



Franklin College Faculty Handbook: Information, Policies, and Procedures for Faculty and Academic Administration



2024-2025

Franklin College | 101 Branigin Boulevard | Franklin, Indiana 46131-2623

317.738.8000

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THE NATURE OF THE HANDBOOK

The *Franklin College Faculty Handbook* contains appropriate policies, procedures, and information relevant to the relationships within Franklin College between the Board of Trustees, the administration, the Faculty as a whole, and the individual Faculty member who is employed by the College and who qualifies for Faculty membership as outlined in this document.

The handbook is divided into five major sections. Four of these contain Board of Trustee policy material pertaining to (I.) Academic Organization, (II.) Personnel Policies and Procedures, (III.) Selected Practices, and (IV.) Amendment Procedures. The fifth section (V.) includes information developed by the College Faculty regarding Faculty meetings, committee meetings, and other matters of particular interest to the Faculty. The body of the handbook is followed by an informational series of appendices.

The charter and by-laws of Franklin College set out the rights, powers, and obligations of the College and its Board of Trustees. In addition, there are laws of the State of Indiana which govern and regulate the conduct of the College and its Board. The provisions of this handbook, therefore, cannot supersede the charter, by-laws, and applicable laws; and the information in this handbook must be considered with these limitations in mind.

This handbook was originally adopted by the Faculty on April 6, 1982 and by the Board of Trustees on October 30, 1982. The Franklin College Faculty Handbook has been updated numerous times by both the Board of Trustees and by the Faculty since the Handbook's inception in 1982. In 2012 the Handbook was reorganized and fully updated to reflect current practices and policies.

MISSION, VISION, AND VALUES

The mission of Franklin College is as follows:

Franklin College empowers students through an experiential education, grounded in the liberal arts and sciences, promoting impactful careers and meaningful lives.

In furtherance of its mission, Franklin College strives to inculcate wealth of mind, strength of character, and wellness of body and spirit through a productive array of curricular and co-curricular opportunities, role modeling, mentoring, and counseling; by stressing the classic values of the Judeo- Christian and liberal arts traditions; and through a campus culture embodying freedom, responsibility, equality, and community.

Franklin's size, low student-faculty ratio, and tradition of individualized attention help each student achieve his or her goals. The personal relationships that students develop with Faculty and staff members and with other students are meaningful during the undergraduate years and often last many years after graduation.

VISION

Franklin College envisions a vibrant, inclusive learning community fueled by transformative experiences and innovative partnerships.

APPLIED-LEARNING EXPERIENCES

Franklin College prides itself on offering students abundant opportunities for engaged learning within its curriculum. These active and collaborative opportunities open the door for new experiences and assist in producing well-rounded, civically minded graduates. In addition, the many opportunities for active participation in a variety of activities outside the classroom allow students to develop social skills, leadership and teamwork abilities, leisure interests, and healthy lifestyles.

PREPARATION FOR CHALLENGING CAREERS

Franklin's liberal arts curriculum prepares students in all majors for the challenges and changes that they will encounter in the workplace. Also, the curriculum includes a number of academic programs that are directly linked to specific career fields. In addition, the leadership program, the professional development program, and internship opportunities provide students with skills and experience that are valuable for career success.

LIBERAL ARTS

As a liberal arts teaching and learning undergraduate community, Franklin College strives to assure that all students are broadly educated in the arts and sciences. This is the best preparation for career success in a rapidly changing world and for satisfying and productive lives. The curriculum is designed to help students develop a personal ethical framework, develop the interpersonal skills required to perform leadership roles, develop cognitive abilities in order to engage in creative intellectual work, become proficient in communications skills, and understand the contemporary world and its historical context.

VALUES

Franklin College upholds a common set of values that enhances the community and sustains personal, spiritual, intellectual, and professional growth for a lifetime. We value:

People of INTEGRITY who exhibit

- honest and ethical conduct and speech
- responsibility in personal, academic, and professional lives

Commitment to INCLUSIVITY that honors

- all forms of diversity
- the dignity of self and others
- empathy, sincerity and openness

Culture of INTELLECTUAL CURIOSITY that promotes

- deep reflection about knowledge, beliefs, and ideas
- the ability to recognize, formulate, and ask discerning questions
- independent thinking

Drive for INNOVATION and CREATIVITY that encourages

- a willingness to take risks
- adaptability to an ever-changing world
- the ability to solve complex problems

Spirit of COMMUNITY that fosters

- a collaborative environment that is responsive to the needs of others
- a supportive, service-minded network
- respect for the personal beliefs, faiths, and convictions that give purpose and meaning to our lives

INTRODUCTION

Founded in 1834, Franklin College is the 102nd oldest institution of higher education in the U.S. and the first in Indiana to admit women. Generations of graduates have made positive contributions to their families, their communities, and their careers, as well as to the nation and the world.

With a first-rate educational program; excellent location; strong endowment; attractive campus; high degree of satisfaction among students and alumni; and outstanding student body, Faculty, staff, and Board of Trustees, the college is well prepared to continue its tradition of excellence. Franklin College maintains a voluntary affiliation with the American Baptist Churches, U.S.A., and the American Baptist Churches of Indiana/Kentucky and Greater Indianapolis. This affiliation affirms the traditional American Baptist commitment to religious faith, religious liberty, and religious pluralism.

ACCREDITATION

Franklin College is accredited by the Higher Learning Commission (HLC) of the North Central Association, which may be contacted by mail at 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; by phone at (800) 621-7440; or on the web at <https://www.hlcommission.org/>. Individual programs are accredited by the Indiana Department of Education, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), and the Commission on Accreditation of Athletic Training Education (CAATE). In addition, the college maintains memberships in numerous other professional associations for the purpose of upholding standards of educational excellence.

GOALS AND PURPOSES

1. To provide students a strong liberal arts foundation that will prepare them to be lifelong learners and citizens in a rapidly changing, diverse, and multicultural world; and preparation in an up-to- date major that will launch them toward successful careers.
2. To provide each student an educational experience characterized by meaningful personal relationships with Faculty, staff, and peers, as well as opportunities for participation in campus organizations and activities.
3. To provide every student curricular and co-curricular experiences that encourage healthy lifestyles and that will enable them to develop strong leadership and professional skills.
4. To introduce every student to the value of public and community service.
5. To help every student develop a personal value system and ethical framework through curricula and campus programs which explore and reinforce the College's values of respect, honesty, responsibility, life-long pursuit of learning, and faith.
6. To maintain and continuously strengthen a campus community where all constituencies are encouraged to honor individual views; use processes that promote collaboration; celebrate

- diversity; encourage critical, independent, and integrative thinking; foster creativity; and promote efficient and effective problem solving.
7. To create learning environments where students and teachers are active partners, diverse teaching and learning styles are valued, attention is focused on the continuous improvement of teaching and learning, and significant opportunities for professional growth are provided to all Faculty and staff.
 8. To offer strong undergraduate programs in the social sciences, fine arts, humanities, and natural sciences and in select pre-professional areas.
 9. To reward and celebrate academic excellence.
 10. To provide for all Faculty, students, and staff a learning environment characterized by freedom of inquiry and the vigorous pursuit of truth.

I. ORGANIZATION OF THE COLLEGE

A. THE BOARD OF TRUSTEES

Franklin College is established by charter and governed in accordance with by-laws vested in a Board of Trustees (see [Appendix A](#)). The Board of Trustees is responsible for determining policies which govern the College. After appropriate search procedures, taking into consideration the opinions of others who are appropriately interested, it appoints the President, counsels with him/her, and reviews his/her conduct of College affairs.

The members of the Faculty Steering Committee and officers of the Student Congress attend regular meetings of the Board of Trustees and take such part in them, without vote, as the Board determines.

The Board of Trustees is the only constituent body that has the right to speak officially for the institution as a whole, although it may on occasion delegate this right on specific matters. The Board is vested with the right of final institutional authority. It has the responsibilities of maintaining the academic viability and financial solvency of the institution.

B. THE PRESIDENT

The President is the chief executive officer of the College, serves at the pleasure of the Board of Trustees, and is expected to provide effective leadership. It is the duty of the President of the College to ensure that the standards and procedures in operational use within the College conform to the policies approved by the Board of Trustees and to generally accepted standards of sound academic practice. He/She has the responsibility for the definition and attainment of goals, for effective administrative action, and for maintaining effective and open communications among all the components of the academic community. The President has the obligation to initiate, develop, and evaluate programs and directions for the College, actively seeking representative Faculty input early on in the planning of new academic programs and/or policies. The President, after consultation with the Faculty Steering Committee, has the right to call a Faculty meeting when he/she deems necessary.

C. THE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND DEAN OF THE COLLEGE

The Vice President for Academic Affairs (VPAA) and Dean of the College is the chief academic officer of the College, serves at the pleasure of the President, and is responsible for effective leadership in all instructional areas, including Faculty, curriculum, and academic support systems.

In the absence of the President, the VPAA assumes, where urgent and necessary, the responsibility of the President.

The VPAA exercises administrative supervision over all academic programs, the Office of Academic Records, and the Library.

The VPAA meets regularly with Faculty committees and oversees academic matters pertaining to Faculty, students, and curriculum, as well as matters of Faculty leadership, compensation, and promotion and tenure.

D. OTHER COLLEGE ADMINISTRATORS

In addition to the VPAA, six other administrators carry substantial responsibilities and report directly to the President. The Associate Vice President for Academic Affairs oversees institutional research and analytics, career planning and placement, professional development, global education, and academic partnerships. The Vice President for Development and Alumni Engagement oversees alumni relations and bears administrative responsibility for all fund-raising activities of the College. The Vice President for Business and Finance oversees all business and financial matters, human resources, food services, bookstore, physical plant, campus services, information technology services, and strategic planning. The Vice President for Strategic Enrollment Management and Marketing oversees admissions, financial aid, and marketing. The Vice President for Student Development and Dean of Students oversees the Academic Resource Center, student affairs, student activities, residence life, counseling, health services, campus security, judicial affairs, and fraternities and sororities. The Director of Athletics oversees the athletics programs.

E. FACULTY

1. FACULTY MEMBERSHIP

The Faculty of Franklin College shall be composed of:

- a. all persons who possess a valid **tenure-track** academic appointment at the rank of instructor or higher who carry a full-time **undergraduate or graduate** teaching load of twenty-four (24) credit hours per academic year, averaged over two years, plus one Immersive Term every third year (as defined in [Section II.A.1.](#)), or equivalent as determined by the VPAA;
- b. all persons who possess a valid **non-tenure track** academic appointment at the rank of instructor or higher who carry a full-time **undergraduate or graduate** teaching load (as defined in [Section II.A.1.](#)) of twenty-four (24) hours per academic year plus one Immersive Term every other year, or equivalent as determined by the VPAA, and have been employed at Franklin College in this status for three (3) consecutive years;
- c. professional librarians; and
- d. the incumbents of the following administrative offices:
 - 1) President of the College
 - 2) VPAA
 - 3) Associate VPAA
 - 4) Assistant VPAA

No other full-time administrators shall be regarded as members of the Faculty. Since these four (4) administrators are *ex officio* members of the Faculty, the provisions of this handbook which apply to teaching Faculty *per se* do not, therefore, apply to them.

At the beginning of each semester, the VPAA shall publish a list of the voting members of the Faculty of Franklin College and shall keep that list current and accurate throughout the year.

2. **FACULTY WITH GRADUATE STATUS**

Faculty who receive a tenure or non-tenure track appointment for graduate studies are considered members of the Faculty of Franklin College. As such, all rights and responsibilities pertaining to the Faculty of the College apply to Faculty members with graduate appointments. Rank of graduate Faculty is determined according to the Faculty Handbook as it is for all members of the Faculty. Status in a graduate program is based on the categories below. Specific responsibilities of graduate Faculty are determined by the needs of the program in consultation with the appropriate Graduate Program Director and the VPAA.

a. **Tenure-Track Graduate Members**

A tenure track member of the graduate Faculty shall have a terminal degree and status as a tenure-track or tenured Franklin College Faculty member. Members may teach graduate- level courses, advise Master's degree students, and serve as major advisor for Master's research projects.

b. **Non-Tenure-Track Graduate Members**

A non-tenure track member of the graduate Faculty shall have at least a Master's degree and expertise in the subject matter of the graduate program. Such members may teach graduate-level courses, advise Master's degree students, serve as major advisor for Master's research projects and shall be eligible for those employee benefits, as described in the Employee Handbook [Section II.G.](#)

c. **Graduate Associate Adjunct Members**

An associate adjunct member of the graduate Faculty is expected to hold at least a Master's degree and have expertise in the subject matter of the graduate course as evidenced by the Faculty member's transcript, scholarly work, consulting work, special training, or work experience. Such member must be recommended by a Graduate Program Director, and the recommendation may be limited to specific programs or courses. Associate adjunct members may teach specified graduate-level courses and, when appropriate, serve as an advisor for Master's research projects.

3. **FACULTY RESPONSIBILITIES**

Acting as a whole or by specific delegation to committees, the Faculty has the responsibility, beyond the primary task of teaching students within the established curriculum, to recommend to the administration and/or the Board of Trustees concerning:

- a. the academic calendar;
- b. graduation requirements, including the requirements for all majors and minors or any other academic program leading to a degree;
- c. the content and conduct of the Liberal Arts curriculum;
- d. candidates for degrees, including honorary degrees;
- e. the educational and academic goals of the College;
- f. the criteria for admission of students and overseeing the implementation thereof;
- g. any change in the established curriculum.

In addition, the Faculty has the responsibility to advise the President and the Board of Trustees on decisions regarding the promotion or tenure of Faculty members and on certain matters of College governance that directly affect the academic program or any other matter of concern to the Faculty in the execution of its responsibilities.

The Faculty has the further obligation, based upon its educational expertise, to provide counsel to the administration and/or the Board of Trustees in all matters relating to the educational process. The Board of Trustees, while retaining final authority, and the administration will support the Faculty in the fulfillment of this obligation.

4. DEPARTMENTS, AND PROGRAMS

The academic departments at Franklin College are listed in [Appendix B](#).

Academic departments may be reorganized by the VPAA upon the advice and consent of the President of the College and after approval by the Faculty by a super-majority vote.

With respect to the identity and status of each Department Chair, this individual shall be a full-time Faculty member who exercises limited administrative functions and responsibilities within the College.

a. Department Chairs

Department chairs shall serve three-year terms. The VPAA will seek confidential recommendations from individual department members by April 30 of the third academic year of a Department Chair's term. The VPAA will then make the appointment, with the approval of the President.

Department Chairs will serve no more than two three-year terms consecutively unless a majority of the department members send individual requests to the VPAA to override the two-term limit.

Department faculty will evaluate Department Chairs during the second year of the three-year term.

Department Chairs are exempt from serving on College or Faculty Committees. In the event of a request or election of a department chair to participate in a standing

committee beyond the role of department chair, the department chair has the right to petition the VPAA for recompense in ways such as course release, course overload pay, release from additional committee assignments, or other means of recompense.

Department Chairs serve the College and their department through a variety of roles. These roles and associated tasks can be accomplished by the Chair themselves, their formal designee, or a collaborative team of departmental faculty. Ultimately though, the Chair is accountable for timely completion of key departmental tasks. These tasks vary across departments and time, but can be summarized as follows:

- 1) coordinate and maintain records of departmental assessment work as needed
- 2) lead periodic review of departmental curriculum (e.g., program review)
- 3) coordinate with VPAA to hire, train, and support new colleagues (faculty, instructors, adjuncts, supervisors, assistants, etc.)
- 4) conduct evaluations of all adjuncts within the Department in their first semester of employment and annually thereafter for the next three years. After four years of employment, adjuncts will be evaluated every other year and are required to have their classes evaluated by students during either the fall or spring semester. After 10 years of employment, adjuncts will be reviewed every five years. The evaluation includes reviewing student evaluations and conducting a classroom visit or appointing a designee to conduct the classroom visit and/or evaluation (see [Appendix C.23.](#) for the Non-Tenure Track Faculty Evaluation Form). Please see [Section II.C.5.](#) for review of Non-Tenure Track Graduate Faculty.
- 5) assist with departmental marketing efforts
- 6) develop, maintain, and track external partnerships (internship supervisors, research partners, etc.)
- 7) identify, cultivate, and/or maintain development-related opportunities
- 8) serve on the larger team of department chairs to offer College-wide leadership and collaborate with the VPAA in academic planning, budgeting, and visioning
- 9) work with Academic Records and other departments to build an institutional course schedule
- 10) monitor Faculty workload within the Department and develop a budget-planning document for full-time and adjunct Faculty workloads to be reviewed by the VPAA
- 11) manage departmental budget (in consultation with department members)
- 12) assist with admissions efforts for the department
- 13) collaborate with Academic Records to manage departmental curriculum (e.g., transfer evaluations, substitutions, petitions, etc.).
- 14) coordinate and/or execute departmental events (e.g., guest lectures, presentations, workshops, shows/performances, Homecoming, alumni events, etc.)

15) manage Senior Comprehensive Exams (plan, execute, report outcomes, assess, etc.)

16) call and chair meetings of department members

b. Graduate Program Directors

Graduate Program Directors are full members of the graduate Faculty. Program directors are responsible for providing leadership in the areas of curriculum and program development, implementation, and evaluation of their degree programs. Directors are members of the graduate Faculty and teach within the program, but will receive release time equivalent to one course per semester for this administrative role.

