself to that college's philosophy of education. At William Jewell College, this philosophy includes a dedication to high standards of conduct. The College values strongly the belief that the pursuit of academic knowledge is a commitment to personal integrity.

By subscribing to the William Jewell College Honor Code, all members of our community are responsible for ensuring that other members of our community hold fast to the Honor Code. Consequently, students who possess *factual knowledge* of any committed violation(s) of the Honor Code are honor-bound to report said violation(s).

It is imperative that this pursuit and commitment serve as the foundation upon which all College endeavors stand. Students choosing to attend William Jewell College are

expected to adhere to the highest standards of academic integrity and individual conduct and to hold one another accountable.

Therefore, we commit ourselves, as members of the William Jewell College community, to our Honor Code.

6.2.5.2. The William Jewell College Honor Code

“As a member of the William Jewell College community, I commit myself to the highest personal standards of conduct and integrity. I will not cheat, lie, or steal, nor will I tolerate these actions by others within this community.”

6.2.5.3. Procedures of the William Jewell College Honor Code

The procedures for the Honor Code are included in the full policy statement located in the College’s Policy Library: www.jewell.edu/honor-code.

6.2.6. Final Examinations

A final examination or equivalent measure of student performance will be given in every course for which credit is allowed, except on the recommendation of the Department Chair and the approval of the Academic Vice President.

The policy on changing the time of an individual student’s final examination is that (1) such practice is discouraged unless a student has three examinations scheduled for the same day, in which case a course in the student’s major area of study is normally expected to accommodate the student by changing the examination time for that individual student and (2) the changing of *individual* students’ examinations is entirely the prerogative of the professor and does not require the approval of the Academic Vice President.

Requests for changing the exam time for an *entire* course must originate with the instructor, rather than coming from students in the course, and should include justification for the change and assurance that every member of the class supports the change. Such a change does require the permission of the Academic Vice President.

The College’s official final examination schedule does not easily accommodate the joint administration of a single common examination to multiple sections of a course. However, faculty members may propose this idea to their students. If *all* members of all sections support a common examination at a common time, then a request for approval may be brought to the Academic Vice President. Such a change does require the permission of the Academic Vice President.

For a copy of the current final examination schedule, refer to www.jewell.edu/academic-calendar.

6.2.7. Grade Changes

Changes to grades must be consistent with the Grade Appeal Procedure in the College Catalog and must be filed with an Instructor’s Request to Change a Grade form with the Registrar (<https://etcentral.jewell.edu/#/form/99>). A faculty member who wishes to

change a grade (besides an Incomplete) on his/her own initiative has a maximum of six weeks after the posting of a grade to ask for the grade to be changed.

6.2.8. Incomplete Grades

An instructor may choose to award a grade of I (for Incomplete) in any course in which, owing to extenuating circumstances such as serious injury or lengthy illness, a student has been unable to complete the requirements of the course. The decision about whether a grade of Incomplete is appropriate is made by the instructor, who may request documentation regarding the student's circumstances. The assignment of an Incomplete requires a contract (<https://etcentral.jewell.edu/#/form/82>) in which the instructor specifies reasons for the Incomplete grade, summarizes the work to be completed and indicates the student's grade for the course if no additional work is submitted. The contract, including the student's acknowledgement of the instructor's expectations, must reach the Office of the Registrar by the date on which grades for the semester are due from the faculty.

The student who is given a grade of Incomplete must complete the requirements of the course by the end of classes in the succeeding fall or spring semester, or sooner if an earlier deadline is imposed by the instructor in the contract. Failure to do so results in a change of grade to an F (or to a higher grade, if specified by the instructor in the contract). The student is still considered to be a part of the class until the deadline specified in the contract; however, this continued participation in a course from a previous term is not reflected in official reports of enrollment or recognized for purposes related to financial aid. An instructor can permit a student to drop a course in which an Incomplete grade has been recorded only before the deadline for submission of a grade to replace the Incomplete.

An extension of the deadline for the student's submission of additional work requires an amended contract (<https://etcentral.jewell.edu/#/form/83>) between instructor and student and the approval of the Academic Vice President of the College. An Incomplete grade whose deadline has been extended is changed to a PR (Progress) on the student's record.

A student who receives an Incomplete in the last semester before graduation must finish all requirements for graduation prior to the beginning of the next semester/term or else conferral of the degree will be delayed.

6.2.9. Withdrawal From Classes

Students may drop or withdraw from a course anytime through the last regularly scheduled class meeting time prior to final examination week unless the faculty member has specified in the course syllabus an earlier deadline date for withdrawal.

If a course is dropped during the first four weeks of the semester, no record will appear on the transcript. After the fourth week, W will appear on the transcript.

6.2.9.1 Policy on Inactive Students in an Online Course

If a student has been completely inactive in an online course (7-weeks, 8-weeks or 14-weeks), the following steps will be taken:

- The instructor notifies the Registrar's Office by the end of the first week with the names of students who have not participated in class.
- The Registrar's Office will contact these students to determine any extenuating circumstances and verify that they still wish to be enrolled in the course.
- If this first contact results in a favorable response from the student, they will remain enrolled in the course. If the student replies that they wish to drop the course, they will be dropped without any academic or financial penalty.
- If the first contact receives no response, the Registrar's Office will contact the student again at the end of the second week of class (provided they are still inactive) and give them 24 hours to declare their intent to stay in the class. If there is no response within 24 hours, the student will be dropped from the course without any academic or financial penalty (for tuition refund policy refer to College Catalog).
- If a student is dropped from a course for inactivity and chooses to get back in the course, the student will be re-enrolled with the following caveats:
 - Instructor approves re-enrolling the student in the class because he or she believes there is a reasonable chance the student can successfully complete the course with a passing grade.
 - Should they become inactive again in this course, the student will be graded accordingly and will not be given a second opportunity to withdraw without penalty.
 - The student will be responsible for all fees for the course. Should the student drop the course later in the semester, they will be refunded according to the refund schedule (found in the College Catalog).

Please contact the Director of Teaching and Learning Technologies for help determining student activity in an online course.

6.3. Faculty Absences and Class Cancellations

If faculty must cancel a class due to illness or other emergencies, they should cancel their class through the class cancellation process on the College website, inform their students through e-mail and/or course management software, inform the department chair and inform the Office of the Academic Vice President. If Faculty need to cancel class for academic purposes of attending conferences or conducting necessary research, they should make provision for covering their classes through guest lecturer or other meaningful academic activities. Faculty members may not be absent for more than three MWF class periods or two TTh class periods per semester or more than two consecutive class periods without permission from the department chair or Academic Vice President of the College. Extended absence may invite FMLA issues and will be referred to the Office of Human Resources.

Online instructors (asynchronous) who will not be available in their online classroom for more than one day are expected to communicate their absence with their students. Extended times without communicating with students is strongly discouraged. Online instructors who will be unavailable for two or more days should find alternate means of communication with their students. Extended absences should also be communicated to

the department chairperson, Office of the Academic Vice President, and Director of Teaching and Learning Technologies.

6.4. Students with Disabilities

William Jewell College endeavors to create an atmosphere in which diversity and individual rights of each member of the college community are respected. Students with disabilities have met the same rigorous admission standards as all other students. Some enter college aware of their needs, while others discover them as they become engaged in the academic and social endeavors of college life.

It is the policy of the College to provide equal access and educational opportunities to qualified students with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act Amendments Act of 2008 (ADA and ADAAA) and the Fair Housing Act.

Refer to the College's Disability Accommodation Notice (Section 8.1) (posted online and in the [College Catalog](#)) and the [Accessibility Services](#) webpage for the policy statement and procedure guidelines.

Faculty members are required to include a statement in their syllabi which provides contact information for the Office of Accessibility Services. This office will provide students with the opportunity to request and obtain accommodations through an interactive process. Approved accommodations are communicated through an official statement which is provided by the student to the faculty member. For more information, students and faculty should contact Jewell's Director of Accessibility Services at accessibilityservices@williamjewell.edu to initiate any request for accommodations.