The following are the duties and responsibilities of the Graduate Program Directors:

1) Advocacy and Leadership Roles

- a) provide leadership in areas unique to the program, including annual review of and planning for academic programs and courses;
- b) promote high standards of professional performance of members of the program and high levels of expectation for student learning outcomes;
- c) ensure the program meets state and national standards for approval and accreditation.

2) Operational Roles

- a) ensure revision and development of the program curriculum;
- b) collaborate to ensure accurate information in College Catalog, course schedules, and other College publications;
- c) ensure the program adheres to College academic policies, state, and professional policies and standards;
- d) oversee achievement of program goals and objectives;
- e) work in conjunction with the program secretary to develop, implement, and monitor the program's budget;
- f) prepare the schedule of classes and teaching assignments;
- g) ensure the acquisition of library and other educational resources needed for the effective implementation of the program;
- h) submit Graduate Curriculum and academic policy proposals, as appropriate, to the Faculty Curriculum Committee.

3) Communication and Advisory Roles

- a) provide ongoing communication with faculty, staff, students and administration;

- b) participate in student recruitment, advising, retention, and enrollment management processes;
- c) assist in mediation and resolution of student and personnel issues to ensure due diligence and fundamental fairness;
- d) represent the program to both internal and external constituencies.

II. PERSONNEL POLICIES AND PROCEDURES

A. RESPONSIBILITIES AND EXPECTATIONS OF TEACHING FACULTY

Because the mission of the college is to create “a values-focused, career-sensitive, liberal arts teaching and learning undergraduate community” that will prepare students “for productive and satisfying lives of excellence, leadership, and service,” Faculty are expected, first and foremost, to demonstrate effective teaching. Additionally, Faculty are expected to model lifelong learning through ongoing engagement in scholarship and professional development. Finally, Faculty are expected to model service through involvement in activities that benefit their department and the college as a whole. Faculty must show evidence of both scholarship and service, but the balance between those two areas may vary.

1. TEACHING

The standard teaching load for full-time tenured and tenure-track Faculty members is 24 credit hours per year, averaged over two years, plus one Immersive Term course every other year. It is expected that total student credit hours generated (credit hours in each course times students enrolled at the close of the “add” period) will normally range between 300 and 540 per year. In the case of courses with labs, credit hours will be considered as the number of lecture hours + (.75 × the number of lab hours). The numerical values utilized may instead be obtained by averaging, over a two-year period, the workload of all members of a department, provided no department member dissents. These figures will be adjusted proportionately in cases where Faculty members have received sabbaticals, release time, or leaves of absence.

If the credit hours generated by a Faculty member fall outside the range stated above, adjustments in course or workload may be made by the VPAA in consultation with the Faculty member and the department chairperson. These adjustments will also be based upon consideration of number of preparations, number of new preparations, involvement in individualized studies and practice, and number of advisees. Faculty members in all circumstances may request adjustments based on consideration of the same factors.

Each Faculty member will normally have academic advising of students as a part of his or her workload (see [Appendix C.3.](#)). Directing Independent Studies is not included in the calculation of a Faculty member’s workload (see [Appendix D](#)).

Graduate Faculty members are expected to maintain effective teaching quality commensurate with the expectations of graduate-level coursework. The standard teaching load for full-time tenured and tenure-track graduate Faculty members will be specific to each graduate program. For graduate programs requiring a research component, full members of the graduate Faculty are expected to play an active role in supervising student research outside of structured class time. Research supervision will be counted towards teaching workloads.

On an annual basis the VPAA will report to department chairs on work load ranges, averages, and adjustments.

2. SCHOLARSHIP AND PROFESSIONAL DEVELOPMENT

Both undergraduate and graduate Faculty members are expected to provide evidence of scholarly and professional development activities in order to stay current and vital in their areas of scholarly interest and expertise. These activities, which may involve acquiring knowledge as well as generating knowledge, may take many forms. While a Faculty member might not engage in all areas of scholarship and professional development listed below, each of these areas is of equal value.

Copyright in works created outside the scope of teaching duties shall be owned by the Faculty member, and the College does not claim copyright or licensing rights for these works. Please see [Appendix E](#) for details of the College's Intellectual Property Ownership Policy.

a. Scholarship

Among the possibilities (*cf. Scholarship Reconsidered* by Ernest Boyer) are the scholarship of discovery or creativity, the scholarship of integration, the scholarship of application, and the scholarship of teaching.

- The scholarship of discovery or creativity includes scholarly activity that generates new knowledge, creative work, or artistic endeavor within a discipline.
- The scholarship of integration involves research at the boundaries where fields converge. It is closely related to discovery in that it includes giving new meaning and context to existing knowledge. It may include making connections across disciplines, placing specialties into a larger context, illuminating data in a revealing way, or interpreting research (one's own or others') in a way that places it into larger intellectual patterns.
- The scholarship of application includes scholarly activities that use knowledge in an academic discipline to benefit individuals, organizations, or society as a whole. Such activities may involve discovery of new material or evaluation/use of existing material.
- The scholarship of teaching includes scholarly activities that are directly related to the act or process of teaching and learning. Such activities may involve discovery, application, or evaluation of material. This type of scholarship seeks to improve teaching, learning, and advising.

b. Professional Development

Professional Development includes continuing study in a specific field related to the Faculty member's discipline and/or job responsibilities at the college. This may include formal coursework, symposia, workshops, institutes, fellowships, individualized studies, and work to obtain or maintain professional certifications.

3. SERVICE

The category of service includes contributions both undergraduate and graduate Faculty members make to the College, to their profession, and to the community-at-large. Service activities that enhance students' educational experiences are particularly valued.

a. Service to the College

Tenure-track Faculty are expected to serve on one college-wide or Faculty committee, serve as a Department Chair, or perform alternate service as explicitly established in consultation with the VPAA. Additionally, Faculty members are expected to participate in department and Faculty meetings, to accept assignments from these groups, and to perform the assignments conscientiously. Service to the College may also include activities that enhance an academic or co-curricular program or the life of the campus in general, involvement in campus activities, and official representation of the College at off-campus events.

b. Service to the Discipline/Profession

Service to the discipline/profession includes contributions a Faculty member makes to his/her academic field(s) through active participation in professional and scholarly organizations. Such contributions may focus on the discipline itself or on enhancing teaching and learning in the discipline.

c. Service to the Community-at-Large

Service to the community-at-large draws upon a Faculty member's academic or professional expertise to address problems or interest of individuals or organizations on a local, national, or international basis.

4. ATTENDANCE REQUIREMENTS

All members of the Faculty are required to attend Faculty meetings; department meetings; meetings of the committees to which assignment, appointment, or election is made; Bell Ceremony; and Spring Commencement. (Full, proper academic regalia is expected for the Bell Ceremony and Spring Commencement.)

5. EVALUATIONS OF STUDENT ACADEMIC PERFORMANCE

When requested, Faculty members shall promptly and accurately report to the Registrar their evaluations (including grades) of the academic work of all students in their courses or under their supervision.

6. PROFESSIONALISM

The College expects all Faculty, Administrators, and Trustees to exhibit acceptable standards of professional conduct and courtesy, respect for the mission, goals, and policies of the College, and consideration for the rights and opinions of both the academic and the town communities.

7. PERSONNEL FILES

Personnel files are repositories for federally mandated information that the college is required to keep about employees, such as application for employment and acceptance letter; tax, insurance, and payroll information; certifications and awards earned; and performance evaluations. Materials may be submitted to the personnel file by the Manager of Employee Resources, the VPAA, the Faculty member in question, other Faculty members, and/or students. Materials ranging from positive to negative may be included. All personnel files are kept in the Office of Employee Resources, and Faculty members may request to see their personnel files at any time.

- a. Only signed materials or appropriately collected cumulative data, e.g. student evaluative summaries, can be placed in the file. Materials cannot be removed from the file without the written consent of the Faculty member involved.
- b. The administration shall maintain the confidentiality of all personnel files.
- c. A Faculty member may request a conference concerning his/her personnel file with the VPAA.

B. INITIAL EMPLOYMENT

Appointments to the Faculty, full- or part-time, within the Board-approved budget shall be made by the VPAA with the approval of the President of the College.

1. INITIAL APPOINTMENTS

Initial appointments shall normally be for one (1) academic year.

2. PROCEDURE

In making appointments, the VPAA shall normally follow the subsequent procedure:

- a. He/She shall secure the approval of the President of the College for the proposed position to be filled.
- b. He/She shall appoint a Search Committee made up principally of full-time Faculty—which, if possible, shall include the appropriate department chairperson—which shall recommend (i) a job description, (ii) the best advertising strategy, (iii) a timetable for applications and interviews, and (iv) the top 5-10 candidates after the closing date.
- c. In coordination with the VPAA, the members of the Search Committee will screen the candidates and will select, contact, and interview the finalists. Search procedures will comply with appropriate equal opportunity provisions of law. See [Appendix F](#) for the College's Equal Employment Opportunity Plan.
- d. In the final stages of the search process, the Search Committee shall recommend the candidate(s) to be contacted with a job offer by the VPAA.

3. CONTRACT YEAR

Unless otherwise specified in the letter of appointment, the contract year shall be from the first Faculty meeting of the academic year through Commencement Day, even though payment and benefits may continue throughout the summer months. Agreements for Summer School shall be separate for undergraduate Faculty. Graduate Faculty may have a 12-month contract with time off granted for vacation and observed holidays. Even if Faculty members are not teaching during Immersive Term, they are expected to remain fully engaged through research, professional development, or service opportunities approved by the VPAA. Employment outside the College is governed by the policy set forth in [Appendix G](#).

4. ACADEMIC RANK AND LETTER OF APPOINTMENT

- a. Although initial appointment can be made at any rank, the initial rank will generally be that of Instructor or Assistant Professor. A candidate without a terminal degree and with fewer than three (3) years' experience as a full-time teacher will normally be appointed as an Instructor. A candidate may be appointed as an Instructor, but with a written commitment by the institution to advance the rank to that of Assistant Professor upon successful completion of the terminal degree.
- b. At the time of appointment, the VPAA, with the permission of the President, may for good cause grant the appointee one (1) or two (2) years' credit towards promotion and/or tenure, which must be specified in the letter of appointment. Faculty members granted such credit may choose the following alternative timelines to the one described in [Section II.C](#). Such Faculty members must notify the Promotion and Tenure Committee of their decision by the beginning of the fourth year. Faculty members granted one (1) year's credit may choose to be reviewed in the first, second, fourth, and fifth year, at which point they will apply for promotion and tenure. Faculty members granted two (2) years' credit may choose to be reviewed in the first, second, and fourth year, at which point they will apply for promotion and tenure. Credit toward the acquisition of continuous tenure will be granted only in rare instances. No one will be granted tenure at the time of initial appointment.
- c. The terms and conditions of every appointment to the Faculty will be stated or confirmed in writing, and a copy of the appointment document will be supplied to the Faculty member.

5. RESPONSE

The appointee shall be given a reasonable period of time, not to exceed fifteen (15) working days, in which to indicate the acceptance or rejection.

C. REAPPOINTMENT OF TENURE-TRACK FACULTY

The Faculty member shall be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the Faculty member's department will also be brought to his or her attention. The non-tenured Faculty member shall be advised of the time when decisions affecting renewal and tenure are ordinarily made, and shall be given the opportunity to submit material which he or she believes will be helpful to an adequate consideration of his or her circumstances. The non-tenured Faculty member shall have available to him/her the advice and assistance of senior colleagues.

All non-tenured Faculty members shall be reviewed in the first, second, and fourth years. In the Faculty member's sixth year, he/she may apply for tenure and promotion.

1. FIRST-YEAR TENURE-TRACK FACULTY

- a. All first-year Faculty members will be reviewed at the end of the fall semester in the first year of employment. For this review, Faculty members will submit a written self-evaluation and supporting documents (see the First-Year Self-Evaluation Cover Sheet in [Appendix C.12.](#)) that will be due on the date established by the Promotion and Tenure Committee. These materials will be assessed by an anonymous peer evaluator and by the Department Chair or a designee. In addition, the Faculty member will have two classroom observations. The Promotion and Tenure Committee will assign the peer reviewers and classroom observers.
- b. The review will focus on developing teaching, scholarship, and service and will be conducted by the appropriate Department Chair or designee. In the case of a first-year Faculty member being hired as a Department Chair, the VPAA will appoint an appropriate reviewer after consultation with the incoming Faculty member.
- c. The Department Chair will submit a written review and recommendation to the VPAA by the beginning of January. This review will be based on the following sources of information:
 - 1) A self-evaluation and supporting materials submitted by the Faculty member under review.
 - 2) One classroom observation conducted by the Department Chair or designee.
 - 3) One classroom evaluation submitted by the VPAA, or designee.
 - 4) One peer evaluation from a list of two possible reviewers nominated by the Faculty member under review. This document is confidential and will not be made available to the person under review.
 - 5) Student evaluations from all courses taught by the Faculty member under review during the fall semester.

The review, along with the VPAA's final ruling, will be submitted to the P&T folder maintained by and for the Promotion and Tenure Committee for review as part of the normal promotion and tenure process in subsequent years.

- d. All reviewed Faculty will have the right to examine the appropriate Department Chair's recommendation and will have the right to submit a written response to the review prior to a final disposition by the VPAA. The written response will be included in the promotion and tenure materials available to the Promotion and Tenure Committee.

2. SECOND-YEAR TENURE-TRACK FACULTY

- a. Reappointment of all second-year Faculty members shall be made by the VPAA after consulting the appropriate Department Chair and securing the approval of the President. The VPAA shall utilize information gathered by, and coordinate procedures and forms with, the Promotion and Tenure Committee. He/She shall seek a recommendation from the Promotion and Tenure Committee regarding the reappointment of the candidate. If the Committee and VPAA concur, the VPAA will present the Committee's recommendations to the President. If the Committee and VPAA do not concur, then the Committee chairperson (or designate) and the VPAA will present their differing recommendations to the President, who shall decide (see [Section II.E.](#)).
- b. Decisions concerning contract renewal of non-tenured Faculty shall include consideration of any materials which have been gathered and submitted by the Promotion and Tenure Committee in the normal course of their Committee work.
- c. The committee's consideration of the materials shall be based on how well each Faculty member meets the standards set forth in the Faculty Handbook (see [Section II.D.2.](#)) for the level at which the person is currently employed. It is understood, however, that if the Faculty member does not at the time meet these standards, the committee's consideration shall be based on its judgment of whether there is a reasonable expectation that these standards will be met by the time of consideration for the two-plus-one contract. This judgment will be communicated to the Faculty member.
- d. The Promotion and Tenure Committee will receive materials on all second-year Faculty, and provide such materials to the VPAA, along with whatever comments the committee feels might be useful to him/her in reaching a decision. The materials to be considered by the committee are indicated in [Section V.C.1.](#) These materials, along with the VPAA's final ruling, will be submitted to the P&T folder maintained by and for the Promotion and Tenure Committee for review as part of the normal promotion and tenure process in subsequent years.
- e. In accordance with [Section V.C.2.a.](#), the VPAA, the Faculty member, and at least one member of the Promotion and Tenure Committee meet to discuss the Faculty member's performance. Before the meeting, the Promotion and Tenure Committee will give to the Faculty member a written summary of his/her strengths and weaknesses.

3. THIRD-YEAR TENURE-TRACK FACULTY

Under normal circumstances, third-year Faculty members do not undergo a review, though they may do so, either at their own request or at the request of college administrators.

4. FOURTH-YEAR TENURE-TRACK FACULTY

The procedure for evaluating fourth-year Faculty members is the same as that for second-year Faculty members as described above in [Section II.C.2.](#), except that fourth-year Faculty members will be evaluated for the purpose of enacting one of the following alternatives, namely,

- a. the granting of a two-year appointment to be followed by an automatic one-year appointment which may be either terminal or the initial year of continuous tenure;
- b. the granting of a one-year, terminal appointment.

The granting of a “two-plus-one” appointment does not presume, nor does it guarantee, the subsequent award of tenure.

5. NON-TENURE-TRACK GRADUATE FACULTY

Upon employment, non-tenure-track graduate Faculty members will be given a written overview of the annual review process pertaining to their position, a calendar pertaining to the same, and a clear overview of criteria by which such member will be reviewed. These annual reviews will be performed by the relevant Graduate Program Director, who will take into account self-reflection, student evaluations, classroom observations, service to the department, student recruitment efforts, clinical preceptor recruitment efforts, service to the College, and professional development. Upon completion of each annual review, the Graduate Program Director will share their general findings in written form with the member and, based on these findings, will recommend reappointment or non-reappointment to the VPAA, who shall make a recommendation to the President.

The final decision shall be made by the President.

Additionally, when non-tenure-track graduate faculty or the Graduate Program Director completes four consecutive years of successful review and reappointment, such member is eligible to request a multi-year reappointment. Upon such request, the VPAA will consult with the relevant Graduate Program Director and make a recommendation to the President, who shall make the final decision. Members who receive a multi-year appointment will continue to be reviewed by the relevant Graduate Program Director, especially during the last year of a multi-year appointment, taking into consideration the reviewing factors indicated above.

By the close of the expiration year of the multiple-year appointment, the Graduate Program Director will share their general findings in written form with the member and, based on these findings, recommend reappointment or non-reappointment to the VPAA, who shall make a recommendation to the President. The President shall make the final decision.