6.5. Student Privacy

William Jewell College recognizes that its students have a right to privacy, a right which has been guaranteed them by federal law since the passage of the Family Educational Rights and Privacy Act (aka FERPA and "The Buckley Amendment") in 1974. The school's basic policies concerning privacy are documented in the *Catalog*. William Jewell faculty members are expected to respect the privacy of their students. As the *AAUP Redbook* states, "Information about student views, beliefs, and political associations which professors acquire in the course of their work as instructors, advisors, and counselors should be considered confidential." (9th Edition, 2001. p. 262). Student grades and general academic performance and abilities should be regarded as confidential as well. However, information about a student's class attendance, academic performance, grades, and abilities can be shared with officials of the College who have a legitimate educational interest in such knowledge, without the student's express consent. This group of individuals may include the student's advisor, his or her other teachers, counselors or coaches or supervisors of other extracurricular activities the student may be engaged in, and personnel from the Office of the Academic Vice President, including the Academic Vice President, Registrar, Associate Dean, and the Associate Dean of Student Success. Response to parental inquiries depends on whether or not the student has given authorization through the Registrar's Office for a college official to discuss the student record with a parent.

6.5.1 Social Media Use in Courses

Best practices for course design include extensive discussions of using external sites (including social media) for educational facilitation. Instructors must use William Jewell's Brightspace learning management system (LMS) before using any external systems for instructional purposes, and any additional system will only be used as an auxiliary system.

Instructors should first ask if the external system enhances course delivery. Please contact the Department of Teaching and Learning Technologies for help deciding on the appropriate nature of the site for instruction and for help navigating the site. Before proceeding with an external site, the instructor should have a complete understanding how the site works and what privacy settings can be applied. Instructors are responsible for helping students understand the importance of keeping personal information private while using an external site. Personal information such as social security numbers, Usernames/Passwords (including Apple IDs), and PIN numbers should never be shared. Instructors should not risk the security of students, organizations, William Jewell or themselves by rushing to use new technologies. Always consider the consequences before proceeding.

When using any system other than William Jewell College's secure Brightspace LMS for instruction, instructors need to be primarily concerned about student security and privacy. FERPA regulations apply to instruction via social media the same as it does within Brightspace. Instructors need to understand the limits of using social media with regard to amount of student identifying information that can be used. Never reveal grades, course enrollments or schedules, as these are specific FERPA violations. Any document or communication (digital or not) that is considered an educational record for purposes of FERPA is subject to the "inspect and review" privilege by the student. (Drake, 2014) Having a complete understanding of FERPA regulations will help effectively design the social media educational experience. Faculty should also review the College's Data Classification and Storage Policy and follow the rules for data usage and storage.

Drake, P. (2014). Is your use of social media FERPA compliant? Educause Review. Retrieved from <https://er.educause.edu/articles/2014/2/is-your-use-of-social-media-ferpa-compliant>

6.6. Institutional Review Board

The Institutional Review Board (IRB) reviews proposals for research involving human participants to ensure ethical treatment of those involved. Members draw on standards described by the National Institute of Health as well as from ethical standards and practice in their respective disciplines. The IRB is normally composed of several faculty members and at least one student, college staff, and a person from the community. The reviews concern such matters as appropriate informed consent of participants (and consent by guardians, where applicable), protection from physical and psychological harm, protection of privacy, appropriate caution when gathering, storing, and disseminating information, freedom to withdraw consent, preparation for possible negative impact, and refraining from exploiting vulnerable populations. Other issues of ethical soundness may be addressed when as necessary given the procedures described.

Any such research originating from, sponsored by, or directly connected with the William Jewell College campus requires review. Off-campus entities wishing to conduct research on or with the campus must involve a faculty or staff sponsor who becomes a member of the research team and takes responsibility for the research before the IRB review will proceed. More detailed information about IRB procedures is available in the IRB public electronic folder.

6.7. Intellectual Property Policy

William Jewell College is committed to supporting the teaching and research activities of its faculty, students, and staff. The college encourages all members of its community to publish, without restriction, their papers, books, and other forms of communication and to develop inventions in order to share their findings and knowledge with colleagues and the general public. The Intellectual Property and Invention and Patent Policy is intended to promote excellence and innovation in scholarly research and teaching and in inventions for the common good by protecting the rights of the college and its faculty, staff, and students.

Copyright ownership and the rights it entails are defined by federal law, and Public Law 96-517, Government Patent Policy Act of 1980. William Jewell College Intellectual Property and Invention and Patent Policy is within the context of the Federal Copyright Law and maintains the traditional view that authors/creators of works and inventors own the copyright resulting from their research, teaching, and writing. Exceptions to this rule may result from contractual obligations, from employment obligations, from certain uses of college facilities, or from agreement governing access to certain college resources. The policy described here addresses these exceptions.

6.7.1. Material That May Be Copyrighted

Material that may be copyrighted includes, but is not limited to, books, journal articles, textbooks, bibliographies, study guides, laboratory manuals, electronic materials, syllabi, tests, proposals, lectures, musical or dramatic compositions, visual works of art, unpublished scripts, films, film strips, charts, transparencies and other visual aids, video and audio tapes and cassettes, live video or audio broadcasts, programmed instruction materials, and computer programs.

6.7.2. Ownership

Traditionally, books, articles, and other copyrightable materials are considered the property of the author/creator, who is entitled to determine how the works are to be disseminated and to keep any income the works generate. In the same way, inventors are entitled to all right, title, and interest to any discovery or invention which is developed solely on the inventor's own time and with the inventor's own facilities. William Jewell College, in keeping with this tradition, disclaims any ownership of works by Faculty, staff, and students, or title to any inventions except in the following cases. In these following cases (6.7.2.1-3), the owner of the works is William Jewell College:

6.7.2.1. Assigned/Contracted tasks

William Jewell College owns copyrightable material developed as a result of assigned college duties and intended exclusively for the use of the college for any of its programs. Such assignments would include but would not be limited to computer software

developed by college personnel for the use of college employees, reports commissioned from consultants and paid for by the college, materials created by faculty or staff for the college marketing efforts or for programs designed for and marketed by the College, etc. The Intellectual Property Policy also applies to the work product of a consultant who receives payment from William Jewell when that work product is commissioned by Jewell. This section on assigned tasks does not apply to books written, or other material produced, on campus or off, during a term of teaching, vacation, sabbatical, or faculty fellowship, with normal use of office space, library, and computer resources, but with no other direct college assistance.

6.7.2.2. Outside agreements

When copyrightable material is developed through a sponsored grant or contract, the special provisions contained in that grant or contract must prevail. In the absence of such special provisions, normal college policy applies.

6.7.2.3. Significant use of William Jewell-administered resources

When the development of copyrightable materials or inventions is significantly assisted by the use of college facilities, resources, or personnel, the College is entitled to a share of any royalty income pursuant to this policy. For these purposes, “significant” use is the use of resources other than those ordinarily available to most or all Faculty, staff, or students. Such ordinarily available resources include office space, personal office equipment, office computer workstations, library and other general use information resources, and the means of network access to such resources. Textbooks developed in conjunction with class teaching are excluded from the “significant” use category, unless such textbooks were developed using William Jewell-administered funds paid specifically to support textbook development. Incidental involvement of students receiving funding from the college is also excluded from the definition of “significant” use.

6.7.3. Students

The provisions of this Intellectual Property and Invention and Patent Policy are made applicable to students, especially as they relate to 6.7.2.1., assigned tasks, above, as a condition of their enrollment. Students hired to perform specific tasks that contribute to a copyrightable work or invention will ordinarily have no rights to ownership of that work. On the other hand, students working collaboratively with academic employees on projects that result in copyrightable work or patented inventions may be granted the same rights and obligations as would apply to an academic employee working collaboratively on the project.

6.7.4. Division and Use of Income of College-Owned Works:

1. Any incomes that the college receives from a licensing, sale, lease or other use of copyrighted works or patent owned by William Jewell College pursuant to this Intellectual Property and Invention and Patent Policy will be distributed in accordance with the following royalty distribution policy: 50% to the author/creator/inventor and 50% to the College.
2. The portion of income not paid to the creator or creators of a work will be used as determined by the college at its sole discretion. William Jewell will ordinarily use

that portion of income for the purpose of research or scholarly activity, with preference being given to the field in which the work was generated.