After completing five consecutive years of successful review and reappointment, such member is eligible to request a promotion in their teaching rank. The VPAA will consult with the Graduate Program Director and make a recommendation to the President. The President shall make the final decision.

6. LETTERS OF REAPPOINTMENT

Letters of reappointment shall be issued on or before February 15 to all tenure-track Faculty members under review. Letters regarding tenure decisions shall be issued following the February meeting of the Board of Trustees.

Recipients of letters of reappointment shall be given fifteen (15) working days after receiving a statement of compensation to respond. A letter of reappointment with no statement of compensation will not require a response on the part of the Faculty until the statement of compensation is received. The letter will bind the College to holding the position until fifteen (15) days after the statement of compensation is sent. As a matter of courtesy, any Faculty member not planning to return should convey his/her plans as soon as they are known, regardless if a letter from the College has been received.

If no written response has been made in the stated time period after the letter of compensation is sent, the VPAA has the right to declare the letter of reappointment and compensation void and the position it represented vacant, provided the VPAA shall have first exercised diligent effort to determine that any such Faculty member has received such letter and does not desire to accept reappointment.

7. LETTERS OF NON-REAPPOINTMENT

If a Faculty member, not having received a grant of continuous tenure, is not to be reappointed for the ensuing academic year, he/she shall receive an official written notice to that effect from the VPAA on or before February 15.

D. STANDARD FOR RANK AND TENURE

These standards are to be applied in a manner consistent with the responsibilities and expectations of teaching Faculty as explained in [Section II.A.](#) of the handbook. Promotion represents the recognition of progressive professional accomplishment by members of the Faculty. Therefore, each promotional step will be marked by increasing levels of accomplishment in teaching, scholarship and professional development, and service. Of the three areas of accomplishment required, teaching is the most important. Scholarship and service that enhance the quality of education provided to students are highly valued.

1. RANK AND CRITERIA FOR PROMOTION OF ADJUNCT FACULTY

The term adjunct Faculty applies to all non-tenure track Faculty members with semester-long (or shorter) appointments, regardless of the number of credit hours they are assigned to teach. The selection of adjunct Faculty shall be at the discretion of the VPAA. Part-time adjuncts shall typically hold the title of Lecturer, and full-time adjuncts shall typically hold

the title of Instructor. All adjunct and non-tenure-track, annually appointed Faculty shall be evaluated by their Department Chair (or designee).

Please see [Section I.E.4.a.](#) for an explanation of this process, and see [Appendix C.23.](#) for the Non-Tenure Track Faculty Evaluation Form.

a. Lecturer

Part-time adjunct Faculty shall bear the title Lecturer. Such Faculty members do not qualify for benefits. If such a person is moved from a semester-long to an academic-year appointment carrying at least 75% of the normal faculty load (as per I.E.1), then he/she becomes benefits-eligible.

b. Instructor

Annually appointed non-tenure-track Faculty shall bear the title Instructor. Instructors are entitled to benefits and are paid over a twelve-month period, September through August. Criteria for promotion and elevation in rank may be discussed directly with the VPAA.

2. RANK AND CRITERIA FOR PROMOTION OF TENURE-TRACK FACULTY

a. Instructor

For appointment at the level of Instructor, a candidate must provide evidence of:

- 1) a Master's degree in the area of appointment or other equivalent experience, competence, or training;
- 2) intellectual competence, curiosity, independence, and integrity;
- 3) interest in and concern for students as individuals;
- 4) a vital interest in teaching and competence as a teacher;
- 5) engagement in professional development;
- 6) a willingness to serve the College through work in the department and a college committee.

An Instructor may be considered for promotion to the rank of Assistant Professor after two years of full-time service. This term may be shortened if the earned doctorate or terminal degree is attained (see [Section II.B.4.A.](#)).

b. Assistant Professor

For appointment at or promotion to the rank of Assistant Professor, a candidate must provide evidence of achieving, beyond the qualifications for Instructor, the following:

- 1) an appropriate advanced degree, or significant progress toward an appropriate advanced degree from an accredited institution in an appropriate field of study, or equivalent professional experience;
- 2) effective or promising teaching on a college level, including a solid command of the subject matter, teaching techniques, and methodology of the discipline;
- 3) the ability to interpret the meaning of a liberal arts education to students;
- 4) competence as an academic advisor to students, or appropriate alternate service as explicitly established in consultation with the VPAA;
- 5) promising achievements in scholarship and professional development;
- 6) competence in service to the department;
- 7) competence in service to the college through committee work or alternate service as explicitly established in consultation with the VPAA.
- 8) Other considerations may include membership and service in professional organizations and other activities which serve the larger community.

A Faculty member may normally be considered for promotion to the rank of Associate Professor after five (5) years as an Assistant Professor, with review by the Promotion and Tenure Committee in the sixth (6th) year.

c. Associate Professor

Appointment at or promotion to the level of Associate Professor requires, beyond the qualifications for Assistant Professor, evidence of the following:

- 1) an appropriate advanced degree or equivalent professional experience;
- 2) a record, supported by student and peer evaluations, of excellence in teaching, including the integration of liberal arts education into courses, thoughtful course organization and presentation, high standards for student effort and achievement, and student involvement;
- 3) a record of good academic advising;
- 4) an active concern for the continual improvement of the curriculum of the College;
- 5) a pattern of accomplishment in scholarship or artistic endeavors and in professional development;
- 6) a record of consistent and effective service to the College, the profession, or the larger community.

A Faculty member may be considered for promotion to the rank of Professor after serving five (5) years as an Associate Professor, with review by the Promotion and Tenure Committee in the sixth (6th) year.

d. Professor

Appointment at or promotion to the level of Professor requires, beyond the qualifications for an Associate Professor, the following:

- 1) distinguished accomplishment in teaching, including course content that reflects the best available scholarship, teaching techniques appropriate to eliciting a high level of student learning, thoughtful and imaginative course development, and evidence that a level of excellence in teaching will be maintained;
- 2) a consistent record of ongoing and high-quality scholarly, creative, and/or professional activity that enriches the students' learning experience and/or has an impact on the Faculty member's academic discipline or profession or on the liberal arts generally;
- 3) evidence of consistent, significant, and diverse leadership and service to the College, the profession, and/or to the larger community;
- 4) a consistent record of high-quality student academic advising.

3. CRITERIA FOR TENURE

The requirements for securing tenure may be changed from time to time by the Board of Trustees, but shall not be so changed as to invalidate the tenure rights of any person who already has acquired tenure or to disadvantage someone in the process of doing so under regulations in effect at the time of his/her original appointment. This does not preclude minor procedural changes adopted by the Faculty.

- a. Indefinite tenure is understood as academic due process, the major purpose of which is to serve as a guarantor of academic freedom. See [Section II.J.](#) for procedures for academic due process and [Section III.A.1.](#) for the College's definition of academic freedom.
- b. The primary consideration in the award of indefinite tenure is the long-term interest of Franklin College.
- c. The decision by the Board of Trustees to award tenure shall be made on the basis of sound evidence to those Faculty who have demonstrated excellence in teaching effectiveness, as well as in intellectual and professional development and in service to the College, and who show promise of potential for further growth and development. See [Sections II.A.1-3.](#) for definitions of these criteria.
- d. A Faculty member is normally considered for tenure on the basis of evaluation in the sixth (6th) year of full-time Faculty service. If granted, tenure becomes effective at the beginning of the seventh (7th) year.

- e. The award of indefinite tenure assumes that the Faculty member meets the criteria of excellence established for the ranks of Instructor and Assistant Professor.

E. PROCESSING PROMOTION AND TENURE COMMITTEE RECOMMENDATIONS

1. FULL-TIME TEACHING FACULTY

- a. Once the Promotion and Tenure Committee reaches its conclusions, its recommendations will be presented to the VPAA.
- b. If the VPAA concurs, then the VPAA will present the recommendations to the President.
- c. In the case of disagreement between the P & T Committee and the VPAA, both parties shall meet to discuss those differences in an attempt to reach agreement. If agreement is reached, then the joint recommendation will be presented to the President. If no agreement can be reached, then the Committee chairperson (or designee) and the VPAA will present their written recommendations to the President.
- d. If the President agrees with the VPAA's recommendation but does not agree with the Committee's recommendation (or vice versa) regarding promotion or reappointment, both parties shall meet to discuss these differences in an attempt to reach an agreement. The President will make the final decision in matters of promotion in rank or reappointment and will communicate these decisions to the Faculty members concerned. The President will also communicate promotion decisions to the Board of Trustees.
- e. If the President concurs with the Committee and the VPAA on a recommendation regarding tenure, then the President presents to the Board of Trustees the recommendations. If the Committee and the President do not agree on a recommendation regarding tenure, the President or his/her designee and the Committee designee present their separate recommendations to the Board.
- f. The Board of Trustees will make the final decision in matters of tenure. The Board will have been notified of the names of all those evaluated, whether or not recommended for tenure. The Board's decisions will be communicated first to those professors concerned and then to the Faculty as a whole. Those Faculty members who wish to initiate a grievance over denial of promotion, tenure, or reappointment may do so only after these decisions have been communicated to them.
- g. A person evaluated, but not recommended for promotion, is not normally eligible for re-evaluation until the second following year.

2. VPAA

- a. The process for granting tenure to the VPAA will begin with a request from the candidate, not with an offer from the college, when the candidate will be brought to campus for final interviews and is therefore in the final stage of the hiring process.
- b. A candidate must have been tenured at a previous institution, and must meet requirements for tenure at Franklin College.
- c. The following process will be used to evaluate the candidate's request for tenure:
 - 1) The candidate presents to the Promotion and Tenure Committee documentation of teaching, scholarship, and service leading to tenure at a previous institution.
 - 2) The Promotion and Tenure Committee reviews the candidate's materials and forwards its recommendation to the President.
 - 3) The President forwards his/her recommendation to the Board of Trustees.
 - 4) The Board of Trustees will make the final decision in matters of tenure.

F. COMPENSATION FOR TEACHING FACULTY

Compensation policies and levels of compensation are the responsibility of the Board of Trustees; however, the Faculty has the right to make recommendations regarding the disbursement of salary funds and the criteria and evaluative procedures for granting merit increases.

1. DETERMINATION OF SALARY INCREMENTS

After reviewing Faculty files and records and conducting all appropriate consultations and interviews, the VPAA, with approval of the President, shall annually recommend Faculty salaries to the Board. Specific statements of compensation will normally be issued following the February meeting of the Board of Trustees. Should budgetary information in February be insufficient to establish salary levels, a minimum guaranteed salary will be included with the letter of appointment, and specific statements of compensation will then be issued following the October meeting of the Board of Trustees. Specific procedures for this process of salary determination are as follows:

- a. Once the Board of Trustees has given its approval to a tentative institutional budget for the subsequent academic year, an average salary figure will be communicated by the President to the VPAA. This figure applies only to Faculty salaries taken as a whole and not to particular, individual salaries. This amount represents, therefore, the pool of monies allocated for salaries.
- b. Normally, salary increases will be allocated as a combination of standard across-the-board salary raises and merit increases. The VPAA will consult with the

Steering Committee before reaching a decision as to what portion of the salary increase pool will be allotted to across-the-board increases and what portion to merit increases.

- c. The objective criteria for any merit salary increases are essentially similar to those criteria stated for promotion in rank and the acquisition of tenure. Significant progress toward these standards is, in itself, sufficient cause for the rewarding of merit increases.
- d. Although professional judgment is and must be a critical part of establishing merit increases, such judgment shall not include nor condone decisions based upon unfair, arbitrary, or illegal discrimination.
- e. Within the conduct of his/her review and consultation, the VPAA shall seek recommendations from department chairpersons, examine data accumulated by the Promotion and Tenure Committee of the Faculty, and—as in the case of reappointment or non-reappointment of non-tenured Faculty members—may seek additional data from students, colleagues, and other relevant sources.
- f. Final approval of individual salary increases rests with the President of the College.
- g. Individual salaries of Faculty and staff at Franklin College are not matters of public information and are not to be regarded or treated as such by trustees, administrators, Faculty, and staff.

2. MODIFICATIONS TO WORK LOAD AND SALARY

Unless otherwise stated, the letters of appointment shall presume the standard Faculty work load (see [Section II.A.1.](#)). However, either prior to or after the issuance of these letters, the VPAA and each individual Faculty member may reach agreement modifying that Faculty member's work load (see [Section II.A.1.](#)), which agreement may entail alteration of the Faculty member's salary. The Faculty Steering Committee may review such modifications with the VPAA.

3. PAY SCHEDULE

Faculty members shall be paid each month on a twelve-month basis, unless other arrangements have been specified in their annual letters of appointment.

Faculty members will be paid one (1) month's salary on the twenty-fifth (25th) of each month. Should the 25th fall on a weekend, the check will be issued on the Friday before the 25th. If the 25th falls during a vacation period, the check will be issued on the last day before the vacation that the Business Office is open (except for Summer Vacation).

Franklin College requires direct deposit of monthly payroll checks into any financial institution which has a valid American Bankers Association (ABA) number under the

Federal Reserve System of Banking in the United States. Please see the manager of Employee Resources for details.

4. JURY DUTY

The College recognizes the obligation of its Faculty members to serve on jury duty when called and willingly grants the necessary time off without loss of regular pay. A copy of the summons and other documentation must be forwarded to the manager of Employee Resources. Timely notice should be given to the VPAA and suitable arrangements, approved by the VPAA, shall be made for classes missed.

If the jury duty falls between the opening Faculty meeting in August and Commencement in May, Faculty should endorse the check they receive from the courts and give it to the Business Office, since the college will continue to pay the Faculty member his/her normal compensation during jury duty. If the jury duty falls during the summer and the Faculty member is not under contract (i.e., not teaching summer school), she/he may keep the jury duty pay.

G. BENEFITS FOR ALL COLLEGE EMPLOYEES

The subsequent provisions represent the benefits to which all qualified College employees are currently entitled by Board of Trustee action. These employees include annually appointed non-tenure-track Faculty, tenure-track Faculty, and tenured Faculty. Because these benefits are described in the Employee Handbook, they are listed here for informational purposes only. For these benefits, the Employee Handbook takes precedence over the Faculty Handbook. Faculty members retain these benefits throughout the academic year, and they remain in effect throughout the Immersive and Summer Terms.

These benefits are subject to change as changes are made by contractors, insurers, and agencies external to the College. Benefits may also be changed by the Board of Trustees, provided that these changes are communicated to the Faculty by February 15 and are not implemented until the next contract year. In all cases, clarification, explanation, and/or answers to specific questions regarding the following benefits should be addressed to the appropriate administrative office. The provisions in the following pages are not designed to be exhaustive statements of each benefit. In many cases, specific contractual documents, such as insurance policies, govern the details of a benefit program.

Same-sex domestic partner benefits are available to Faculty members. To be eligible, the Faculty member must submit an Affidavit of Domestic Partnership form available in the Office of Employee Resources.

1. INSURANCE

a. Disability

1) Short-term Disability:

To ensure protection for the Faculty member during the initial portions of short-term disability or during long-term disability, the following provisions are made by the College. The College provides benefits during the first 180 days after a Faculty member's disability has been determined by statement from physicians. The disabled Faculty member will receive 100% of salary during the first 90 days of disability and 75% of salary during the second 90 days. Retirement contributions will be proportionately adjusted.

2) Long-term Disability:

Long-term disability is the "inability of the employee, by reason of sickness or bodily injury to engage in any occupation for which the employee is reasonably fitted by education, training or experience."

Faculty members become eligible for disability insurance on the first day of the month after one year of continuous full-time service, provided they are Actively at Work on the date they are to become eligible. If Faculty members are not Actively at Work on that date, they will become eligible on the date they return to active work. Eligibility for Long-term Disability benefit payments begins on the first day of the month following six (6) months of continuous disability as defined.

- a) Health Insurance:** Whether the Faculty member has a short-term or long-term disability, a Faculty member may continue on Franklin College's medical and/or dental insurance plan, and the college will continue its matching premium contributions as long as the Faculty member is in a pay status (up to 6 months) or for 12 weeks, whichever is longest. For details of continuation of coverage, COBRA coverage, and extension of benefits due to disability, contact the manager of Employee Resources.
- b) Life Insurance:** Under Long-term Disability, a Faculty member may continue on Franklin College's life insurance plan under the terms defined in the life insurance policy.
- c) Tuition Benefits:** In the event of the disability of a full-time Faculty member, the spouse and legally dependent children of that Faculty member are eligible to receive tuition benefits under the same rules and regulations that would apply if the Faculty member were still working at the College.

b. Life Insurance

Group term life insurance coverage is a fringe benefit given to each full-time Faculty member by the College, effective on the first day of the month following the beginning day of employment. The amount of the life insurance coverage is \$50,000. Please see your official document or the manager of Employee Resources for details.

c. Accidental Death and Dismemberment Insurance

Accidental Death & Dismemberment insurance coverage is a fringe benefit given to each full-time Faculty member by the College, effective on the first day of the month following the beginning date of employment. The amount of coverage for accidental death is \$50,000, and accidental dismemberment coverage is on a schedule basis. Please see your official document or the manager of Employee Resources for details.

d. Medical Insurance

Group major medical insurance is available on a voluntary basis to all regular full-time Faculty members on the first day of the month following the beginning date of employment. Enrollment must occur within 30 days of the beginning date of employment or participation will be subject to special or late enrollment provisions. The Health Insurance Portability and Accountability Act of 1996 (HIPA) will apply to all enrollees. The comprehensive medical insurance program is available for all full-time Faculty members, their spouses, domestic partners, and legally dependent children under age 26. A payroll deduction is made for this coverage as authorized by the Faculty member.