6.7.5. Administration and Resolution of Disputes:

The Intellectual Properties and Invention and Patent Policy will be administered by the Academic Vice President, regarding works created by academic employees. The Academic Vice President shall appoint an Intellectual Property and Invention and Patent Policy Committee, which will serve at his or her pleasure. The function of the committee shall be to advise and recommend to the Academic Vice President with respect to the College's ownership of particular copyrights and patents and such other matters as the Academic Vice President may deem appropriate. The Vice President for Finance and Operations will administer this policy as it relates to non-academic employees.

Disputes concerning application of the policy as it relates to academic employees will be resolved by a review panel of three members: a William Jewell employee representing the author/creator, a William Jewell employee designated by the Vice President for Finance and Operations, and a third William Jewell employee selected by the William Jewell Faculty Council. When disputes about the application of the policy involve non-academic employees, the review panel will consist of the following three members: a William Jewell employee to represent the author/creator, a William Jewell employee designated by the President of the College, and a third Jewell employee selected by the Faculty Council. The decision of a review panel may be appealed to the President of the College by the author/creator or by any member of the review panel.

6.8 Policies Specific to Online and Hybrid Teaching

6.8.1 Online Teaching Professional Development

William Jewell asynchronous online instructors are required to complete professional development for teaching asynchronous online courses before their first asynchronous online teaching experience and on an ongoing basis to ensure best practices are being implemented. The Director of Teaching and Learning Technologies will contact each instructor with information about requirements for online teaching professional development.

Required Professional Development for new online instructors

All asynchronous online professional development requirements are to be completed by January 2 (Spring new instructors), May 1 (Summer new instructors) or July 1 (Fall new instructors).

6.8.2 Asynchronous Online Course Quality Review

The proliferation of asynchronous online education in the past decade has predicated the need for assessing student outcomes based on online course characteristics. Recent studies have identified several key components that affect student outcomes in online courses. Educators nationwide have translated those findings into online course rubrics aimed at improving the overall quality of an online course.

Building upon the research and available rubrics, Jewell online courses will be evaluated using the Open SUNY Course Quality Review (OSCQR) rubric. This rubric has been

modified to reflect William Jewell's standards for excellent course design using an online course design team approach to maintaining quality course. This online course design team will consist of the Director of Teaching and Learning Technologies, the course creator, and the department chair. Each course will be evaluated for instructional design, online pedagogical design, and online instructional practices. The OSCQR rubric includes evaluative elements for syllabi, assignments, assessments, accessibility and mobile standards. Each member of the online design team suggests action plans and timelines for course refresh to maintain quality.

Please contact the Director of Teaching and Learning Technologies for more information about the Quality Review Process.

6.8.3 Online Course Development Stipend

Faculty contracted to either create a course to be taught online asynchronously or adapt a face-to-face course to be taught online, for the first time, will be paid a stipend of \$2,000 (assumes development of a 4-credit hour, QR Level 3 course) with the understanding that the course will be offered and taught by the faculty member for two sequential terms, as defined by the department chairperson, and the instructor will complete online teaching professional development prior. The stipend will be paid as follows: \$1,000 paid upon timely development of a course meeting the OSCQR standards, as determined by the Director of Teaching and Learning Technologies and \$1,000 upon completion of online teaching professional development as described in sections 6.8.1 and 6.8.2. The stipend will be included in the pay when the course is taught for the first time.

At least every four-years, faculty teaching online will be required to take a refresher course, developed by the Director of Teaching and Learning Technologies, to ensure best practices for teaching online are being implemented in their courses. Stipends for continued professional development will be paid upon the recommendation of the Director of Teaching and Learning Technologies and the department chairperson. The stipend amount will normally be \$500 for a four-credit hour course.

6.8.4 Hybrid Courses and Quality Control

Hybrid courses (asynchronous and synchronous) will be audited by the appropriate department chair or program leader to ensure quality instructional design and balance between face-to-face and asynchronous/synchronous learning activities consistent with best practice and the College's definitions for this mode of delivery. The Director of Teaching and Learning Technologies aids in planning a hybrid course and is available to offer feedback on overall course design and evaluation.

6.9 Academic Program Review

6.9.1. Academic Program Review Policy Purpose, Processes, and Calendars

6.9.1.1. Purpose

William Jewell's Academic Program Review Policy arises from the College's philosophy, mission, values, and learning outcomes. William Jewell educates our community to ask reflective questions, apply critical thought, and act with purpose. Jewell's philosophy is that we are critical thinkers in community pursuing meaningful lives.

Academic Program Review enables the College to focus attention on academic programs for quality assurance purposes and to ensure that programs' strengths and resources are used in alignment with the mission of the College. Additionally, the Higher Learning Commission accredits William Jewell College and an assumed practice for all institutions accredited by the Higher Learning Commission is a regular program review process.

Systematic program review provides the following for all programs:

- Evaluation of resources including fiscal, human (faculty and staff), material, and facilities that support achievement of stated program outcomes within the context of the College mission and Strategic Plan
- Documentation of student interest, performance, achievement, placement, and feedback
- Documentation of evidence of educational quality, consistency with national trends, and strategies for improvement
- An evaluative process which identifies strengths and weaknesses with a forward-looking projection
- Program review results that lead to action-oriented recommendations

Program review assists in identifying strong programs that need to be advanced or maintained and may help identify programs that need strengthening, monitoring, or discontinuation from the College's academic portfolio.

During the program review process, faculty members have an opportunity to reflect on their work as teachers and scholars and to engage in deliberations about strategic planning, improvement, accountability measures, and resources. Thus, program review offers academic program personnel an opportunity to review and evaluate its program(s), reflect on and refine its vision, and exchange ideas and best practices with others in order to strengthen and improve existing programs. Furthermore, ideas for new programs or innovative solutions to long-standing problems may also emerge.

Program review is done by departments. A program review will consist of a department and its programs which includes its majors (including tracks that have a degree conferred), minors, and academic certificates. The Oxbridge Honors program, Core Curriculum, Honors Institute in Critical Thinking, and minors not affiliated with a department are considered separate programs that nevertheless also undergo program review. Academic program review is an evaluative process that is done through systematic review of programs that provide evidence that the program is educationally sound and economically viable. Jewell is committed to maintaining a culture of continuous improvement where ongoing assessment is not only focused on student learning and educational outcomes but also on ongoing improvement and institutional effectiveness. This requires reviews of programs using external judgments and

consultation. External program review shall be conducted every seven (7) years unless a different schedule is required by an external accrediting body or is determined as a result of the most recent review. For those programs that are in departments or disciplines that undergo specialized accreditation, the on-site evaluation report, accreditation commission decisions and changes made in response to the report will serve as the external evaluation process if approved in advance from the Academic Vice President and the Program Review Committee (PRC).

New academic programs will be scheduled for an internal review when they have at least one cohort of graduates to evaluate progress and viability.

Non-periodic targeted program review may occur in response to a request from either the program or Academic Vice President (or their designee). Targeted reviews may be routine in nature (where a program is considering proactive change) or emergency (where a program is in peril of discontinuation). Emergency non-periodic reviews will be done by the PRC as near to immediately as is possible. Non-periodic reviews will be done in a timely fashion after all scheduled reviews for that academic year.

The Office of the Academic Vice President, with the support and cooperation of the department chairs and their faculty colleagues, will be responsible for drawing together preliminary data for the review process. The review shall include articulation of the objectives of the program and its relationship to the College mission, assessment of the human and material resources required for achievement of the program goals, i.e., a determination of faculty, administration, and financial support for the program, the need for graduates of the program (in general and specifically as related to disciplinary training), and the prospects for attracting adequate numbers of promising students to the program, as well as available openings for students upon their graduation. Annual evaluation data will be gathered from each program that may include enrollment, credit hour production, in-program student progress and achievements, evidence of student learning, major curricular changes, and graduate placement.

Final determination of the establishment and retention of each program will be made based on recommendations from the departmental self-study review and the External Reviewer, recommendations from the PRC, and on the authority of the President in consultation with the Academic Vice President. The criteria for these recommendations are as follows:

Maintain: Excellent education. Relatively stable or slightly growing enrollment. Department can continue with current resources. Current resources are not constraining success.

Advance: Excellent education, clearly growing enrollment and demand. More resources needed to continue nascent success.

Strengthen: Overall good program with one or two significant issues that need to be addressed before the next review, occurring within 5 years or less. A plan of action needs to be developed and approved in consultation with the Academic

Vice President. If one of the significant issues is curricular this designation would trigger a CEPC curricular review.

Monitor: Several significant issues that are threatening the viability of individual programs within the department or the department as a whole. Without immediate rectification the program is at risk of being discontinued and of having departmental resources reduced. This designation triggers alerting CEPC and Faculty Council. The faculty council will also be provided the full executive summary upon notification. An additional program review will be expected in a 1-2 year timespan.

Discontinue: This program does not appear to have a future because of continuing significant issues of viability. Normally a program would be recommended for discontinuance if little or no progress had occurred since it was given the monitor designation. Students will no longer be able to declare the major. The CEPC will be notified to work with the program to develop a teach-out program for current majors. This plan will be shared with the Higher Learning Commission, per their policies. The policies and procedures associated with formally ending a program due to a recommendation of discontinuance are provided in Section 6.10.1.

6.9.1.2. Procedures

Academic Program Review consists of five phases: (1) Planning and Preparation, (2) Self-Study, (3) External Review, (4) Summary, (5) Recommendation and Action. The Office of the Academic Vice President serves as the coordinating unit for this program review function.

Timeline for Program Review

- February 1 of Preparation Year – Self-Study Due to Academic Vice President Office
- March–April of Preparation Year – External Reviewer Visit to Campus
- August–September of Review Year – PRC Internal Review
- December 1 of Review Year – Response Memo and Action Plan Due to Academic Vice President Office

Phase 1: Planning and Preparation

Notification of the Academic Department: The Academic Vice President will, in consultation with the department chairperson, notify the academic program that a review has been scheduled normally one year in advance of the review. Initial planning and preparation include an orientation meeting, appointment of self-study committee, and nomination by the department chairperson and selection by the Academic Vice President of an External Reviewer and should normally occur no later than eight months prior to the review.

Appointment of a Self-Study Committee: Normally, no later than eight months prior to the self-study submission, the Department Chairperson will notify the Office of the Academic Vice President of the names of the self-study committee and self-study coordinator. The size of the group will vary dependent on the size of the program and

department, though the committee should have no fewer than three members, typically members of the department, including the self-study coordinator. In some cases, an entire department will serve as the self-study committee, especially for smaller departments.

Selection of External Reviewer: The department will select an external reviewer that will be approved by the Academic Vice President. The role of the External Reviewer is important in the program review process. Each program review includes at least one External Reviewer. Having an external reviewer promotes comparison with similar programs at other institutions, provides faculty and administrators a wider perspective, and ensures that the academic programs being reviewed are current and not isolated from the larger academic community. The External Reviewer prompts academic departments and the college to address issues that may come to light during the program review process and facilitate an institutional and program response to the program review. External Reviewers, as recognized experts in the disciplinary/professional field of the department undertaking program review, are used to provide critical judgment and to ensure the objectivity of the program review process, and to determine how the program compares to other programs in the region and nation.

External Reviewers should bring an informed and unbiased view to the assessment of the program. External Reviewers should consider whether the plans of the department are appropriate, considering such factors as the current condition of the program, trends in the discipline, the quality of the faculty, and the characteristics of the students and the community the program serves. Reviewers will be expected to conduct the review based on the self-study document and materials. External reviewers are encouraged to interact with faculty, students, and alumni of the program either in person (preferred) or digitally. The external review must be done within budget allowances.

In consultation with the academic department, the Office of the Academic Vice President will select the external reviewer. Academic departments may recommend the names of reviewers and provide links to website bios or CVs if available. In some cases, the Office of the Academic Vice President may select a reviewer that has not been nominated by the department. These recommendations should normally be made six-months prior to the self-study submission. Departments are encouraged to nominate individuals from reputable institutions who are active, respected members of the discipline and profession, particularly in the academic programs and areas of interest of the unit undertaking program review. Academic departments should nominate reviewers who are likely to understand the issues and special circumstances of the department under review and William Jewell College, especially those who come from or have experience in programs similar to those of the department. The department should recommend external reviewers who are most appropriate for specified programs or areas. The department should take care to recommend reviewers who will provide a balance in representing the programs and areas of the department.

The department must disclose in writing to the Office of the Academic Vice President any potential conflicts of interest for an external reviewer in conducting the program review. Potential conflicts include, former or current mentors or friends of faculty members, faculty members or administrators who are currently employed or who have been employed at William Jewell College, or who have applied for positions or are likely to apply for positions at William Jewell College.

Departments should NOT contact the individuals recommended or solicit vitae or biographical information from potential external reviewers, until the Office of the Academic Vice President has selected the external reviewer. Premature contact with potential external reviewers may create an awkward situation for the college and for those individuals not invited to serve as an external reviewer.

The Office of the Academic Vice President, in selecting reviewers, generally adheres to the following criteria, although in some circumstances may warrant exceptions (e.g., reviewers not from academia, but from professional or industry settings, and reviewers from out of state in the case of unique programs, etc.):

1. The reviewer must have an outstanding record of current scholarship and experience in the discipline.
2. The reviewer must have strong institutional affiliations. Choosing to be critiqued by the very best demonstrates William Jewell College's commitment to excellence.
3. If possible the reviewer should reside within a reasonable distance from our campus (i.e., Kansas, Missouri, Iowa) to keep our expenses down.
4. The reviewer should not have any conflicts of interest that might prevent a very candid and thorough evaluation.

Phase 2: The Self Study Report

The Self-Study Report is an interpretive document that uses data and accompanying narrative analysis to assess program overview and history, current program status, and future direction. The Program Review Coordinator (i.e., the Office of the Academic Vice President) will provide the department a standard self-study document template and standard data set. Data should be analyzed and discussed in relation to the academic program/unit's mission and goals. When necessary, additional relevant data should be collected and analyzed by the department and included in the Self-Study Report. If the program has multiple majors and minors, commentary that is particular to each element should also be included. Departments that have undergone previous program reviews will also be expected to address the action steps from the previous program review.

Throughout the various sections and prompts included in the Self-Study Report, the final document must demonstrate the ways in which the program under review is congruent with the College's mission and philosophy and its strategic plan initiatives. Areas of the strategic plan that must be addressed include Student Experience, Diversity and Inclusion, Assessment, and Applying Critical Thought and Inquiry. Questions pertaining to the format, content, etc., of the Self-Study Report should be directed to the Co-Chairs of the PRC.

The document template of the Self-Study Report and accompanying data are first distributed by the Program Review Coordinator to the established Self-Study Committee. A self-evaluation is then performed on the program under review and completed according to the appropriate timeline. Once the Self-Study Committee completes the Self-Study Report, the Program Review Coordinator will verify the completeness of the report and then distribute the Self-Study Report to all appropriate stakeholder areas

involved with the program under review, i.e., departmental faculty, advisory board members, etc.

(The following is included as an aid to self-study teams and to external and internal reviewers)

Key Features of a quality Program Review, including the Self-Study Report:

1. The review is evaluative in nature, not merely descriptive.
2. The review of programs is forward-looking.
3. The review must include strengths and weaknesses, be they academic, fiscal, etc.
4. The review is objective and is based on the self-study template document (specialized accreditation process may serve as program review with additional focused questions).
5. The review is an independent process.
6. The review findings should result in action.

Key Questions in Program Review: The Self-Study will focus on the following questions:

1. Is the teaching and training of students effective?
2. Does the program meet the institution's goals?
3. Does the program respond to the profession's/discipline's needs?
4. Does the program contribute to the profession's/discipline's body of knowledge, as appropriate?
5. How is assessment and evaluation feedback used to make changes to the program?
6. How is the program assessed by experts in the field?
7. Is scholarship produced in line with institutional expectations and does scholarship relate to teaching?

Phase 3: External Review and Program Review

The External Reviewer will analyze the program self-study document, and as necessary, collect additional relevant information. During a campus visit the External Reviewer will meet with appropriate faculty, administrators, students, and community groups. The External Reviewer will prepare a report using the Program Review External Reviewer Report Form that will be provided by the Program Review Coordinator. A recommendation will be made with a supporting rationale as to whether the program should be advanced, maintained, strengthened, monitored, or discontinued.