Early Retirement: A Faculty member who has attained age 55 and has completed at least 10 years of full-time service may continue medical coverage to age 65, if that Faculty member (and spouse or partner, if applicable) had coverage at the time of retirement. The cost of the program will be paid by the retiree (100%). Any retired Faculty member electing to waive the medical insurance will not be permitted to enroll in the plan at a later date.

In order to avoid loss of coverage, full-time Faculty members should sign up for Medicare at least 3 months prior to their 65th birthday, even though the employee is covered by the College insurance program until retirement or until the Faculty member voluntarily chooses to leave the plan. Contact the local Social Security Office for details.

A Faculty member whose spouse or partner is both: 1) covered by Medicare, and 2) enrolled with dependent coverage in the College plan, has primary coverage with the College insurance and secondary coverage with Medicare until the termination of employment of the Faculty member, regardless of the age of the spouse.

Any Faculty member who is on a leave of absence from the College must arrange with the manager of Employee Resources to make monthly payments in order to keep medical coverage in force. These payments are due on the 25th day of each month for the following month's coverage.

If a Faculty member or other covered individual terminates or is terminated from medical coverage, the Faculty member may re-apply, and participation will be subject to special- or late-enrollment provisions. Please see your official document, the manager of

Employee Resources, or the Faculty representative to the group medical insurance provider for details.

e. Dental Insurance

Group dental insurance is available on a voluntary basis to all regular full-time Faculty members on the first day of the month following the beginning date of employment. Please see your official document, the manager of Employee Resources, or the Faculty representative to the group medical insurance provider for details.

f. Travel Accident Insurance

Travel Accident insurance coverage is a fringe benefit given to each full-time Faculty member by the College, effective on the first day of the month following the beginning day of employment. The amount of travel accident insurance coverage while traveling on college business is \$50,000.

Travel accident insurance is in some respects dependent on insurance provider's interpretation. For trips authorized by Franklin College, or trips for the purpose of furthering the business of the College, coverage is provided from the time the Faculty member leaves College premises or, in some instances, the home. In order to maximize the chance of coverage, Faculty members should register such trips with the VPAA, indicating the sense in which the trip anticipated is in fulfillment of College business.

Faculty members, acting within their capacities as Faculty members, are fully covered by the College's liability insurance for those occasions in which they transport students on College business, either in their own vehicles or in College vehicles (see [Appendix H](#). for additional details).

Please see your official document or the manager of Employee Resources for details.

2. RETIREMENT ANNUITY PLAN

Franklin College's retirement plan is funded through individually owned annuities. All Faculty members who have completed one (1) year of full-time employment are eligible to participate in this plan. Exception to the one-year waiting period will be made for individuals coming to the College who are currently participating in the same plan and have individually owned annuity contract(s).

The College shall contribute, through December 31st, 2023, an amount equal to two hundred percent (200%) of the Faculty member's annual contribution to the Defined Contribution Plan of Franklin College of Indiana 403(b) Retirement and Tax-Deferred Annuity Plan, not to exceed five percent (5%) of the Faculty member's annual compensation (including overload compensation and salary for each summer school). Beginning January 1st, 2024, the College shall contribute an amount equal to a one hundred percent (100%) of the employee's annual contribution to the Defined Contribution Plan of Franklin College of Indiana 403(b) Retirement and Tax-Deferred Annuity Plan, not to exceed five percent (5%) of the Faculty member's annual compensation (including overload compensation and salary for each summer school), for each calendar year. These contributions are made annually, during January, for the preceding calendar year. The Faculty member may, but is not required to, contribute additional funds, if desired but such additional funds will not receive

the above match. All contributions to the plan will be fully vested and investment earnings on the account will be tax deferred until the time of withdrawal.

Eligible Faculty members may make voluntary contributions to their retirement account on a pre- and/or post-tax basis.

The Retirement Annuity Plan is subject to the current provisions of the plan document. See the Office of Human Resources for a copy of the Summary Plan Description.

Retirement – As of January 1, 1987, the Federal government mandated that no employee could be required to retire.

3. TUITION REMISSION AND EXCHANGE

a. Faculty members

All full-time Faculty members may take traditional academic courses at the College for credit or audit without tuition charge. This benefit is normally limited to one course per semester (Fall and Spring). Exceptions to the one-course limitation must be approved by the VPAA/Dean of the College or the President.

Immersive Term and Summer School courses will be included in the tuition remission benefits *only* if they are a part of the Faculty member's program as a degree-seeking student. This benefit does not include non-traditional study courses, study abroad, and private music lessons.

A request form must be completed, approved, and verified for each course prior to the beginning of the course. Requests must be approved by the VPAA and verified for eligibility by the manager of Employee Resources. Failure to complete a request form prior to the beginning of the course may result in the Faculty member having to pay full tuition charges for that course.

b. Families of Faculty members

1) Tuition Remission

The children, spouses, or domestic partners of Faculty members who have completed one year of employment at the College will receive a tuition grant if they are pursuing a degree and have been accepted for admission to the College. (Spouses, domestic partners, and non-degree seeking students will not be considered when a decision to continue or to cancel a specific class is required.)

Children, spouses, or domestic partners may enroll as special students in individual courses, including summer courses, with a tuition grant, so long as their enrollment can be accommodated at no additional cost to the institution and does not exclude the enrollment of other degree-seeking students. The Running Start program is an included program.

Tuition grants for children of Faculty members employed prior to July 1, 2004, will be for a maximum of eight (8) semesters of full-time enrollment or up to one hundred- sixty (160) attempted semester hours, whichever is greater. Children of

Faculty members hired after July 1, 2004, will be eligible for tuition remission grants for a maximum of eight (8) semesters of full-time enrollment or up to one hundred twenty-eight (128) attempted hours, whichever is lesser.

Students eligible for tuition remission must apply for financial assistance from all appropriate state and federal programs prior to enrollment. A financial aid form (FAFSA) must be filed by the FAFSA priority deadline, prior to each academic year. Monies from grants and scholarships from sources outside the college will be made available to the student to meet educational and living expenses other than tuition when the source allows expenditure for costs other than tuition.

The aforementioned tuition remission grants apply only to stated tuition costs and not to the costs of room, board, or other fees. Recipients under the age of 25 enrolling as full-time undergraduate students are required to reside in on-campus housing the initial academic year of enrollment, which will allow first-year students to immerse themselves fully in the total student experience. Students who deem the required initial year of residency is financially unfeasible may apply for a waiver through the Human Resources Office. Please see the Employee Handbook or the Manager of Employee Resources for details about this requirement.

Students enrolled in graduate-level programs are not eligible for tuition remission grants, with the exception of courses taken while enrolled full time as an undergraduate student. Recipients enrolled in 3+2 programs (3 years of undergraduate and 2 years of graduate school) are not eligible for tuition remission once enrolled as graduate students.

Tuition grants for non-dependent children will be a taxable fringe benefit and the College will issue a form 1099 for the fair market value. A dependent child is defined as any son, stepson, daughter, or stepdaughter of the Faculty member who has been a dependent of the employee for at least ten (10) years, or whose parents are both deceased and who has not attained age 25. If the parents are divorced, a child will be treated as a dependent child even if the other parent can claim the child as an exemption on the tax return. Dependent status is determined by current Federal Regulations (Sec. 1.132-1(b)).

The Vice President of Finance and the President may authorize exceptions to this policy.

2) Tuition Exchange

Franklin College participates with a number of other colleges and universities in tuition exchange programs. The children, spouses, or domestic partners of Faculty members who have completed one year of employment at the College are eligible for consideration; however, the College cannot guarantee participation in all of these exchange programs. Faculty members should contact the Employee Resources Office for verification of eligibility and the Financial Aid Office for details regarding these programs.

c. Former Faculty Members

The spouse or domestic partner and children of a Faculty member who was hired prior to July 1, 2004, and who has been employed at Franklin College for five (5) continuous years and who dies or is totally disabled while in active service to the College shall receive a tuition grant, provided they are eligible for admission as a degree-seeking student.

Children of former Faculty members who were employed by Franklin College prior to July 1, 2004, and had ten (10) continuous years of full-time service shall receive a tuition grant, provided they are eligible for admission as a degree-seeking student. This grant applies only to the stated tuition costs and not to the costs of room, board, or other fees.

4. WORKER'S COMPENSATION

Each Faculty member is protected by the Worker's Compensation Law of Indiana in the case of injury on the job. All Faculty members are covered by worker's compensation insurance, which is maintained by Franklin College. Each Faculty member is required to report any injury immediately to his/her supervisor. Any treatment by College staff must be limited to minor first aid. For injuries requiring more than first aid, the Faculty member is required to report the injury to the Employee Resources Office for the purpose of completing the first report of the injury to the State office. A Faculty member who refuses medical treatment may lose his or her eligibility for compensation.

The Faculty member will be placed on Family Medical Leave for up to 12 weeks. Please see the Employee Handbook or the manager of Employee Resources for details.

5. FLEXIBLE COMPENSATION PLAN (FLEX)

Faculty members may choose under this plan to have a portion of their pre-tax compensation applied toward the cost of one or more of the following benefits:

- a. Health care expenses not covered by insurance;
- b. Dependent care expenses.

FLEX is available on a voluntary basis to all full-time Faculty members on the first day of the month following the beginning date of employment. Please see the Employee Handbook or the manager of Employee Resources for details.

H. BENEFITS SPECIFIC TO FULL-TIME TEACHING FACULTY

The subsequent provisions represent the benefits to which all full-time instructors, tenure-track Faculty members, and tenured Faculty members are currently entitled by Board of Trustee action. For these benefits, the Faculty Handbook takes precedence over the Employee Handbook. Faculty members retain these benefits throughout the academic year, and they remain in effect throughout the Immersive and Summer Terms.

1. OFFICE SPACE AND SUPPLIES

All full-time Faculty members are provided office space on campus. Adjunct Faculty are assigned separate or shared office space only when such space is available.

Faculty members may expect their office spaces to be for their private use in meeting their professional responsibilities. Faculty members' offices may not be entered in their absence by anyone else for any reason other than routine maintenance, repairs, or emergencies without the permission of the Faculty member to whom the office space has been assigned. Faculty members will be notified in writing of such emergency office entries.

For details regarding office assignments, see [Appendix I](#).

All Faculty members are issued laptop computers sufficiently equipped for their professional use. In addition, Faculty members are provided with appropriate office and teaching supplies, as budgets allow.

2. SECRETARIAL ASSISTANCE

Secretarial assistance for Faculty members is available through their assigned academic administrative assistant.

3. LIBRARY

The Hamilton Library strives to maintain a close relationship with all members of the Faculty and to provide instruction and information resources needed to effectively engage students and enable them to do quality research.

A few of the services available through the Library are:

a. Instruction

Librarians can teach a single session tailored to meet the information requirements of a specific class assignment, as well as introduce students to basic library research and evaluation skills. In addition, Faculty can work with librarians to integrate multiple instruction sessions into classes, introducing graduated concepts and re-visiting students' research needs. It is also possible to schedule a standard library orientation tour designed to introduce classes to Hamilton Library and to orient students to library resources and services.

b. Research Guides

c. Online research guides can be designed for a specific course or a particular topic. These research guides contain links to the most relevant resources to which the Library subscribes, as well as high-quality, free resources on the Internet.

- d. Course Reserves
- e. Library-owned and personal materials can be placed on reserve in the Library. Materials obtained through interlibrary loan may NOT be placed on reserve. If Faculty members need to place an item on reserve that the library does not own, they can purchase it using their department's allotment for materials or request its purchase using the Library's online request form.
- f. Interlibrary Loan
- g. State-wide courier service allows Hamilton Library to obtain materials quickly from any academic or public library in Indiana.

Faculty members are extended the courtesy of an indefinite but reasonable loan privilege at Hamilton Library. Loans made on this basis are subject to annual inventory, which includes confirming that you still have an item and that you have an ongoing need for the item. All materials are subject to recall if necessary to accommodate other patrons.

4. SABBATICALS

a. Definition and Purpose

The intent of a sabbatical year for a Faculty member is to release her/him from normal faculty responsibilities and to encourage renewal, rejuvenation, and, perhaps, the opening of new horizons. Faculty members on sabbatical will be expected to, among other things, pursue projects and studies of their own devising which will enhance their scholarship, pedagogy, or disciplinary knowledge. Specifically, the applicants' teaching effectiveness should be enhanced, their scholarly usefulness enlarged, their professional competence and growth promoted, and their intellectual achievement through study, research, writing, or travel be renewed. Sabbatical leaves are a privilege conferred by the institution for meeting the above stated purposes; they should not be considered as deferred compensation to which a Faculty member is entitled.

b. Eligibility

Sabbaticals may be awarded to any full-time Faculty member with at least seven years continuous service as a Faculty member at Franklin College, or to any full-time Faculty member who has at least seven years of continuous service as a Faculty member at Franklin College since her/his last sabbatical. Acceptance of a sabbatical constitutes a personal pledge and a moral obligation on the part of the Faculty member to return and teach at least one full year at Franklin College after the sabbatical year.

c. Financial Award

Sabbaticals may be for one year at half-pay, or for one-half year at full pay. In either case, the Faculty member will continue to be eligible for normal benefits provided by the college such as medical, dental, life insurance, and retirement programs. Faculty members are encouraged to seek outside support for either half-salary for the year or full salary for the half-year. While it is desirable for a Faculty member to declare, in advance of the sabbatical award, whether he/she is applying for a half-year at full pay or

a full year at half-pay, it is recognized that these decisions are often dependent on obtaining outside funds. As long as the College is notified before February 1 preceding the sabbatical year, this decision can be changed. The award of a sabbatical does not preclude the use of other funds normally available to Faculty members.

d. Immersive Term Responsibilities

Either a half-year or a whole-year sabbatical leave guarantees that the Faculty member has no responsibilities during the Immersive Term of the sabbatical year (whether the Faculty member is scheduled for Immersive Term responsibilities that year or not). A sabbatical leave does not change the pattern of teaching Immersive Terms (from odd years to even years or vice versa).

5. PAID LEAVE, UNPAID LEAVE, AND REDUCED LOAD

Faculty who take paid leave, unpaid leave, or reduced load are required to assist the Department Chair in ensuring that the courses they would otherwise have taught are properly covered by qualified full- or part-time Faculty.

a. Parenting Leave

- 1) For the Primary Caregiver: Faculty members who are the primary caregiver of a newborn child or a child newly placed in the Faculty member's custody will receive 100% of salary during the first 90 days beginning with the birth or placement of the child and 75% of salary during the second 90 days. The leave must be taken consecutively. Franklin College considers someone the primary caregiver if he or she has primary responsibility for the care of a child immediately following the birth or the coming of the child into the custody, care, and control of the parent for the first time. This definition applies to both births and adoptions.
- 2) For the Secondary Caregiver: The College will provide a paid (100% of salary) parenting leave of 10 working days to Faculty who are the secondary caregiver to care for a newborn child or a child newly placed in the Faculty member's custody through adoption. Franklin College considers someone the secondary caregiver if he or she assists in the household with, but does not have the primary responsibility for, the care of a child immediately following the birth or the coming of a child into the custody, care, and control of the parent for the first time. This definition applies to both births and adoptions.

Eligibility: Faculty members become eligible for parenting leave on the first day of the month after one year of continuous full-time service, provided they are Actively at Work on the date they are to become eligible. If Faculty members are not Actively at Work on that date, they will become eligible on the date they return to active work.

b. Unpaid leave

Upon approval by the VPAA, tenured or non-tenured Faculty members who wish to take unpaid leave for up to one academic year for reasons not related to disability or family

medical problems will retain tenure or their position in the probationary schedule, as follows:

- 1) A full year's leave will not be considered a year of service for tenure or promotion purposes. A semester of leave plus a semester of full service may be considered a full year of service for promotion and tenure purposes.
- 2) Tenured full professors who take up to one year of unpaid leave will remain on their usual schedule for five-year reviews.
- 3) Faculty who take unpaid leave will not receive benefits, but they may purchase health insurance through the college group plan. Medical and dental insurance will continue only if the employee prepays the full portion of the premium prior to the first of each month.

c. Reduced Load

Upon approval by the VPAA, Faculty members who wish to work at a reduced load for any reason may do so at a salary pro-rated on the basis of a normal full-time teaching load.

- 1) Faculty teaching a 75% load or higher would retain medical and dental benefits as if they were teaching 100%.
- 2) Faculty teaching a 50% to 74% load will retain retirement benefits but would be required to pay the full portion of the medical and dental premium prior to the first of each month.
- 3) Those teaching below 50% will not receive benefits, but may purchase health insurance through the group plan by paying the full premium.
- 4) A tenured Faculty member may teach at a reduced load of 50% or more for more than one year only if the arrangement is approved by the Department Chair and the VPAA.
- 5) A year of reduced load of 50% or more will be considered a full year of service for promotion and tenure purposes. A year with a reduced load of less than 50% will not be considered a full year of service for promotion and tenure purposes.