Once the External Reviewer's report is received, the Office of the Academic Vice President will distribute it, along with the Self Study Report and any supporting documents, to the Program Review Committee, which will review the provided documents to identify any gaps or omissions on the part of the Self-Study Committee and External Reviewer and indicate whether the program is congruent with the College's mission and strategic planning initiatives. Upon reviewing and assessing the Self-Study and External Reviewer Report, the Program Review Committee will provide its own recommendation for the program under review along with supporting rationale in the Executive Summary Report.

Phase 4: The Summary and Response

The External Reviewer's Report and the Program Review Committee Executive Summary will be provided to the department chair. The department will then complete a Response Memo and Action Plan for the Academic Vice President based on the recommendations.

Phase 5: The Recommendation and Action

The Academic Vice President will review all reports, including a Response Memo and Action Plan from the department, which will include a plan of action to advance, maintain, strengthen, monitor, or discontinue the academic program. The Academic Vice President's response and the department's plan of action will be submitted to the President who will review, approve and/or modify the action plan, as described in the President's Memo. If the recommendation is for discontinuation, procedures are followed according to the Faculty Handbook (Section 6.10). In the case of program discontinuation or suspension of applications/admission, the department chair shall implement a communication plan to ensure all appropriate parties are notified of this decision. This will include the program faculty, current and prospective students, Office of Admission, Registrar, and Office of Academic Advising.

The Self-Study Report, External Reviewer Report, Executive Summary, Response Memo and Action Plan, Academic Vice President's Memo, and President's Memo will be considered as the permanent record of the review. These summary documents will be collated and archived by the Office of the Academic Vice President.

6.9.1.3. Review Calendar

All programs will undergo reviews according to the following schedule. The years are when programs will be preparing the documentation for review. The Program Review Committee will then review the documentation the following academic year, unless determined in advance by the committee to do so in the same academic year of preparation.

- 2020-2021
 - Core Curriculum
 - Oxbridge Honors Program
- 2021-2022
 - Biology
 - Civil Engineering
 - Philosophy
 - Pre-Medicine Minor
- 2022-2023
 - Communication
 - Physics
 - Theatre
 - Women's Studies Minor

- 2023-2024
 - English
 - Math/Data Science
 - History
 - Psychological Science
 - Spanish (deferral approved by PRC, April 27, 2022)
- 2024-2025
 - Music
 - Chemistry and Biochemistry
 - Business and Leadership
 - Honors Institute in Critical Thinking
- 2025-2026
 - Nursing
 - Education
 - Political Science/International Relations
- 2026-27
 -
- 2027-2028
 - Core Curriculum
 - Oxbridge Honors Program

6.10 Discontinuance and Restructuring Policies for Academic Programs

These sections of the *Faculty Handbook* were developed in the 2020-21 academic year and brought to the Faculty for discussion and review on April 12 and 26 and May 10, 2021. The development of these policies and procedures was the second phase of work associated with the discussion of program discontinuance and restructuring policies started in summer 2019 among the Faculty, Administration and Board of Trustees.

The next phase of work will be to move the discussion from a faculty-focused policy development perspective to one that considers similar documents regarding staff and their role in situations where discontinuance of college programs have implications on staff employment. This work will be led by the Administration, per the direction of the President.

The policies and procedures that follow were developed by Faculty, Administration, and Trustees with the intent of demonstrating transparency, shared governance, collaboration, and treating employees with respect and dignity in the midst of difficult decisions to discontinue or restructure academic majors, programs, or departments (collectively, for purposes of Section 6.10 and its subsections, “programs”). These are not board-level policies; rather, they are an effort to articulate how the College will carry out board-level policies found in Sections 4.8 (Statement on the Declaration of Financial Exigency) and 4.9 (Statement on Declaration of Financial Hardship) and Program Review Committee procedures found in Section 6.9. In alignment with Sections 4.8 and 4.9, these policies and procedures may vary in cases of financial exigency or financial hardship depending on the particular circumstances at hand. The intent is not to dictate to the Administration what to do; rather, it is to codify through shared governance and open dialogue how our community wants the College to act should these situations arise.

6.10.1 Discontinuance Policy and Procedures due to Academic Program Review

6.10.1.1 Purpose

The purpose of this discontinuance policy and procedures is to outline how to formally end a program at the College and how to give consideration to the employment options of faculty members who teach in that program when a recommendation to discontinue arises from the Academic Program Review process.

6.10.1.2 Rationale

In the normal course of Academic Program Review it may emerge, through a careful process of monitoring, that a program should be discontinued. This decision will not have been reached lightly and will normally have involved a multi-year process of review and revision, which includes providing the responsible department and program opportunity to implement corrective actions for improving the program's effectiveness, as outlined in Program Review Committee (PRC) documents (refer to Sections 3.2.1.3 and 6.9).

The discontinuance process will involve dialogue between the PRC, the department and program involved, other faculty committees, as appropriate, and the Office of the Academic Vice President. During this period of time, the program will have been clearly informed of the recommendations of the PRC, External Reviewer, Academic Vice President, and President. The Academic Vice President is responsible for formal reporting to the Board of Trustees on the findings of the Academic Program Review Process.

6.10.1.3 Process for Recommending Discontinuance of an Academic Program or Department

Once all PRC procedures have been followed and it has been carefully determined that a program should be recommended for discontinuance, notification of the intent to recommend discontinuance to the Board of Trustees will be made to Faculty Council (FC), the Promotion and Tenure Committee (PTC) and the Curriculum and Educational Policy Committee (CEPC) by the Academic Vice President or President. A formal notification of such will be sent by the Academic Vice President to the CEPC within 15 days of the PRC process concluding, so that the CEPC may take action consistent with their responsibilities (Section 3.2.1.1, III). A similar notification will be sent by the Academic Vice President to FC and to the PTC, also within 15 days. The FC, in consultation with the CEPC, will arrange for a faculty forum at which the rationale for ending the program will be presented by the PRC, in conjunction with other entities as appropriate. Time will be given for questions and answers from the Faculty.

Following the forum, the CEPC will take proposed action on the curriculum, consistent with its Charter, and bring said recommendation to the entire Faculty at the most appropriate next business meeting. At that time, a vote of the Faculty will be taken to discontinue the program. A simple majority is required.

If the faculty vote not to discontinue the program, the matter of discontinuance will be referred back to the PRC. The FC will be responsible to gather clear reasons from the faculty for rejecting the recommendation and provide them to the PRC. The PRC must

address those concerns in writing and at a second public forum, before bringing any further recommendations to the faculty through the CEPC.

If the discontinuance of a program is brought before the faculty twice and both times the faculty votes to retain the program, the case for discontinuance is brought to a special committee comprising of the Chair and Co-Chair/Vice Chairs of the FC, CEPC, PRC and PTC committees. The Academic Vice President will also join this committee as an ex-officio member. The committee will be chaired by the FC Chair. The committee will be charged with reviewing, again, the materials and the arguments for and against discontinuance. The committee will then vote on the discontinuance; should the vote be tied, the Academic Vice President's vote will break the tie. The decision of the special committee will be final.

Once a final decision is obtained, the Administration, represented by the Academic Vice President, will advance a recommendation to the Board of Trustees at their next regularly scheduled meeting. This will be advanced through the Academic Affairs and Student Life Committee, per the Trustees' Bylaws, Article III, Section 7, so that they may act on the proposed substantive change to the educational programs of the College. The Trustees have the authority to accept or reject the recommendation or to send it back to the Academic Vice President and Faculty Council Chair for additional study.

6.10.1.4 Discontinuance and Faculty Employment due to Academic Program Review

All faculty in a program being considered for discontinuance for educational considerations will be promptly informed in writing of this possibility by the Office of the Academic Vice President, with copies of any letters provided sent to FC. At this time, the faculty members will also be informed of all rights and responsibilities pertaining to the process of discontinuance.

6.10.1.4.1 Non-Tenured Faculty and Program Discontinuance due to Academic Program Review

The institution is not obligated to continue employment of non-tenured faculty beyond their given annual appointment letter. In a situation where a program is discontinued, non-tenured faculty will be retained for the duration of their current appointment letter. If a non-tenured faculty member elects to leave prior to the end of the current appointment letter, they do so without pay.