6. BENEFITS BEYOND LEAVING DATE

Should a Faculty member leave the institution at the conclusion of a normal nine-month appointment for any reason except dismissal for cause, that Faculty member can request that his or her remaining salary be received in three monthly installments during the summer or in one payment at the beginning of the summer. As well, the College will continue to contribute to the College's retirement plan, life insurance, medical insurance, and the FLEX benefits plan, either through the summer or in a one-time-equivalent contribution. Travel insurance and worker's compensation benefits will cease, effective at the conclusion of the Faculty member's fulfillment of his or her nine-month teaching responsibilities.

I. TERMINATION

1. NON-RENEWAL

Persons who are not to be reappointed will be so notified, in writing, by the VPAA. If a Faculty member whose appointment is not renewed so requests, the VPAA will review the decision and privately state the reasons for non-renewal of the appointment. The Faculty member may also request that the VPAA review his/her decision with the Promotion and Tenure Committee.

This does not preclude the use of the grievance procedures as outlined and described in [Section II.J.](#)

2. RETIREMENT

- a. Before he/she reaches the age of normal retirement age, any Faculty member may explore with the VPAA the Faculty member's early retirement. Any early retirement agreement and loss of tenure that is acceptable to both the Faculty member and the VPAA must also receive the approval of the President of the College and the Board of Trustees. See [Section II.H.6.](#) regarding continuation of medical coverage.
- b. Any retired professor may request the VPAA to consider appointing him/her as a full- or part-time Faculty member. Such appointments shall be without tenure and for no more than a year at a time.
- c. The Promotion and Tenure Committee evaluates retiring Faculty members for possible recommendation for emeritus status. The P&T Committee then makes recommendations to the VPAA and the President. Upon recommendation of the President, the Board of Trustees may grant a retiring professor emeritus status. To be eligible for consideration, a Faculty member must have achieved the rank of professor and have completed a minimum of fifteen years of service to Franklin College. Various privileges are associated with emeritus status, including Faculty library privileges, free admission to college events, a college e-mail account, eligibility for the employee discount in the bookstore, a college parking permit, a campus ID, and invitations to participate in official academic processions. Other benefits may be negotiated on a case-by-case basis (see Criteria for Emeritus Status in [Appendix C.21.](#)).
- d. A Faculty member may request consideration for retirement for reasons of disability and may therefore undertake appropriate negotiations with the VPAA. The provision of corroborating medical evidence will be a normal expectation of such negotiations.

3. RESIGNATION

- a. Any Faculty member may terminate his/her relationship with the College, including the revocation of his/her prior acceptance of a letter of appointment for the ensuing year and the surrender of any grant of continuous tenure, by so

notifying the VPAA in writing. Such resignation normally becomes effective at the end of that academic year (see [Section II.B.3.](#)).

- b. Courtesy would dictate that such resignation be made at the earliest possible opportunity in an academic year, and not later than May 1.

4. DISABILITY

- a. When there is medical evidence that a Faculty member cannot satisfactorily continue to perform his/her duties, the VPAA, with the approval of the President of the College and the Board of Trustees and after consultation with the affected Faculty member (or someone properly representing him/her), may terminate or modify that Faculty member's relationship with the College, including the cancellation, when appropriate, of any grant of tenure, effective even before the expiration of a current valid contract. The College will fulfill the financial obligations of the contract in effect at the time of disability, unless, in the opinion of the Faculty member or someone properly representing him/her, such fulfillment serves to disadvantage the Faculty member. In case of a disagreement as to a Faculty member's medical fitness to continue, the College may require the Faculty member to support his/her claim by providing substantiating evidence from a physician or physicians designated by the College and paid by the College for this service.
- b. If the Faculty member concerned (or someone properly representing him/her) believes that termination or modification of appointment is unnecessary or inappropriate, the Faculty member shall have the right to initiate a grievance.
- c. Termination shall be done in a manner that does not adversely affect the Faculty member's eligibility for disability insurance.
- d. If a Faculty member's appointment is terminated because of disability and the Faculty member is not eligible for disability insurance, the College will grant the Faculty member concerned severance pay to be not less than twelve (12) months of salary at the rate then current, including any payment made after disability under the provisions of [Section II.I.4.a.](#) immediately above. Prior to making such a decision, the College reserves the right to require an examination by a physician designated and paid by the College.

5. FINANCIAL EXIGENCY

- a. The President of the College, with the approval of the Board of Trustees, has the authority to declare at a meeting of the Faculty the existence of a state of financial exigency, i.e., an imminent financial crisis which threatens the survival of the institution as a whole and which cannot be alleviated by less drastic means.
- b. The President shall meet with the Faculty Steering Committee at least forty (40) calendar days before asking the Board's approval to make such a declaration, share with the Committee all relevant information relating to the crisis,

protecting when possible the identity of individual salaries and benefits, and insure time and appropriate resources sufficient to the Committee's deliberation.

- c. The Committee, after sufficient deliberation, may request meeting(s) with the Executive Committee of the Board of Trustees, and thereafter the Board of Trustees for the purposes of clarification, discussion, and communication of any recommendations or other matters relating to the proposed declaration of exigency. At mutually convenient time(s), the Executive Committee and/or full Board, as requested, will meet with the Faculty Steering Committee prior to the declaration of exigency.
- d. After a state of financial exigency has been demonstrated and declared and is concurrent with other appropriate efforts by the Board and Administration, the VPAA may, in accordance with subsection e. below, notify one or more Faculty members that, notwithstanding any grant of continuous tenure, their relationship with the College will be terminated at the end of that academic year.
- e. In the state of financial exigency, the integrity of the academic program as a whole will be maintained as much as possible. Insofar as is consistent with this end, the appointments of Faculty members with tenure will not be terminated in favor of retaining Faculty members without tenure, nor will new appointments be made at the same time as other appointments are being terminated. The VPAA and a combined committee composed of all members of the Faculty Steering and Promotion and Tenure Committees shall meet to determine the criteria for identifying the individuals whose appointments are to be terminated. These criteria will not be applied until reviewed and discussed by the Faculty meeting as a whole.
- f. At the end of an academic year in which notifications of terminations occur, the College will grant the tenured Faculty member(s) concerned at least six (6) months' salary at the current rate as severance pay. Alternatively, the College will make every effort to employ any formerly tenured Faculty member in another suitable non-teaching position within the College. In addition, Faculty members terminated after ten (10) or more years of full-time service to the College shall retain indefinitely the family tuition benefits listed in Section II.G.3.
- g. In all cases of termination of tenured Faculty members because of financial exigency, the place of any Faculty member concerned will not be filled by a replacement within a period of three (3) calendar years after the President's declaration of financial exigency, unless the released Faculty member has been offered full reinstatement and a maximum of thirty (30) calendar days in which to accept or decline it.
- h. A tenured Faculty member whose appointment has been terminated because of financial exigency has the right to utilize the grievance procedure; however, the declaration of financial exigency will not be an issue in such a hearing.

6. PROGRAMMATIC CHANGE

- a. If the VPAA, after consulting the Faculty Steering Committee, potentially affected Faculty members, and the Faculty as a whole, and with the approval of the President and the Board of Trustees, decides that, based upon sound educational considerations, the welfare of the College may be better served by the reduction or discontinuance of any academic program or department of instruction not mandated by financial exigency, the VPAA may then notify in writing as soon as possible the Faculty member(s) concerned that, notwithstanding any grant of continuous tenure, his/her/their relationship with the College will be terminated.
- b. The College will make every effort to place him/her/them in another mutually agreed-upon position. If such is impossible, then the tenured Faculty member(s) will be given written notice on or before June 1, one (1) calendar year prior to the termination date, and thereafter be granted six (6) months' salary at the current rate as severance pay.
- c. Should the academic program or department of instruction so terminated be reinstated within a period of two (2) years, those Faculty members released by virtue of the programmatic change shall be offered full reinstatement and a maximum of thirty (30) calendar days to accept or decline.
- d. A tenured Faculty member whose appointment has been terminated because of programmatic change has the right to utilize the grievance procedure. The validity of the programmatic change may be an issue in such a hearing in determining whether the tenured Faculty member's appointment shall be terminated.

7. DISMISSAL

a. Cause

Adequate cause for a dismissal will be related directly and substantially to the failure of the Faculty member to fulfill his/her professional responsibilities. Dismissal will not be used to restrain Faculty members in their exercise of academic freedom or civil rights. Adequate cause for dismissal is proof of one or more of the following:

- 1) Incompetence: the failure, for any reason other than medical (see [Section II.I.4.](#)), to perform contractual duties satisfactorily
- 2) Neglect or non-performance of duty: the failure, for any reason other than medical, to perform contractual duties or comply with accepted College policies and procedures
- 3) Moral turpitude: conduct that is morally base or depraved and that is seriously offensive to the College community
- 4) Abuses of academic freedom as specified in [Section III.B.](#)
- 5) Misconduct that causes grave injury or brings extreme discredit to the College

b. Procedure for Non-Tenured Faculty

In the event of the dismissal of a non-tenured Faculty member during the course of the contract year, the Faculty member shall, if he or she so requests, have the reasons given for the dismissal confirmed in writing. If such a written statement is requested, the VPAA or the President shall explain any adverse circumstances that he/she feels may result from confirming the reasons in writing. However, if the Faculty member still desires it, such a written statement shall be given.

c. Procedure for Tenured Faculty

- 1) Upon recommendation of the VPAA, the Promotion and Tenure Committee or upon independent discovery of one of the conditions above (see [Section II.I.7.a.](#)), the President of the College may bring charges for dismissal against a Faculty member. If the Faculty member states in writing that he/she elects to use immediately and only the civil courts to adjudicate the case, the College will then review the necessity of conducting a formal hearing.
- 2) Dismissal of a Faculty member with continuous tenure, or with a special or probationary appointment before the end of the specified term, will be preceded by: 1) discussions between the Faculty member and appropriate administrative officers and Faculty members looking toward a mutual settlement; 2) informal inquiry by the Faculty Promotion and Tenure Committee which may, failing to effect an adjustment, determine whether, in its opinion, dismissal proceedings should be undertaken, without its opinion being binding upon the President; 3) a written statement of charges, framed with reasonable particularity by the President or the President's delegate and presented to the affected Faculty member.
- 3) After the completion of the three (3) steps above, the individual concerned will have the right to be heard by a Hearing Committee composed of current members of the Faculty Steering Committee. Members deeming themselves disqualified by reason of bias shall remove themselves from the case. Each party will have the right at the same time, and without stated cause, to remove one (1) member of the Hearing Committee. All vacancies shall be filled by the professor(s) most recently retired from the Faculty Steering Committee. Once established, the membership of the Hearing Committee remains the same until the final disposition of the case.
 - a) Pending a decision by the Hearing Committee, the Faculty member will be suspended by the administration, or assigned to other duties in lieu of suspension, only if immediate physical and/or emotional harm to himself/herself or others is threatened by his/her continuance. Before suspending a Faculty member, pending an ultimate determination of his/her status through the institution's hearing procedures, the administration will consult with the Hearing Committee concerning the propriety, the length, and the other conditions of the suspension. Salary will continue during the period of the suspension.

- b) The Hearing Committee may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to (i) define the issues, (ii) effect stipulations of facts, (iii) provide for the exchange of documentary or other information, or (iv) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious.
- c) Service of notice of the date of the hearing with specific charges in writing will be made at least twenty (20) calendar days prior to the hearing. The Faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the Faculty member waives a hearing, but denies the charges against him/her or asserts that the charges do not support a finding of adequate cause, the Hearing Committee will evaluate all available evidence and rest its recommendation upon the evidence in the record.
- d) The hearing shall be private.
- e) During the proceedings the Faculty member and the President or his/her designate will be permitted to have their own advisors attend.
- f) The hearing will be audio recorded, and a copy will be made available to the Faculty member, at no cost to them, within ten (10) working days following the hearing. A transcription of this recording will be the official record of the hearing.
- g) The burden of proof that adequate cause exists rests with the President or his/her designate and shall be satisfied only by clear and convincing evidence in the record considered as a whole.
- h) The Hearing Committee may grant adjournments to enable either party to investigate evidence to which a valid claim of surprise is made.
- i) The Faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Hearing Committee in securing witnesses and making available documentary and other evidence.
- j) The Faculty member and the administration, with advisors, will have the right to confront and cross-examine all witnesses. Where the witnesses cannot or will not appear, but the Committee determines that the interests of justice require admission of their statements, the Committee will identify the witnesses and attempt to secure depositions.
- k) In the hearing of charges of incompetence, the testimony should, if possible, include that of appropriate Faculty members from this College and may include appropriate Faculty members from other institutions of higher education.
- l) The Hearing Committee will not be bound by strict rules of legal evidence, and may admit any evidence which is of probative value in determining

the issues involved. Every possible effort will be made to obtain the most reliable evidence available.

- m) The decision will be based solely on the record of the hearing. The President and the Faculty member will be notified of the decision in writing and will be given a transcription of the audio recording of the hearing.
 - n) Except for such simple announcements as may be required covering the time of the hearing and similar matters, public statements and publicity about the case by either the Faculty member or administrative officers will be avoided until the proceedings have been completed, including consideration by the Board of Trustees.
 - o) When the Hearing Committee concludes whether adequate cause for dismissal has been established by the evidence in the record, it will so report to the President. If the President does not concur with the report, he/she will state his/her reasons in writing within fifteen (15) calendar days to the Hearing Committee and the Faculty member and provide an opportunity for response before transmitting the case to the Board of Trustees or its Executive Committee. If the Hearing Committee concludes that adequate cause for a dismissal has been established, but that alternatives to immediate dismissal might be appropriate, it will so recommend to the President with supporting reasons.
- 4) If dismissal or other severe sanction is recommended by the President, the Hearing Committee, or both, the President will transmit to the Board of Trustees the record of the case. The Board of Trustees or its Executive Committee will review the full record of the case and may—and in the case of differing recommendations from the President and the Hearing Committee will—provide opportunity for argument, oral or written or both, by both principals and their advisors at the hearings. The Board of Trustees or its Executive Committee will reach a final decision. In the event of new evidence, the Board of Trustees will refer the case back to the President and the Hearing Committee before reaching a decision. The Faculty member can appeal this decision to the Grievance Committee on procedural grounds only.
 - 5) After examining recommendations of the Faculty Hearing Committee and the President, the Board of Trustees, or its Executive Committee will determine what, if any, severance pay and/or benefits will be made beyond the effective date of dismissal, taking into account the length and quality of service of the Faculty member.

J. FACULTY GRIEVANCE PROCEDURE

1. PRELIMINARY PROCEDURES AND CONDITIONS

The formal grievance procedures outlined herein should be initiated only after a genuine attempt has been made to resolve differences informally. A Faculty member who feels

aggrieved is required to meet with the appropriate individual or individuals to discuss the matter and reach a mutual understanding or resolution if at all possible. Only if the matter cannot be resolved informally should recourse to these formal grievance procedures be utilized.

2. DEFINITION OF TERMS

a. Grievance

A grievance is a complaint against the College by an individual concerning a decision or action of the College directly affecting him/her. The grievance must be based on a complaint by an individual that a decision was made or action taken by the College in a manner which violated duly established procedures, or that the individual was not accorded impartial treatment. The complaint must be procedural, not substantive, in nature with the exception of complaints alleging (i) violation of academic freedom; (ii) breach of contract; (iii) harassment in professional matters, including sexual harassment; and (iv) unfair, arbitrary, or illegal discrimination in professional matters.

b. Claimant

The Faculty member professing to have a grievance together with counsel shall hereinafter be called claimant. All those members of the Faculty as defined in [Section I.E.1.](#), including those on approved leave of absence with or without pay, may avail themselves of these grievance procedures. A former Faculty member whose appointment is no longer in effect may not file a grievance.

c. Respondent

The Board of Trustees or its administrators against whom the grievance is lodged, together with counsel, shall hereinafter be called respondent.

d. Counsel

The claimant and respondent both have the right to choose one (1) advisor to serve as counsel and to aid in preparation of letters or appeals or conduct of presentations or cross- examinations at hearings.

e. Grievance Committee

The Faculty on the Faculty Steering Committee shall serve as the Grievance Committee. In the event that any member of the Faculty Steering Committee is a principal in the case or has been involved, that person shall be replaced on the Grievance Committee by the most recent past member of the Steering Committee who is still on the Franklin College Faculty.

f. Appeals Committee

The three (3) members of the Promotion and Tenure Committee shall normally serve as the Appeals Committee. In the event that any one of them is a principal in the case or has been involved directly, that person shall be replaced on the Appeals Committee by

the most recent former member of the Promotion and Tenure Committee who is still on the Franklin College Faculty and who has not been involved directly in the case.

g. Working Day

A working day is any day Monday through Friday during the Fall Semester, Immersive Term, or Spring Semester in which classes are in session. For purposes of this document, the last day of the Spring Semester and the first day of the Fall Semester are consecutive working days.

h. Witness

A witness is a person who is neither respondent, claimant, nor a member of the Grievance Committee and who is requested to testify before the Grievance Committee by either the claimant or respondent. A witness will attend the hearing only while testifying. A list of witnesses should be submitted to the Grievance Committee at least twenty-four (24) hours before the hearing. The responsibility for notifying witnesses of the time and place of the hearing and requesting their presence will lie with the party who intends to call them.

3. PROCEDURES

- a. The claimant addresses a letter of complaint to the Grievance Committee, with a copy to the VPAA and the President. The letter shall contain a statement that a grievance is being filed, a statement of the circumstances giving rise to the grievance, a description of the efforts made to resolve the matter informally with an identification of all persons involved in those efforts, and a statement of the relief sought or proposed resolution. The letter of the claimant must be in the hands of the Grievance Committee no later than thirty (30) working days after the occurrence of the circumstances giving rise to the grievance. The Steering Committee, on request and for good reason, may extend this deadline for not more than thirty (30) working days.
- b. The Chairperson of the Grievance Committee shall request and promptly receive from the respondent a written response to the claimant's letter. The response shall state the respondent's position with respect to the facts alleged by the claimant, shall provide any additional relevant facts, and shall comment on the claimant's proposed resolution. The Chairperson of the Grievance Committee may subsequently, at his/her discretion, meet individually with the claimant or the respondent in an effort to clarify relevant facts.
- c. Within fifteen (15) working days after receipt of the respondent's response, the Grievance Committee will decide whether further grievance proceedings are warranted and will so inform the claimant in writing, with copy to the respondent. If, in the opinion of the Grievance Committee, the complaint does not satisfy the definition of a grievance (Section II.J.2.a.) or if the preliminary procedures (Section II.J.1.) have not been followed or if the complaint is obviously trivial, the Grievance Committee may refuse to hear the case. If further proceedings are considered to be warranted, the Grievance Committee will then schedule a hearing

to be held within fifteen (15) working days. The parties involved may attempt to resolve the matter at any time during the grievance process.

- d. If a hearing is scheduled, witnesses may be called by the claimant, the respondent, and the Grievance Committee. Lists of the witnesses to be called by each party shall be provided to the other parties at least forty-eight (48) hours prior to the hearing. A deposition may be taken for presentation at the hearing. The witness shall be deposed in the presence of the respondent (and/or their chosen representative) and the claimant (and/or their chosen representative). The deposition may be audio recorded.
- e. The hearing conducted by the Grievance Committee shall have the following format:
 - 1) Those present are the Grievance Committee, claimant, respondent, and the principals' advisors, if any. No spectators will be present. The Grievance Committee will be in charge and may question all concerned with the case. The entire proceedings, with the exception of item (9) below, will be audio recorded. The transcription of this recording will be the official record of the hearing.
 - 2) The letter of complaint from the claimant and the letter of response from the respondent are read. If the letter of response does not state reasons for not agreeing with the claimant's resolution, the respondent is responsible for stating those reasons to the Grievance Committee.
 - 3) The claimant presents evidence to support his/her claim of a grievance, calling whatever witnesses he/she chooses. All evidence and witnesses presented must pertain to the allegations as stated in the original grievance. New charges cannot be introduced during the hearing process.
 - 4) The respondent or his/her advisor has the right to cross-examine each witness at the time testimony is given.
 - 5) The respondent presents evidence to support his/her contention that the grievance claim should not be allowed, calling whatever witnesses the respondent chooses.
 - 6) The claimant or his/her advisor has the right to cross-examine each witness at the time testimony is given.
 - 7) The claimant or his/her advisor summarizes the claimant's case.
 - 8) The respondent or his/her advisor summarizes the respondent's case.
 - 9) The Grievance Committee meets in private to discuss and decide the case. This step in the procedure is not to be tape recorded.
 - 10) As soon as reasonably possible, normally no more than ten (10) working days after the close of the hearing, the Grievance Committee will issue a written decision and communicate it to the parties with a copy to the President. The

decision of the Grievance Committee shall be based only on evidence introduced at the hearing.

- a) If the complaint is disallowed, then the case is dismissed.
- b) If the complaint is found to be valid, the Grievance Committee shall recommend to the President an equitable and appropriate resolution of the grievance. This proposed resolution will also be communicated in writing to the claimant, the respondent, and the Chairman of the Board of Trustees.
- c) If the complaint is found to be valid and there is no appeal, the Grievance Committee shall prepare a brief written summary of the case and send it—along with copies of pertinent correspondence between the claimant, the respondent, and the Grievance Committee—to both parties, the President, and the Chairman of the Board of Trustees.
- f. Appeal will be open to both parties. An appeal must be filed in writing with the Appeals Committee, with a copy to the other party, within fifteen (15) working days of the date of the decision of the Grievance Committee. The appeal letter must include a statement that an appeal is being filed and state the basis for the appeal.
 - 1) An appeal will not be considered unless the party bringing the appeal is prepared to show that improper procedure was followed in the grievance procedure.
 - 2) The Appeals Committee will meet within ten (10) working days of the date the appeal was filed to consider the appeal.
 - 3) An Appeals Hearing will be conducted in the presence of the respondent and his/her counsel, the claimant and his/her counsel, and the Appeals Committee.
 - 4) The Appeals Committee will consider the entire record, including the transcription, of the grievance hearing. There shall be no additional evidence submitted.
 - 5) The Appeals Committee then shall prepare a summary of the appeal. This shall include a brief statement of the original grievance, the findings and recommendations of the Grievance Committee, the alleged basis for the appeal, and the reasons for the decision of the Appeals Committee. This summary, along with copies of the pertinent correspondence between the claimant, respondent, the Grievance Committee, and the Appeals Committee shall be forwarded to the claimant, the respondent, the President, and the Chairman of the Board of Trustees within five (5) working days after conclusion of the work of the Appeals Committee.
 - 6) If the Appeals Committee has determined that the grievance hearing was improperly conducted and that the improper conduct affected the outcome, the whole procedure contained in [Section II.J.3.](#) shall begin again within ten (10) working days—beginning, if in the judgment of the Appeals Committee it

is possible—at the point just before the stated procedure was improperly followed. The result of this re-hearing by the same Grievance Committee will also be open to appeal as described in this section.

- 7) If the Appeals Committee has determined that the grievance hearing was properly conducted or that any alleged impropriety did not affect the outcome, the matter shall be dispensed with as provided in subsection g., following.

g. Final Resolution

- 1) If the President chooses to implement the resolution of the grievance proposed by the Grievance Committee—or a modified version thereof proposed by the President and agreed to by the Grievance Committee, a copy of which shall be sent to both parties and the Chairman of the Board of Trustees—the case as adjudicated internally shall be closed.
- 2) If the President chooses not to resolve the grievance in the manner recommended or agreed to by the Grievance Committee, the claimant (along with advisor, if any, or in conjunction with the Chairperson of the Grievance Committee) shall have the right to request that the Board of Trustees (or, at the discretion of the Board, the Executive Committee) review the grievance proceedings in their entirety. In this review, the summary prepared and submitted by the Appeals Committee may be relied upon rather than the complete typed transcript of the original hearing before the Grievance Committee. The Board of Trustees or its Executive Committee may then, in a fair manner of its own devising that shall include appearances by claimant with advisor, if any, the respondent with advisor, if any, and the Chairperson or representative of the Grievance Committee, review the case and advise the President on an equitable and appropriate resolution of the grievance. After such a request has been made and deliberation on the appeal is completed, the decision of the Board or its Executive Committee will be rendered, and the case as adjudicated internally shall be closed.

III. SELECTED ACADEMIC POLICIES AND PRACTICES

The following entries do not present an exhaustive list of academic policies and practices. The Faculty member should consult the current College catalog, the VPAA, and the Registrar for further information.

A. STATEMENT ON ACADEMIC FREEDOM AND ACADEMIC RESPONSIBILITY

1. All Faculty members shall have full freedom of expression in teaching their academic subject areas, subject only to the normal constraints of professional ethics and professional courtesy. In all areas of professional conduct, they shall have full freedom to conduct academic research and investigation, subject to the condition that such activities do not interfere with other contractual obligations. Statements on academic freedom and responsibility apply to all Faculty members, including those who have not received tenure.
2. When employees exercise their civil rights to expression in any public forum, they shall be careful to indicate accurately whether and to what extent they actually represent and are authorized to represent the College in their opinions. Submission of opinion articles, columns or interviews to media outlets, blogs, websites or podcasts are encouraged. An employee of Franklin College who authorizes publication or production of such opinion material and who identifies him/herself with Franklin College, is required when possible and practical to communicate to the media the following disclaimer as part of the identifying information: "The views expressed are those of the author only and should not be attributed to Franklin College." Employees will protect all teaching situations from irrelevant editorializing, expression of grievances, negative comment on the competency of colleagues, and other expressions which might abuse the academy. (See [Section II.A.6.](#))
3. All research involving human subjects must be approved by the Franklin College Institutional Review Board (IRB). The IRB examines research at Franklin College to safeguard subjects, researchers, students, Franklin College, and the larger community. Federal regulations define research broadly to cover interactions as well as interventions with humans whose responses may appear in peer reviewed scholarly publications. However, the College also seeks to protect human subjects from physical harm and ethical compromises that could be inherent in some experimental designs whether published or not. The *Franklin College Institutional Review Board Guidelines for Research* addresses surveys; interviews; questionnaires; and experimental procedures with humans that involve intentional deception, physical manipulation, measurement of bodily processes, and instrumentation. All such research beyond what is customary in teaching labs, whether intended for publication or not, requires prior IRB approval.

B. LIMITATIONS ON FREEDOM OF EXPRESSION IN ALL TEACHING SITUATIONS

Teaching situations are not exempt from the normal strictures of the law, e.g., involving libel and slander. Furthermore, the use of any teaching situation as a forum for the non-casual expression of the opinions of the Faculty in a manner irrelevant to any appropriate course content is regarded as

an abuse of academic freedom. Likewise, use of any teaching situation for abusive comment on the competency of one's peers, colleagues, and other employees of Franklin College, or as a forum for the expression of grievances, is an abuse of academic freedom (see [Section II.A.6.](#) and [Section III.A.](#)).

C. GUIDELINES FOR CLASSROOM, LABORATORY, AND OTHER TEACHING SITUATIONS

The continued dialogue of teaching and learning is paramount in the academic community. While no complete list of activities inimical to that function is possible, certain rules protecting it are possible and are set forth below. The individual Faculty member is urged to bear in mind the fragility of a productive teaching-learning environment.

1. For each regularly scheduled course, a Faculty member will provide, and comply with, a comprehensive syllabus detailing course content, goals and requirements, and grading and attendance policies. Copies of each syllabus will be deposited with the assigned administrative assistant and posted on the online course management system.
2. Faculty members must include in their syllabi a complete specification of when and where the class will be meeting if other than the time published in the college schedule. If, on a regular basis, class periods are to be canceled, used for individual meetings with students, or used in any manner other than whole class instruction, that must be included in the syllabus. If an individual class session must be canceled or rescheduled after the syllabus has been distributed, notice must be sent to the office of the VPAA.
3. Faculty members will make themselves reasonably available to students through the posting and keeping of office hours.
4. The Faculty member will not unavoidably miss or regularly abbreviate classes and will notify his/her students and the office of the VPAA as far in advance as possible.
5. In accordance with the Federal Educational Rights and Privacy Act (FERPA), Faculty members will treat student grades and other evaluative materials as the private concerns of each student and will not share them casually. Letters of recommendation for students, alumni, and colleagues, and other privileged material, will be treated similarly. See [Appendix J](#) for additional information regarding FERPA.
6. By Faculty action, the disposal of incidents of academic dishonesty is not at the discretion of the Faculty member involved. The Faculty member must report to the VPAA each instance of academic dishonesty in his/her courses; procedures for handling cases of student academic dishonesty appear in [Appendix K](#).
7. Faculty must conduct student course evaluations on a regular basis. Faculty members are responsible for activating on-line course evaluations as per instructions received from the VPAA's Office. Instructors are strongly advised to make students aware when course evaluations become available and actively encourage students to complete them. Faculty may request removal of student comments that are discriminatory or demeaning. For specific policy and process to request removal of such comments, as well as other matters relating to the scheduling and administration of student course evaluations, see [Appendix C.6](#).

D. EXAMINATIONS AND GRADING

Course examinations are arranged at the discretion of the Faculty member to suit the academic requirements of the class. Unless alternative arrangements are agreed to in advance by the VPAA, Faculty members will meet with classes during the scheduled final examination period and at least some portion of the final examination will be administered at that time. A record of final grades given and the intermediate grades which contribute toward the final grades must be kept by all Faculty members for all classes. Faculty members are expected to keep all class-related grade data for five (5) years after a class ends. The College encourages essay examinations as part or all of final examinations of appropriate courses. Final grades for each course are due in the Office of Academic Records according to the deadline set by the Registrar in each academic calendar.

E. SENIOR COMPETENCY PRACTICUM

Current policy governing the Senior Competency Practicum may be found in the Academic Course Catalog.

F. SUMMER SESSION

1. Summer Session at Franklin College normally extends from the first week of June through the last week of July.
2. Course offerings and schedules for Summer Session are flexible and contingent upon assessment of student enrollment, interest, and need. The responsibility for such an assessment rests jointly with the Department Chairs and the College Registrar. The final course offerings and class schedule must be approved by the VPAA. Only regular catalog courses may be offered in Summer Session.
3. Faculty members are not required to teach (a) course(s) during the Summer session since the term represents a part of the three- (3-) month vacation period. Likewise, the College is not obligated to provide summer teaching responsibilities to the Faculty member. Faculty members who are interested in teaching during the Summer Session should express such interest to their department chairperson.
4. The usual procedure by which the Summer Session course offerings and schedule are established is as follows:
 - a. The Department Chair and the College Registrar implement means to assess student enrollment probabilities, interests, and needs;
 - b. The Registrar will assemble all relevant data into a tentative Summer Session schedule of classes;
 - c. The tentative schedule will be reviewed by the VPAA, the College Registrar, and the Department Chair;
 - d. The VPAA and the Department Chair may request courses from full-time Faculty members and, if no full-time Faculty are available, may turn to part-time Faculty or temporary appointments for staffing such courses. Final

decisions on hiring of Faculty for Summer School are the responsibility of the VPAA;

- e. The official Summer Session class offerings and schedule are approved by the VPAA and publicized appropriately;
 - f. Once initial pre-registration is completed, the Faculty member has three (3) days to withdraw his/her course(s) from the schedule.
5. A Faculty member may teach no more than eight (8) credit hours during either Summer Session without consent of the VPAA.
6. See [Appendix L](#), for the current formulae by which Summer Session compensation is determined.

IV. AMENDMENT PROCEDURES

The preceding sections of this handbook contain some materials regarding Board of Trustee policy. The materials regarding these policies may be amended by the Board of Trustees in a regular full Board meeting. Amendments require two (2) readings before the full Board and may not be adopted at the same quarterly meeting in which they are introduced. The Faculty Steering Committee members will be present at and may participate in debate at both sessions and will represent Faculty opinion on the proposed amendment. Upon final determination, the Board will then communicate to the Faculty Steering Committee the results of the vote.

Faculty may propose amendments to this and the preceding sections of this handbook. To do so, they should follow the amendment procedures outlined in Appendix M. To be adopted, such amendments require two (2) readings at successive Faculty meetings, a 2/3 majority vote by the Faculty, and final approval by the Board of Trustees. The Board will communicate to the Faculty Steering Committee the results of the vote.

Faculty may also propose amendments to [Section V.](#) of this handbook. To be adopted, such amendments require two (2) readings at successive Faculty meetings and a 2/3 majority vote by the Faculty. Material in [Section V.](#) may be amended at the discretion of the Faculty. The Board of Trustees delegates responsibilities for these matters to the Faculty and will respect the Faculty's procedures and policies in these matters.

Proposed amendments to [Appendix A.](#) are the sole responsibility of the Board of Trustees. Faculty may propose amendments to the other Appendices by following the procedures outlined in the preceding paragraphs. Amendments to Appendices first referenced in [Sections I., II., III., or IV.](#) require approval by the Faculty and the Board of Trustees; amendments to Appendices first referenced in [Section V.](#) require approval by the Faculty only.

V. PROCEDURES: FACULTY MEETINGS AND COMMITTEES

The following material has been developed by the College Faculty for the purpose of providing information relative to procedures regarding Faculty meetings, Faculty committees, and the conduct of Faculty review by the Promotion and Tenure Committee.

A. FACULTY MEETINGS

1. CALL AND ORDER

- a. The President of the College has the right to preside at meetings of the Faculty, except when the Faculty excludes *ex officio* members by means of the procedures prescribed below.
- b. Normally the VPAA or his/her designee shall be the Presiding Officer of the Faculty. Should the VPAA be absent and the President chooses not to preside, the Chairperson of the Faculty Steering Committee will serve as the Presiding Officer for the particular meeting.
- c. The President or VPAA, after having consulted the Faculty Steering Committee, shall call each Faculty meeting to convene at some convenient time and place, giving notice at least one week in advance, except in cases of emergency.
- d. The President or VPAA shall always call a (regular or emergency) Faculty meeting when requested to do so by either the Faculty Steering Committee or the written petition of any eight (8) full-time Faculty members.
- e. After having conferred with the Faculty Steering Committee, the President or VPAA shall draw up the agenda for each Faculty meeting, publishing it at least three (3) working days in advance of the meeting, except in cases of emergency.
- f. The President or VPAA shall always include on the agenda any item specifically requested by the Faculty Steering Committee or by the written petition of any eight (8) full-time Faculty members.
- g. The VPAA shall see that accurate and complete minutes are taken and published of each meeting. Once approved by a subsequent Faculty meeting, such minutes shall be the official record of Faculty actions.
- h. Unless exceptions are granted by consensus, all business in Faculty meetings shall be conducted according to the latest edition of *Robert's Rules of Order*. The President, after consultation with the Faculty Steering Committee, will nominate a parliamentarian, whose nomination will be voted on by the full Faculty.
- i. The Faculty, after discussion and by two-thirds affirmative vote of those present and eligible to vote, may exclude from the meeting *ex officio* members. Prior to adjournment of a meeting from which *ex officio* members have been excluded,

the Faculty will recall those excluded, inform them concerning the content of the meeting, and provide, at a subsequent meeting (to occur between four and ten days later) and prior to any relevant vote, opportunity for response.