6.10.1.4.2 Tenured Faculty and Program Discontinuance due to Academic Program Review

William Jewell College places high value on the institution of tenure. The College believes that it enhances teaching, promotes longevity in employment, offers security, creates strong community and enables deep institutional memory to guide important decisions regarding the direction of the College.

Therefore, every reasonable effort should be made to retain tenured faculty in the event of the discontinuance of a program. In consultation with the department chairperson of the faculty member impacted by a decision to end a program, or in consultation with the Chair of FC should an entire department's or program's faculty be affected, these efforts

should normally be considered in the following ways by the Academic Vice President, any one or a combination of which may be employed:

- 1) If appropriate, the faculty member may be reassigned to a different academic department or program and will be expected to meet performance expectations consistent with the Promotion and Tenure Policy (Section 5).
- 2) The College may provide retraining, which may include release time and financial support to cover any associated costs, so that the faculty member may effectively teach in either a different academic department, and/or, by agreement, joining the faculty of a free-standing program and/or in the Core Curriculum.
- 3) If there is no reasonable way to offer the affected faculty member a position at the College, the College will offer a severance package which will be based on a formula developed by the Administration in consultation with Faculty Council.
- 4) The faculty member, in consultation with the Department Chair and Academic Vice President, may decide that the faculty member does not wish to retrain or change academic departments, in which case the faculty member will be given the option of resigning their position at the end of the academic year, or the faculty member's appointment will be terminated at the end of the academic year; and the College will offer a severance package based on a formula developed by the Administration in consultation with Faculty Council.
- 5) Faculty, who qualify, may elect to retire and should consult the Office of Human Resources regarding retirement benefits.

The College will not make new full-time faculty appointments to discontinued positions or programs for at least three years absent a determination by the Board, where faculty will have been consulted extensively, that extraordinary and justifiable circumstances exist that were not foreseen with any reasonable level of certainty at the time of the discontinuance.

Faculty members may be offered the opportunity to continue to teach in an adjunctive fashion to allow students to complete the academic program, even if their position is terminated or they retire from the College.

(Approved by the Faculty on May 10, 2021, and endorsed by Cabinet on May 13, 2021, and Board of Trustees on May 14, 2021.)

6.10.2 Discontinuance and Restructuring Policy and Procedures due to the Declaration of Financial Hardship

6.10.2.1 Purpose

The purpose of this discontinuance policy and procedures is to outline how to formally end or restructure a program at the College and how to give consideration to the employment options of faculty members who teach in that program when a recommendation to discontinue or restructure arises from the Board of Trustees declaring a state financial hardship (Section 4.9).

6.10.2.2 Rationale

If the Board of Trustees has declared a financial hardship as provided in Section 4.9, the Board will empower the President to collaborate with faculty and staff representatives to determine appropriate steps to address the financial hardship outside of the College's standard program review and assessment processes to discontinue or restructure programs.

Given the likely urgency and timeliness of such matters, the decisions regarding programs and employment of long-serving faculty members will be made by the Board (or by the President, if so determined by the Board) to the extent reasonably practicable, (1) in collaboration with Administration and Faculty and (2) provide notice to impacted students and faculty in a manner that will allow them to plan for future academic and employment decisions (per Section 4.9).

6.10.2.3 Process for Recommending Discontinuance or Restructuring of a Program or Department during Financial Hardship

Once the Board of Trustees declares a state of financial hardship, the President will convene a team comprising individuals and/or other constituents, as circumstances warrant, to form a Financial Hardship Management Committee (FHMC). Normally, membership will include some or all of the following, though final membership is the decision of the President:

- President
- Academic Vice President
- Chief Financial Officer/Chief Operating Officer
- Vice President for Access and Engagement
- Vice President for Advancement
- Vice President for Marketing and Enrollment
- Associate Vice President for Institutional Strategy
- Chair of Faculty Council
- Chair or Co-Chair of the following: Curriculum and Educational Policy Committee, Program Review Committee, and the Promotion and Tenure Committee
- Chair of Staff Council
- At-Large member of Staff, selected by President

The purpose of the FHMC is to develop and assist in implementing a plan for the resolution of the state of financial hardship. The FHMC should formulate a proposed plan that outlines, as far as practicable, short-term and long-term steps to be taken. The FHMC should share the proposed plan with the FC and the SC within 30 calendar days of the activation of the FHMC. There then should be 15 calendar days for consultation between the FC and SC and FHMC, regarding the content of the proposed resolution plan. The FHMC may edit the plan based on the consultation and will then finalize the plan by majority vote within seven calendar days.

The President will present the final plan to the Board of Trustees and may offer a recommendation regarding its approval. The Board may approve or amend the plan or

return it to the FHMC for further consideration. If the Board returns the plan to the FHMC, the FHMC will consult with FC and SC regarding proposed amendments and finalize an amended plan, providing at least seven days for consultation but otherwise expediting the process to finalize the amended plan and have it presented by the President to the Board.

The plan will be shared with all key stakeholders within 30 days of Board approval. Key stakeholders will likely include Staff, Faculty, Students, Alumni, etc., though it may be determined that not all groups are notified at the same time.

It is understood that in some cases the nature of the financial hardship will demand shortened timelines from the above proposed 30 and 15 days. In such cases the timeline will be discussed by the FHMC, set by the President, and the FC and SC will be informed of the shortened timeline.

It is also understood that, by its very nature, a financial hardship may require ongoing updates to any stated plan, but it is further understood that appropriate updates will be shared in a timely manner, as determined by the FHMC within the discretion granted to it, with the members of the community as work to resolve the financial hardship unfolds.

While the FHMC will have broad reaching power to make recommendations to the President that enable the College to address, in the most expedient means, the financial hardship at hand, it should be noted that decisions related to the plan and addressing the financial hardship are the responsibility of the Administration (within the discretion granted to it by the Board) or of the Board (where it retains such power). Furthermore, the committee should adhere to the following constraints:

- 1) The individual actions recommended must reflect a demonstrable and direct solution to the financial hardship situation, at least in part, if not in whole, and the committee must state why such recommended actions are superior to alternatives.
- 2) Decisions must demonstrate a commitment to quickly containing and resolving the financial hardship and placing the institution on a righted course for the resumption of normal operations.
- 3) The entire process should be as transparent as practicable and reasonably appropriate, which could include, but is not limited to:
 - a. regular electronic updates on actions to be taken
 - b. regular updates given to the FC, CEPC, PTC, PRC faculty committees
 - c. regular updates given to Department Chairs
 - d. regular updates given to the SC
 - e. regular community meetings at which action information is disseminated
 - f. opportunity for community feedback and input wherever possible
 - g. updated timelines for the resolution of the financial hardship and quick and direct responses to any and all concerns raised by the larger community
- 4) Formal proposals, or decisions, to reduce staff, faculty, departments or programs should be shared as promptly as practicable and should include a written rationale for the proposed eliminations.

- 5) The FHMC may recommend discontinuing or restructuring programs. The recommendation may entail ending the appointments of non-tenured and tenured faculty for programs that are to be discontinued or restructured.
- 6) Any recommendation to discontinue or restructure programs should be reviewed by the CEPC, PRC, and PTC for comment in advance of a final decision.
- 7) The College will not make new full-time faculty appointments to discontinued positions or programs for at least three years absent a determination by the Board, where faculty will have been consulted extensively, that extraordinary and justifiable circumstances exist that were not foreseen with any reasonable level of certainty at the time of the discontinuance.

The activation of the FHMC should be in effect for the shortest time necessary to return the College to normal operations. The decision to formally declare an end of financial hardship is the responsibility of the Board of Trustees. The President will notify the FHMC of that decision, as well as the rest of the campus community.

6.10.2.4 Discontinuance or Restructuring due to Financial Hardship and Faculty Employment

All faculty in a program being considered for discontinuance or restructuring due to a declared financial hardship will be promptly informed in writing of this possibility by the Office of the Academic Vice President, with copies of any letters provided sent to FC. At this time, the faculty members will also be informed of all rights and responsibilities pertaining to the process of discontinuance.