- j. The Faculty may from time to time meet in Executive Session, excluding (by non-invitation) *ex officio* members. At such meetings the Chairperson of the Steering Committee shall preside, or another member of the Steering Committee as determined by seniority; and the secretary (or designated secretary) of the Steering Committee shall be responsible for minutes and roll. The Faculty may adopt resolutions (advisory opinions) in such meetings, although it may not vote on curricular matters or other alterations of published or internal College policy. Insofar as possible, regular Faculty business shall be reserved for full Faculty meetings. Minutes of Executive Faculty meetings shall be provided to all Faculty members, including *ex officio*, and the agenda will be shared with the VPAA at the Steering Committee's next regular meeting with the VPAA.

2. VOTING

- a. All full-time Faculty members as defined in [Section I.E.1.](#) shall have the right to vote at Faculty meetings.
- b. All Faculty on official leave of absence are accorded full regular voting privileges during their leave. No one shall have the right of proxy vote or absentee ballot.
- c. Part-time Faculty and all administrative officers shall have the right to attend Faculty meetings and participate in discussions except when the Faculty excludes *ex officio* members.
- d. A quorum for Faculty meetings is 51% of those Faculty eligible to vote. A simple majority of those Faculty shall be sufficient to pass any motion with the exception of the following motions, passage of which shall require a 2/3 majority vote of those Faculty:
 - those noted within the latest edition of Robert's Rules of Order as requiring a 2/3 majority,
 - amendment of the Faculty Handbook (see [Section IV.](#)),
 - the exclusion of *ex officio* members from the meeting (see [Section V.A.1.i.](#)),
 - the designation of a proposal as "urgent" (see [Section V.A.2.f.](#)), and
 - the ratification of committee assignments (see [Section V.B.1.](#)).
- e. The curricular change process is described in [Appendix M](#). All curricular matters that require a full Faculty vote shall be voted on by secret ballot after a second reading.

- f. Matters brought to the Faculty that shall recommend any changes to the Faculty Handbook, *The Key*, the *Franklin College Catalog*, and/or the items for which Faculty are responsible (listed in [Section I.E.2.](#) and [Section I.E.3.](#)) shall not be brought to vote during the meeting in which they receive first reading, except in an urgent situation. If a proposal is designated “urgent” by 2/3 of the Faculty who are both eligible to vote and present, the proposal can be voted on by the Faculty during the first meeting in which it is presented. Such urgent action does not require ratification by the Faculty at a subsequent meeting.
- g. Any voting by the Faculty, including votes that call for a secret ballot, may be accomplished by using anonymous electronic devices. The means of voting shall be chosen by the Presiding Officer of the Faculty (see [Section V.A.1.b.](#)).

3. STUDENT PARTICIPATION

The President of the Student Congress or his/her designee shall be permitted to attend Faculty meetings and participate in discussions. He/she shall be without vote, and he/she may be required to absent him/herself from any part or all of a meeting upon the direction of the Presiding Officer.

B. COMMITTEES

1. PURPOSE OF FACULTY COMMITTEES

The primary purpose of Faculty committees within the academic community is to assist and advise the general Faculty with respect to the thorough, effective, and reasonably efficient fulfillment of its responsibilities and duties. Faculty committees normally serve in a recommendatory posture to the Board of Trustees, the President of the College, the VPAA, other stated administrative officers, and/or the general Faculty. The President and VPAA, unless designated otherwise, are *ex officio*, non-voting members of all Faculty committees.

The system of committees should ensure the meaningful participation of Faculty members in the decision-making and recommendatory roles of the general Faculty, but must avoid excessive personal time commitments, unnecessary bureaucratic proliferation, and the diversion of Faculty talents and energies from their primary contractual responsibilities. The ratification of committee assignments requires the vote by 2/3 of the Faculty who are both eligible to vote and present. This vote normally occurs at the first Faculty meeting of each academic year. Any changes to committee assignments after the ratification also require the vote by 2/3 of the Faculty who are both eligible to vote and present.

2. PERMANENT COMMITTEES OF THE FACULTY

There are three (3) permanent committees of the Faculty, namely, the Faculty Steering Committee, the Promotion and Tenure Committee, and the Faculty Curriculum Committee.

a. Faculty Steering Committee

The Faculty Steering Committee is composed of three (3) Faculty members elected from the Faculty, acting as a committee of the whole (see [Appendix N.](#) for election procedures). Each Faculty member serves a three- (3-) year term in office. After serving a full term, he/she may be re-elected to this committee but only after the passage of one (1) academic year. An election for one (1) member of this committee will be held each year. The Chairperson is the senior member of the committee and will be granted one course release per semester in which he/she serves as Chairperson. The duties of the Committee include the following:

- 1) meet on a regular basis with the President of the College and/or her/his designee, normally the VPAA. The Committee advises the administration and the Faculty on all matters of Faculty interest, concern, governance, and welfare. It advises the VPAA on Faculty sabbatical and development grants
- 2) oversee the biennial evaluation of the President and the VPAA
- 3) serve as the Faculty Grievance Committee
- 4) serve on the Honorary Degree Nominating Committee (at least one member)
- 5) recommend, upon consultation with Faculty members concerning their committee preferences, the composition, chairperson (where necessary), and specific responsibilities of the appointed Faculty committees
- 6) review all proposals submitted to the Faculty and convene Executive Faculty Meetings, if needed, to discuss issues of concern
- 7) meet with and represent the Faculty to the standing committees of the Board of Trustees
- 8) perform significant service to the College and the Faculty in a variety of functions which are described within this handbook.

b. Promotion and Tenure Committee

The Promotion and Tenure Committee is composed of three (3) tenured Faculty members elected from the Faculty, acting as a committee of the whole (see [Appendix N.](#) for election procedures). Each Faculty member serves a three- (3-) year term in office, then a two- (2-) year term on the Senior Faculty Review Subcommittee (SFRS). After serving a full five-year term, he/she may be re-elected to the Committee only after the passage of one (1) academic year. An election for one (1) member of this committee shall be held each year.

The chairperson of the Committee normally will be the Faculty member who is serving his/her third consecutive year of service on the committee. Members serving on the Committee are exempt from teaching Immersive Term during the period of time they serve on the committee. The duties of the Committee include the following:

- 1) meet on a periodic basis with the VPAA, who is a non-voting member of the committee
- 2) render to the VPAA (and the President and Board of Trustees as outlined in [Section II.E.](#)), recommendations regarding matters of Faculty promotion, tenure, 2+1 year appointments, five- (5-) year reviews of Associate Professors, bestowal of emeritus standing, and evaluations of first- and second-year appointees. The Senior Faculty Review Subcommittee will conduct five- (5-) year reviews of Professors and will submit its reviews directly to the VPAA. The Committee shall receive a formal response from the President concerning each of the committee's recommendations
- 3) oversee the collection and maintenance of materials (student surveys, etc.) used in the evaluation of Faculty members
- 4) periodically review the promotion and tenure policies of the institution.

c. **Faculty Curriculum Committee**

This Faculty Curriculum Committee consists of five (5) Faculty members and the VPAA. The Associate VPAA and Institutional Effectiveness shall serve as an *ex officio* member. Each year, if possible, at least two Faculty members from the previous Committee will be reappointed to maintain continuity. The Committee is chaired by a Faculty member who is elected by the Committee constituents. The duties of the Committee include the following:

- 1) coordinate the curriculum on behalf of the Faculty and address major curricular policy issues. It makes recommendations to the Faculty regarding curriculum by using information provided through assessment
- 2) on the basis of curricular implications, approve or deny all B-level curricular proposals (see [Appendix M.](#))
- 3) on the basis of curricular implications, review and make recommendations to the Faculty on all C-level curricular proposals (see [Appendix M.](#)) and other recurring matters relevant to the administration of the curriculum
- 4) rule on all petitions pertaining to the curriculum.

3. STATUS OF NON-PERMANENT COMMITTEES

Non-Permanent Faculty committees, task forces, etc., may be created, merged, or abolished by the President of the College only after consultation with the VPAA and with the approval of the Faculty Steering Committee.

4. COMMITTEE MEMBERSHIP

The members of FCC and of non-permanent committees shall be appointed annually by the President of the College, upon recommendation of the VPAA and the Faculty Steering Committee, after Steering's consideration of Faculty preferences.

5. STUDENT REPRESENTATIVES

Although students will not serve on the permanent Faculty committees, students may ask to appear before them to discuss appropriate matters. Student membership on other Faculty committees is detailed in [Appendix O](#). Any changes, insofar as student membership on these committees is concerned, shall be reviewed and either approved or disapproved by the Faculty Steering Committee, after consultation with concerned students and Faculty committee members.

6. MEETINGS AND REPORTS

Each committee shall meet frequently enough to accomplish its tasks, and the chairperson shall send the committee's report of its academic year's business to the President, the VPAA, and the Faculty Steering Committee on or before the last day of regularly scheduled Spring semester classes. Any business of the committee conducted after the end of the academic year should be reported in the next year's annual report.

7. ALTERNATE SERVICE

The Faculty does not presume that all full-time Faculty members must serve on standing or *ad hoc* committees. Faculty members may seek, as legitimate alternatives to committee membership, individual assignments as agreed upon with the VPAA. First-year Faculty members normally do not serve on a Faculty committee or advise the standard number of advisees, but may be asked to do so, according to the needs of the institution.

8. SPECIAL ASSIGNMENTS

Special assignments are appointments by the VPAA, the terms of which are negotiated between the VPAA and the Faculty member. None of these assignments should exceed a tenure of three (3) years without review and without other interested Faculty members being given the opportunity to apply for them. However, it is possible for a Faculty member to serve consecutive terms of three years each. None of these special assignments exempt a Faculty member from committee service unless that is made part of the negotiations with the VPAA. All special assignments will carry written criteria and will entail a report at the end of the year. The VPAA will evaluate all assignments and send a written evaluation to the Faculty member involved.

9. TERM OF MEMBERSHIP

Faculty members shall serve on a committee until new members are appointed or elected, or until the end of the committee year, whichever comes second. Faculty members shall serve on non-permanent committees for one (1) year and may be reappointed.

10. NORMAL COMMITTEE YEAR

Committee assignments take effect in September following Faculty approval of committee assignments. The committee year extends from September to September. However, committees should minimize Faculty duties during the summer. Extraordinary needs or

situations falling within the responsibilities of a Faculty committee should be referred to available members of that committee or to administrators who have been designated as surrogates by that committee.

11. CURRENT STANDING COMMITTEES

Current standing committees are described in [Appendix O](#).

C. PROCEDURES UTILIZED BY THE PROMOTION AND TENURE COMMITTEE

1. TYPES AND SOURCES OF INFORMATION

The Committee will assess each Faculty member's performance on the basis of that person's total contractual responsibilities. The Committee will use the following sources of information (see [Appendix C](#), for specific forms):

- a. A self-evaluation and supporting materials submitted by the Faculty member under review
- b. One classroom observation conducted by a colleague
- c. One classroom evaluation submitted by the VPAA, or designee
- d. Two peer evaluations from a list of eight possible reviewers nominated by the Faculty member under review. These peer evaluations are confidential and will not be made available to the person under review
- e. Student evaluations from all courses taught by the Faculty member under review
- f. Advising evaluations from the Faculty member's advisees that he/she has advised for at least two (2) consecutive semesters
- g. other materials submitted or requested by the person being evaluated, such as reports, articles, or letters from persons outside the College
- h. other items such as course materials, committee reports, or similar products, particularly those cited in the self-evaluation
- i. The Faculty member being evaluated has the right to a personal appearance before the Committee during the evaluation process. Such an appearance is not a substitute for the required written materials.

Faculty members may make materials they submit to the Committee also available to peer evaluators.

2. PROCEDURES

- a. After the evaluation process has been completed, at least one member of the Promotion and Tenure Committee and the VPAA will meet with the Faculty member to discuss the Faculty member's performance. Before the conference the Promotion and Tenure Committee will give, in written form, a summary of his/her strengths and weaknesses.
- b. All materials collected by the Promotion and Tenure Committee concerning any professor's performance at the college, and especially the portion of those materials designated as confidential by that committee, shall (with the sole exception of the provision in item 5 below) be seen only by the current members of that committee, the President, and the VPAA. Each Faculty member shall have the right, during regular business hours, to
 - 1) review the non-confidential portion of the material concerning him/her collected by the Promotion and Tenure Committee;
 - 2) attach to any item in the non-confidential portion an explanatory memorandum;
 - 3) request copies be made, at his/her expense, of any such item;
 - 4) contribute any new items to the said non-confidential portion; and
 - 5) show to any other Faculty member or administrator any item in this non-confidential portion.

3. SCHEDULE OF REVIEW

- a. Normally a Faculty member may be considered for promotion to the rank of Associate Professor after serving five (5) years as an Assistant Professor, with review by the Promotion and Tenure Committee in the sixth year; and for promotion to the rank of Professor after serving five (5) years as an Associate Professor, with review by the Promotion and Tenure Committee in the sixth (6th) year.
- b. At the end of the spring semester, the Promotion and Tenure Committee will write to all Faculty eligible for a promotion review during the next academic year, informing them that they may apply for promotion. It is the responsibility of Faculty who wish to be considered for promotion to inform the Promotion and Tenure Committee of that decision by the beginning of the fall semester when the review will take place.
- c. One may request to have the evaluation for tenure deferred. This request must be submitted to the Promotion and Tenure Committee and to the VPAA, and the Faculty member must schedule an appointment to meet with the Promotion and Tenure Committee to discuss the request. In no case will evaluation for tenure be deferred for more than one (1) year.

- d. With the exception of credit granted towards tenure at the time of appointment (see [Section II.B.4.b.](#)), early promotion will be considered only in unusual circumstances and must be initiated by the VPAA, the President, and at least one (1) member of the department.
- e. Non-tenured Faculty members will be evaluated by the VPAA for contract renewal or non-renewal in accordance with Promotion and Tenure Committee evaluation criteria and other relevant data gathered by the VPAA.
- f. Tenured Faculty members who have not achieved the rank of Professor will be reviewed using normal Promotion and Tenure Committee procedures every five (5) years. The first post-tenure, five-year review will occur after completing five (5) years of service as an Associate Professor, with review by the Promotion and Tenure Committee in the sixth (6th) year of service as an Associate Professor. This timing enables the first “five-year” review to coincide with eligibility for promotion to Full Professor.

Tenured Faculty members who have achieved the rank of Professor will be reviewed using normal Senior Faculty Review Subcommittee procedures every five (5) years. Although such an evaluation will normally serve a professional development function in relation to the tenured Faculty member, the SFRS may, after consultation with the Faculty member, recommend alternate courses of action to the VPAA and President.

VI. APPENDICES

The following appendices are arranged according to the order in which they are first referenced in the preceding sections of the handbook.

APPENDIX A: FRANKLIN COLLEGE BOARD OF TRUSTEES BY-LAWS

REVISION ADOPTED February 11, 2012

ARTICLE I

Purpose

The purpose for which the corporation is formed is to operate and maintain an institution of higher learning, and to promote the interests of Christian higher education through voluntary association with the American Baptist Churches, USA.

ARTICLE II

Board of Trustees

Section 1. Membership. Authority and responsibility for establishing the character, purpose, and policies of the College and for overseeing its affairs shall be vested, as provided by the charter, as amended on October 27, 1979, and as further amended, in a Board of Trustees, consisting of no less than nine (9) and no more than forty (40) duly elected voting members. The exact number of members of the Board within such range shall be set from time to time by resolution of the Board. The Board membership shall be divided into three (3) classes with the number of members in each such class consisting as nearly as possible to one third (1/3) of the total number of Trustees on the Board. The exact number of Trustees in each such class shall be set from time to time by resolution of the Board. The qualifications for Board membership of new candidates and the performance of Board members under consideration for renomination shall be reviewed by the Committee on Trusteeship. Such review will include, but not be limited to, consideration of the obligations of Trustees as defined in Section 8 herein. New Members of the Board shall be elected by a majority of the Trustees then in office present.

Section 2. Term of Office. The term of office for Trustees, except as otherwise provided in Article II, shall be three (3) years. A term of office normally begins with election at the Annual Meeting. In case of a vacancy caused by death, resignation, remaining at the last meeting or by increase in size of a class of Trustees, a Board member may be elected at any regular meeting, in which case any portion of a year served shall be considered to be a full year of a term and any Trustee so elected shall come up for re-election at the same time as the rest of the class in which he or she is a member.

Section 3. American Baptist Trustee. One position on the Board of Trustees shall be reserved for an American Baptist, an ordained minister or other representative of the American Baptist Churches, USA. The American Baptist Trustee may be elected to serve two consecutive terms. The American Baptist Trustee shall be ineligible for re-election as the American Baptist Trustee for any additional terms but may be eligible as a Trustee for subsequent terms.