6.10.2.4.1 Non-Tenured Faculty and Program Discontinuance or Restructuring due to Financial Hardship

The institution is not obligated to continue employment of non-tenured faculty beyond their given annual appointment letter. In a situation where a program is discontinued or restructured, non-tenured faculty will be retained for the duration of their current appointment letter. If a non-tenured faculty member elects to leave prior to the end of the current appointment letter, they do so without pay.

6.10.2.4.2 Tenured Faculty and Program Discontinuance or Restructuring due to Financial Hardship

While William Jewell College places a high value on the institution of tenure and believes that it enhances teaching, promotes longevity in employment, offers security, creates strong community and enables deep institutional memory to guide important decisions regarding the direction of the College, a state of declared financial hardship requires extraordinary action to resolve the financial threat, which may include eliminating tenured positions in programs to be discontinued or restructured. When such situations arise, the College will make a good-faith attempt to place an affected tenured faculty member in another suitable position with the College where a need exists and for which the faculty member is qualified.

In consultation with the department chairperson of the faculty member impacted by a decision to end or restructure a program, or in consultation with the Chair of FC should an entire department's or program's faculty be affected, these efforts should normally be considered in the following ways by the Academic Vice President, in consultation with

the President and within the guidelines of the Board approved plan, any one of which or a combination may be employed:

- 1) If appropriate, the faculty member may be reassigned to a different academic department or program or position at the College and will be expected to meet performance expectations consistent with Promotion and Tenure Policy (Section 5) if the position is a faculty position.
- 2) The College may provide retraining, which may include release time and financial support to cover any associated costs, so that the faculty member may effectively teach in either a different academic department, and/or, by agreement, joining the faculty of a free-standing program and/or in the Core Curriculum.
- 3) If there is no reasonable way to offer the affected faculty member a position at the College, the College will offer a severance package which will be based on a formula developed by the Administration in consultation with the Faculty Council and within the guidelines of the Board approved plan.
- 4) The faculty member, in consultation with the Department Chair and Academic Vice President, may decide that the faculty member does not wish to change academic departments or positions, in which case the faculty member will be given the option of resigning their position at the end of the academic year, or the faculty member's appointment will be terminated at the end of the academic year; and the College will provide a severance package based on a formula developed by the Administration in consultation with Faculty Council and within the guidelines of the Board approved plan.
- 5) Faculty who qualify may elect to retire and should consult the Office of Human Resources regarding retirement benefits.

Faculty members may be offered the opportunity to continue to teach in an adjunctive fashion to allow students to complete the academic program, even if their position is terminated or they retire from the College

(Endorsed by the Faculty on May 10, 2021, by Cabinet on May 13, 2021, and Board of Trustees on May 14, 2021.)

6.10.3 Discontinuance and Restructuring Policy and Procedures due to the Declaration of Financial Exigency

6.10.3.1 Purpose

The purpose of this discontinuance and restructuring policy and procedures is to outline how to formally end or restructure a program at the College and how to give consideration to the employment options of faculty members who teach in that department or program when a recommendation to discontinue or restructure arises from the Board of Trustees declaring a state financial exigency (Section 4.8).

6.10.3.2 Rationale

If the Board of Trustees has declared a financial exigency as provided in Section 4.8, the programs would otherwise be retained may be restructured or discontinued and the positions of tenured and other personnel may be eliminated. While specific parameters

cannot be determined in advance, there is the assumption that this decision to declare financial exigency will be wise and just by the Board of Trustees in light of circumstances that prevail at the time of declaration.

During such a state, the Board will empower the President to collaborate with Administration and Faculty representatives to determine appropriate steps to address the financial exigency outside of the College's standard program review and assessment processes to discontinue or restructure academic programs.

Given the likely urgency and timeliness of such matters, the decisions regarding academic programs and employment of long-serving faculty members will be made by the Board (or by the President, if so determined by the Board), to the extent reasonably practicable, (1) in collaboration with Administration and Faculty and (2) provide notice to impacted students and faculty in a manner that will allow them to plan for future academic and employment decisions (per Section 4.9).

The following subsection offers details on how these decisions will be made.

6.10.3.3 Process for Recommending Discontinuance or Restructuring of a Program or Department during Financial Exigency

The process for recommending discontinuance or restructuring of a program during financial exigency mirrors that provided in Section 6.10.2.3 (Process for Recommending Discontinuance or Restructuring of a Program during Financial Hardship), except:

- The process will be applied to address financial exigency in cases where the Board of Trustees has declared a financial exigency pursuant to Section 4.8, rather than financial hardship pursuant to Section 4.9
- The committee which may be formed will be titled the Financial Exigency Management Committee (FEMC)
- Relevant plans, communications, consultations, timelines, recommendations, and decision making will be directed at addressing the financial exigency
- It is understood that the nature of a financial exigency may lead the Board of Trustees and Administration to exercise discretion—within the context of the wise and just decision making with which they are charged, in light of the circumstances surrounding the financial exigency, and while endeavoring to consult and consider the input of constituents as practicable—to adjust the process to ensure the survival of the institution

6.10.3.4 Discontinuance and Restructuring due to Financial Exigency and Faculty Employment

All faculty in a program being considered for discontinuance or restructuring due to a declared financial exigency will be promptly informed in writing of this possibility by the Office of the Academic Vice President, with copies of any letters provided sent to FC. At this time, the faculty members will also be informed of all rights and responsibilities pertaining to the process of discontinuance.

6.10.3.4.1 Non-Tenured Faculty and Program Discontinuance or Restructuring due to Financial Exigency

The institution is not obligated to continue employment of non-tenured faculty beyond their given annual appointment letter. In a situation where a program is discontinued or restructured, non-tenured faculty will be retained for the duration of their current appointment letter. If a non-tenured faculty member elects to leave prior to the end of the current appointment letter, they do so without pay.

6.10.3.4.2 Tenured Faculty and Program Discontinuance or Restructuring due to Financial Exigency

While William Jewell College places a high value on the institution of tenure and believes that it enhances teaching, promotes longevity in employment, offers security, creates strong community and enables deep institutional memory to guide important decisions regarding the direction of the College, a state of declared financial exigency requires extraordinary action to ensure the survival of the institution, which may include eliminating tenured positions in programs to be discontinued or restructured. When such situations arise, the College will make a good-faith attempt to allow tenured faculty to retire or resign.

In consultation with the department chairperson of the faculty member impacted by a decision to end a program, or in consultation with the Chair of FC, should an entire department's or program's faculty be affected, these efforts should normally be considered in the following ways by the Academic Vice President, in consultation with the President and within the guidelines of the Board approved plan, any one of which or a combination may be employed:

- 1) If appropriate, the faculty member may be reassigned to a different academic department or program or position at the College and will be expected to meet performance expectations consistent with Promotion and Tenure Policy (Section 5) if the position is a faculty position.
- 2) The faculty member, in consultation with the Department Chair and Academic Vice President, may decide that the faculty member does not wish to change academic departments or positions, in which case the faculty member will be given the option of resigning their position, or the faculty member's position will be terminated. The time for resignation or termination will be determined by the Board of Trustees, taking into account (a) the financial position of the College and (b) a substantial preference for placing this time at the end of the current academic year.
- 3) Faculty, who qualify, may elect to retire and should consult the Office of Human Resources regarding retirement benefits.

Faculty members may be offered the opportunity to continue to teach in an adjunctive fashion to allow students to complete the academic program, even if their position is terminated or they retire from the College.

(Endorsed by the Faculty on May 10, 2021, by Cabinet on May 13, 2021, and Board of Trustees on May 14, 2021.)

7.0. FACULTY DEVELOPMENT OPPORTUNITIES

7.1. Faculty Development Funds

The mission of William Jewell College is to educate our community to ask reflective questions, apply critical thought, and act with purpose. The purpose of Faculty development funds is to support intellectual and scholarly vitality among the Faculty as defined in general terms in the *Faculty Handbook* and more specifically in each Faculty member's approved plan for professional development.

The professional development funds are not intended for the purchase of books for one's professional library nor reimbursement for the costs of commuting to class.

Upon prior application and committee approval no more than half of the normal allocation for the *succeeding* year may be "encumbered" for expenditure during the current year. The Faculty member in such a case would agree to repay the advance in case s/he left the College.

Following the principles of the Tenure and Promotion Policy (see section 5), a basic amount will be provided for activities pertaining to scholarly activity, with additional funding available for activities considered to be scholarly achievement. Holders of Endowed Chairs have their own separate individual faculty development funds.

In the event that funds are insufficient to meet all requests, unfunded requests will be considered at the end of the academic year.

Policies on the disbursement of the Faculty Development Funds are as follow:

1. Proposals for professional development funds will be in writing according to a standard format. The request form is available on Jewell Central (online forms-Academic Affairs-[Faculty Development](#)).
2. Business Office forms are available on Jewell Central (central.jewell.edu) to request reimbursement, if appropriate. The Office of the Academic Vice President provides the Expense Authorization and account number. Contact Sandra Watson ([watsons@william.jewell.edu](mailto:watson@william.jewell.edu)) for more information.
3. Proposals will be reviewed by the Chair of the Faculty Council, the Chair of the Tenure and Promotion Committee, and the Academic Vice President, acting as a Grants Committee of this fund. As faculty development funds exist to support the tenure and promotion policy in addition to supporting general intellectual and scholarly vitality, requests from adjunct faculty will normally not be considered unless the Grants Committee determines that the request will have a significant impact for the larger College community.
4. The purpose of faculty development funds is to support intellectual and scholarly vitality among the Faculty. In 2021-22, full time faculty members were eligible to receive up to \$1,200 when presenting at a conference or up to \$500 total when

attending a conference or for academic/professional memberships. Normally, the maximum amount of faculty funds will not exceed \$1,200 per academic year. However, faculty may receive up to \$1,500 if they are presenting abroad.

5. The grants committee will meet at least twice a month. Final requests for the year's funding cycle are due in the Academic Vice President's Office by March 30.
6. Notification will go to the applicant immediately after the meeting of the committee.
7. Brief written reports may be requested on the completion of each project.

7.2. Supplemental Faculty Funding

7.2.1. Summer Study and Research Grants

The College budgets funds to help finance summer study and research for Faculty members. A full statement of proposed work for a Summer Study or Research Grant should be made to the Office of the Academic Vice President as early as possible in the academic year and prior to April 1, outlining the proposed course of study or research, estimated costs, and length of program. A written report of the summer work is due in the Office of the Academic Vice President no later than October 1. In 2021-22, up to \$2,000 was awarded to approved grants.

7.2.2. Special Funding Opportunities

Other funding opportunities are sometimes available when a specific department or the College as a whole receives funding from outside sources for specific projects and initiatives. The Academic Vice President of the College will keep the faculty apprised of such funding opportunities.

7.3. Sabbatical Leave

The Sabbatical Leave Program offers opportunity for Faculty members to increase their professional effectiveness by spending a semester or year in a special program of professional enrichment. A sabbatical leave is not automatically awarded upon completion of six years of service, nor is it a reward for effective service. It is rather a released time from normal academic duties, with salary support from the College, so that the educator may pursue a project of scholarly or professional merit. One is first eligible for a sabbatical leave after six years of continuous service at William Jewell College. There shall be no limitations as to academic rank.

7.3.1. Criteria for Sabbatical Selection

Leave will be awarded on competitive basis. In general, preference will go to projects which enhance the specific scholarly, teaching, or professional duties of an individual in the College. The awarding of a sabbatical leave will be based on the perceived value of the project proposal in contributing to the professional development of the applicant and in meeting needs of the College.

7.3.2. Sabbatical Stipend

College support for sabbatical leave will normally consist of full pay for one semester or half-pay for two semesters. The Academic Vice President must approve sources of income during the sabbatical period. Institutional participation in Faculty retirement and group insurance plans will be continued for faculty members on leave of absence with pay.

7.3.3. Obligations of the Sabbatical Recipient

Successful applicants will remain at William Jewell College for at least one calendar year of active service after completion of the sabbatical or, failing to do that, to refund the salary and cost of benefits received from the College during leave.

Upon completion of the sabbatical leave, the recipient will file a written report with the Academic Vice President. Due dates are October 1 or March 1, depending on the semester of the sabbatical. The report will describe the activities of the sabbatical leave and evaluate their effect on the professional growth of the individual and the benefits to the College.

All projects must be completed as originally described unless exceptions have been agreed upon by the Academic Vice President during the course of the program.

In the event that an applicant has a major change of plans which affects the terms under which the leave was granted (e.g., support from another source, discontinuance of the project, separation from the College, *etc.*), it is required that s/he immediately notify the Academic Vice President.

7.3.4. Procedures for Sabbatical Application

Application forms may be obtained from the Faculty Governance and Resources Moodle page (which will transition to Brightspace in 2022-23). The application should be well written and should be submitted to the Academic Vice President's Office no later than November 1.

The proposal should be written in language understandable to the lay reader, and should be as concise as possible, consistent with a sufficiently detailed description of the project. It should include some discussion of the following items:

1. A brief statement of the purpose.
2. Indication of advanced planning, including acceptance of admission to educational institutions or letters of acceptance for work with specific professionals, where these factors are relevant. The applicant must include an established connection or contact, including copies of correspondence relating thereto.
3. An explanation of how the purpose for the Sabbatical Leave is to be carried out: i.e., description of educational experiences, course work, advanced degrees expected, study, travel, research, publications expected, etc.

4. Anticipated significance to the individual and to the school.
5. An abstract of the proposal shall precede the narrative section; this will preferably be one paragraph, in no event to exceed one page double-spaced.

7.4. SPENCER FAMILY Sabbatical Fellowship

The purpose of the Spencer Family Sabbatical Fellowship is to provide one full year sabbatical to a William Jewell faculty member with full pay and a stipend for travel, research and related activity resulting from a competitive application process outside of the regular sabbatical program.

7.4.1. Spencer Family Sabbatical Fellowship Objectives

This program is intended to:

- Honor the excellent teaching and mentoring of William Jewell College faculty.
- Enhance the teaching and mentoring capabilities of the faculty.
- Promote scholarly achievement and faculty excellence among William Jewell faculty consistent with the College's strategic plan.

7.4.2. Spencer Family Sabbatical Fellowship Eligibility

All William Jewell Faculty are eligible to apply for the Spencer Family Sabbatical Fellowship and being chosen for this sabbatical fellowship does not preclude that faculty member for normal consideration in the regular sabbatical program. The fellowship is open to all academic fields represented at William Jewell College.

7.4.3 Spencer Family Sabbatical Fellowship Process

- Application will consist of a single page proposal explaining how the sabbatical will enhance the teaching and mentoring capabilities of the faculty member, including measurable outcomes for the sabbatical year, and a proposed budget for travel, research and other related activities that supports the proposed work.
- Applications will be due on November 1 before the academic year in which the proposed sabbatical will take place.
- The Spencer Family and the Academic Vice President will narrow the applications to the top three applications.
- The top three applications will be interviewed by a committee composed of the Academic Vice President, three or four other individuals chosen by the Spencer Family in consultation with the President and Academic Vice President.
- Interviews will take place by mid-January and winner will be announced upon selection.
- Final selection will take place by February 1 in order to give the winner of the fellowship enough time to prepare and to give the college enough time to advertise and hire a one-year replacement for the chosen faculty member.
- The fellowship holder will submit a follow-up report to the Spencer Family and the College by October 1 following the sabbatical year.

7.5. Professional Leave of Absence

The College encourages its Faculty members to forward their education as much as possible. Teachers who desire a leave of absence from the College in order to pursue additional studies should discuss such plans with their Department Chair and the Academic Vice President, who then can recommend the leave of absence to the President of the College.

Faculty members are encouraged to continue their studies at nearby universities during the academic year. At no time should the load carried endanger their effectiveness in the classroom. It is suggested that one course per semester constitutes the normal load for full-time faculty members, and at no time should the course load exceed five semester hours.

8. ACCOMMODATION, DISCRIMINATION, AND HARASSMENT POLICIES AND PROCEDURES

8.1. Disability Accommodation Notice

www.jewell.edu/student-consumer-information/disability-accommodation

8.2. Non-Discrimination/Equal Opportunity Notice

www.jewell.edu/student-consumer-information/non-discrimination-eeo

8.3. General Anti-Harassment Policy and Grievance Procedures

www.jewell.edu/anti-harassment-and-grievance

8.4 Sexual Harassment Policy

www.jewell.edu/sexual-harassment-policy

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