Section 4. Alumni Trustees. The right annually to nominate one person to serve a three-year term as Alumni Trustee is conferred upon the governing body of the Alumni Association of the College, but the right of election shall remain inviolate in the Board of Trustees. In case the person nominated shall not be elected to the Board, the right of making further nominations may be exercised by the governing body of the Alumni Association, provided that a member of the Board of Trustees shall be

allowed to meet with the Alumni Council of the College for conference regarding such nominations. An Alumni Trustee may be elected to serve two consecutive terms. However, an Alumni Trustee shall be ineligible for re-election as the Alumni Trustee for any additional terms, but may be eligible for election as a Trustee for subsequent terms.

Section 5. Community Trustee. One position on the Board of Trustees shall be reserved for a Community Trustee, a representative of the Johnson County Community. A Community Trustee may be elected to serve two consecutive terms. However, a Community Trustee shall be ineligible for re-election as the Community Trustee for any additional terms, but may be eligible as a Trustee for subsequent terms.

Section 6. The President. The President of the College shall be a member of the Board of Trustees, *ex officio*, but shall not have the right to vote and shall not be counted in a quorum.

Section 7. Honorary Trustees. The Board of Trustees may elect Honorary Trustees who shall have all the privileges of regular members except the right to vote and to be counted in a quorum. Honorary Trustees may be elected for life.

Section 8. Obligations of Trustees. Trustees shall attend meetings of the Board regularly, shall serve on committees as requested by the Chairman, shall assist actively in the enlisting of friends and soliciting of funds in support of and development of the College, and shall co-operate in all other ways open to them toward carrying out the basic purposes of the College. Four consecutive absences from meetings of the Board shall constitute resignation from the Board; but such resignation shall not be effective unless accepted by the Executive Committee of the Board of Trustees.

ARTICLE III

Powers of the Board

The Board of Trustees shall have the power to manage the property and business of the corporation and shall have the power to carry out any other functions which are permitted by the articles of incorporation, or these by-laws, except insofar as such powers may be limited by law. These powers shall include but shall not be limited to the following:

1. Appoint or remove employees of the college and individual Trustees;
2. Approve degrees in course;
3. Approve honorary degrees upon recommendation of a joint faculty-trustee committee;
4. Establish and review the educational programs of the College, except that individual course requirements for said programs may be changed at the discretion of the Faculty, Dean, and President;
5. Establish annually the budget of the College, which shall be submitted to it upon recommendation of the Finance Committee;
6. Authorize the construction of new buildings and renovations of existing buildings;
7. Authorize the sale and purchase of land, buildings or major equipment for the use of the College;

8. Institute and promote major fund raising efforts of the College;
9. Authorize any changes in tuition and fees within the College;
10. Authorize officers or agents of the College to accept gifts for the College;
11. Authorize the incurring of debts by the College and securing thereof by mortgage and pledge of real and personal property, tangible and intangible.
12. Approve faculty appointments with tenure, and promotions in rank which involve tenure.

Any or all of the powers of the Board of Trustees may be delegated at the discretion of the Board, but action taken pursuant thereto may be subject to review.

ARTICLE IV

Officers of the Board of Trustees

The Board shall annually elect a Chairman, ten Vice-Chairs, a Secretary and a Treasurer. The Board may elect other officers as it determines from time to time may be appropriate.

ARTICLE V

Duties of the Officers of the Board

Section 1. Chairman. The Chairman shall preside at all meetings of the Board and the Executive Committee. The Chairman shall be ex officio a member of all standing committees. The Chairman or any other designee of the Board shall execute, with the Secretary or any other designee of the Board attesting, those contracts, deeds, and instruments authorized by the Board.

Section 2. Vice-Chairs. The ten Vice-Chairs shall serve as chairs of the Academic Affairs Committee, the Student Affairs Committee, the Physical Facilities Committee, the Development Committee, the Finance Committee, the Committee on Trusteeship, the Enrollment Management Committee, the Investment Committee, the Audit Committee, and the President's Committee respectively, and in that order they shall assume the duties of the Chairman in his absence.

Section 3. Secretary. The Secretary shall provide for the custody and safekeeping of the seal of the College and shall be responsible for the attestation and affixation of said seal to such documents as required in the business of the College. The Secretary shall be responsible for a full and accurate record of the proceedings of the Board, a copy of which shall be mailed to each member of the Board as soon as possible after each meeting. The Secretary shall be responsible for the issuance of notices of meetings and notifications of all persons elected to membership on the Board of their election. The Secretary shall attest the signature of the Chairman on all official documents carrying out orders of the Board. The Secretary may delegate certain of these responsibilities to be performed by employees of the Corporation as provided by resolution of the Board.

The corporate seal shall consist of a circular disk capable of making an impression in paper, and shall contain the words Franklin College.

Section 4. Treasurer. The Treasurer shall be responsible for the collection and disbursement of funds of the College, for their safekeeping, for the maintenance of accurate accounts of all transactions, and for the carrying out of all financial and investment policies and decisions of the Board. The Treasurer may delegate certain of these responsibilities to be performed by employees of the Corporation as provided by resolution of the Board.

ARTICLE VI

Meetings of the Board

Section 1. Regular Meetings. There shall be three meetings of the Board of Trustees annually, which shall be held in the winter, spring, and fall on such date and in such place as may be designated either by the Board or by any two of the Chairman, the President and the Secretary. The annual meeting of the Board shall be the fall meeting each year. In an emergency, any two of the Chairman, the President and the Secretary may cancel or reschedule a regular meeting, in which case all Board members shall be informed within 48 hours.

Section 2. Special Meetings. Special meetings may be held at the call of any two of the Chairman, the President and the Secretary; and it shall be the duty of the Chairman or the Secretary to call such meetings on the request of five Trustees, setting forth the objects of the meeting.

Section 3. Notice of Meetings. Written notice of all meetings of the Board of Trustees shall be sent by the Secretary or the Secretary's designee to each Trustee at least ten days before the date of the meeting. In the case of special meetings, the notice shall state the purpose of the meeting, and no business shall be transacted at such meeting that does not relate to the purposes stated.

Section 4. Quorum. A quorum for the conduct of regular business of the Board of Trustees shall be eleven (11) members. A quorum for committee business shall be a majority of the members of the committee.

In the event of the failure of a quorum of the Board of Trustees to attend any duly announced regular meeting, the meeting will proceed as a meeting of the Executive Committee, provided that all members of the Board of Trustees, who are not members of the Executive Committee, who are present, can in such event participate in the meeting for the purposes of advice and in discussion, but not in voting.

Section 5. Action Without Formal Meeting. Any action required or permitted to be taken by the Board of Trustees or by any committee thereof may be taken without a formal meeting. Meetings may be conducted by mail, telegram, cable, or in any other way the Trustees shall decide. However, any action taken in such meetings must be ratified at the next regular meeting and shall be recorded in the minutes of the proceedings of such regular meeting.

ARTICLE VII

Administrative Staff of the College

Section 1. President of the College. The Board of Trustees shall appoint as chief executive officer a President of the College. The President shall be responsible directly to the Board of Trustees and shall serve at their pleasure. In the event of a vacancy, the Board shall designate an Acting President to serve until a permanent appointment can be made. In any interim prior to the designation of an Acting President, and during official absences of the President from the campus, the Dean of the College shall assume, where urgent and necessary, the responsibility of the President. The President

shall serve as a member, *ex officio* and without vote, of the Board and of all its committees, and shall be the official medium of communication between the Board of Trustees and all segments of the College and the public, including faculty, students, student organizations, alumni, churches, denominational agencies, and the public information media. The President shall, as educational and administrative head of the College, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as are appropriate to keep the Board fully informed to meet its policy-making responsibilities. The President shall have power, on behalf of the Trustees, to perform all acts and execute all documents which are not reserved to Trustees to make effective the actions of the Board or its Executive Committee. Together with the Dean of the College the President shall have power to appoint, reappoint, or release untenured faculty within the guidelines established by the Board from time to time. The President shall have power to appoint, reappoint, or release staff within guidelines established by the Board from time to time.

Section 2. Other Administrative Officers. Within guidelines established by the Board from time to time the President may appoint a Dean of the College, Vice Presidents, and such other administrative officers as the President may deem to be necessary for the program and development needs of the College. These administrative officers shall be responsible to the President and shall serve at his pleasure. They shall also serve individually as staff aides to the appropriate committees of the Board and shall be members, *ex officio* and without vote, of such committees.

ARTICLE VIII

Committees of the Board

Section 1. Standing Committees. The standing committees of the Board of Trustees shall be as follow: The Executive Committee, the Academic Affairs Committee, the Student Affairs Committee, the Physical Facilities Committee, the Development Committee, the Committee on Trusteeship, the Finance Committee, the Enrollment Management Committee, the Investment Committee, the Audit Committee, and the President's Committee. All committees, except the Executive Committee, shall be appointed by the Chairman of the Board at the Annual Meeting or as soon thereafter as possible and shall continue to serve until their successors are appointed.

Section 2. Ad-Hoc Committees. The Chairman may appoint such ad-hoc committees of the Board as may be necessary to conduct the business of the Trustees.

Section 3. Executive Committee. The Executive Committee shall be composed of the Chairman, the immediate past chairman, the ten Vice-Chairs, the Secretary, and the Treasurer, all *ex officio* with vote. The President shall be a member *ex officio* without vote. The Chairman of the Board shall serve as Chairman of the Executive Committee. At the call of the Chairman, the committee shall meet between regular meetings of the Board for the purpose of expediting orders of the Board of Trustees and overseeing the approved program and development of the College. The Executive Committee shall have and may exercise, during the intervals between the meetings of the Board of Trustees, all powers vested in the Board of Trustees, except it may not exercise powers specifically reserved in these By-Laws to the Board as a whole.

Minutes of all Executive Committee meetings shall be maintained, by the Secretary, and actions taken shall be reported to the Board of Trustees for ratification.

Section 4. Academic Affairs Committee. The Academic Affairs Committee shall advise with the President and other appropriate officers concerning the educational purposes and program and shall recommend to the Board policies concerning faculty personnel, academic standards, degree

requirements, and the curriculum of the College. The Committee shall recommend to the Board faculty appointments or promotions involving tenure.

The Academic Affairs Committee is also responsible for the recommendation of candidates for honorary degrees. The VPAA and an appointed Board of Trustees member will co-chair the joint trustee-faculty-administration honorary degrees committee. The committee will be composed of three members of the faculty; a minimum of four Trustees, with two from the Academic Affairs Committee and two from the Development Committee; the Board Chair; the President; and the Vice President for Institutional Advancement. Nominations for honorary degrees will be presented to the full Academic Affairs Committee before going to the faculty and full Board for approval.

Section 5. Student Affairs Committee. The Student Affairs Committee shall advise with the President and other appropriate officers concerning student services and campus life.

Section 6. Physical Facilities Committee. The Physical Facilities Committee shall advise with the President and other appropriate officers in the maintenance and improvement of the College buildings and grounds, and shall be charged with the general oversight of all real and personal property belonging to the College. The Committee shall recommend to the Finance Committee the amount of insurance to be carried on each building and its contents. It shall also recommend to the Board the architectural services, and the contractors to be engaged in new construction or remodeling and the plans and specifications to be followed.

Section 7. Development Committee. The Development Committee shall advise with the President and other appropriate officers concerning the financial and physical development of the College; public relations and publicity; alumni, church, and community relations; fundraising, whether of current operating or permanent funds; and non-academic community services.

Section 8. Finance Committee. The Finance Committee shall be charged with the general oversight of all the finances of the College.

The Committee shall periodically have reviewed the insurance program of the College, and shall recommend the distribution of such insurance among the several agencies of companies.

The Finance Committee shall confer with and direct the work of the Treasurer (who shall be *ex officio* a member of the Finance Committee) and the Vice President for Finance and Operations.

The Finance Committee shall by the spring meeting each year require of the President of the College, in conference with the Vice President for Finance and Operations, a budget of estimated income and expense for the ensuing year. The Committee shall, after careful consideration of this estimated budget, report and recommend to the Board concerning the same.

Section 9. Committee on Trusteeship. The Committee on Trusteeship shall present to the Board at least ten days before its Annual Meeting a slate of candidates for the several offices of the Board and for the class of Board members whose regular terms expire at that meeting. The Committee will also present a slate of candidates to serve as assistants to the nine committee chairs. The Committee may present such nominations at any regular meeting of the Board when vacancies exist. The Committee shall provide an orientation for new members on the essentials of effective trusteeship, and conduct, in consultation with the Board Chairman, a regular review of trustees' fulfillment of responsibilities.

Section 10. Enrollment Management Committee. The Enrollment Management Committee shall advise with the President and other appropriate officers concerning new student recruitment and financial aid policies.

Section 11. Investment Committee. The Investment Committee shall, under the general guidance of the Board, authorize the investment of the College funds, including the power to effect purchases, sales or exchanges of securities and other investment assets of the College. The Committee may employ investment counsel and may delegate authority to purchase or sell marketable securities for the account of the College to such investment counsel or to any Officers of the College subject to such limitations as the Committee may impose. Any changes in an agreement with investment counsel will require approval by the Investment Committee. The Committee shall report changes in investments and in any agreement with investment counsel to the Board of Trustees at each Board meeting. It shall from time to time prepare and submit to the Board of Trustees estimates of expected endowment income. Due care shall be given to protecting the funds, and real estate loans shall be secured by first mortgages.

Section 12. Audit Committee. The Audit Committee shall have the responsibility of annually recommending to the Board a recognized certified public accounting firm to conduct an audit of the financial affairs of the College. The Committee shall monitor the services of the outside auditing firm and shall serve as liaison between the auditors and the Board. The Committee also shall undertake such other duties and responsibilities as are delegated to it by the Board.

Section 13. President's Committee. The President's Committee shall be composed of Trustees, with the Chairman of the Board acting as ex officio member without a vote. The membership of the Committee shall be determined by the Chairman on a yearly basis, with a rotation of one-third (1/3) of the membership each year if possible. The Committee shall consult with the President and recommend goals to be accomplished by the President during the next academic year to the Board of Trustees at its July Board Meeting. The Committee shall also evaluate the performance of the President, and make recommendations to the Board as to the terms related to the President's employment agreement with the College. The Committee may consider information from other constituents of the College campus.

ARTICLE IX

The Fiscal Year

The fiscal year of the College shall begin on July first and end on the thirtieth of June.

ARTICLE X

Rules of Order

The business of the Board of Trustees and its committees shall be conducted according to Robert's Rules of Order, Revised, where not inconsistent with the charter or these By-Laws.

ARTICLE XI

Indemnification of Trustees and Officers

The Corporation shall indemnify and hold harmless each member of its Board of Trustees and each of its Officers against all loss, cost and reasonable expense hereafter incurred by him in the payment, settlement and defense of any claim, suit, or proceeding brought against him or her, because he or

she is or has been such Trustee or Officer or because of any action alleged to have been taken or omitted by him or her as such Trustee or Officer. The rights of indemnification and exoneration occurring under this Article shall apply whether or not such person continues to be a Trustee or Officer at the time any such loss, cost or expense is suffered or incurred.

Such rights shall not apply in relation to any matters as to which such Trustee or Officer shall be adjudged in final judgment in such suit or proceeding to be liable for willful misconduct.

ARTICLE XII

Conflicts of Interest

A Trustee shall be considered to have a conflict of interest if (a) such Trustee has existing or potential financial or other interests which impair or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his responsibilities to the College, or (b) such Trustee is aware that a member of his family (which for purposes of this paragraph shall be a spouse, parents, siblings, children and any other relative if the latter reside in the same household as the Trustee), or any organization in which such Trustee (or member of his family) is an officer, director, employee, member, partner, trustee, or controlling stockholder, has such existing or potential financial or other interests. All Trustees shall disclose to the Board any possible conflict of interest at the earliest practicable time. No Trustee shall vote on any matter, under consideration at a Board or committee meeting, in which such Trustee has a conflict of interest. The minutes of such meeting shall reflect that a disclosure was made and that the Trustee having a conflict of interest abstained from voting. Any Trustee who is uncertain whether he has a conflict of interest in any matter may request the Board or committee to determine whether a conflict of interest exists, and the Board or committee shall resolve the question by majority vote.

ARTICLE XIII

Management of Institutional Funds

Section 1. Adoption of Indiana Uniform Management of Institutional Funds Act. Pursuant to Indiana Code Section 30-2-12-7, the provisions of the Indiana Uniform Management of Institutional Funds Act, as such Act may from time to time be amended or superseded ("IUMIFA"), found at Indiana Code Section 30-2-12-1 *et.seq.*, is hereby adopted by the College, and in this regard, the Board of Trustees shall cause the College to invest its funds consistent with the terms and conditions of the IUMIFA.

Section 2. Investment Policy of the Board of Trustees. To implement the terms and conditions of this Article XIII, the Board of Trustees of the College shall, by resolution of the Board, adopt and maintain a formal, written Investment Policy ("Policy") consistent with the terms and conditions of the IUMIFA, which Policy shall set forth (i) the goals of such Policy, (ii) which funds of the College shall be subject to the Policy, (iii) how such funds may be invested by the College, (iv) how investment returns on such funds may be utilized by the College, (v) which committee of the College, under the direction of the Board, shall be responsible for implementing the Policy and the directives of the Board concerning the Policy and reporting to the Board the continuing status of such implementations, and (vi) which individual or individuals, for and on behalf of such committee, the Board and the College may make requisite routine investment decisions concerning such funds between meetings of such committee.

ARTICLE XIV

Amendment of the By-Laws

These By-Laws may be amended by vote of a simple majority of all current Trustees at any regular meeting of the Board, provided that at least ten days' written notice of any proposed amendment shall have been given to the members.

All former By-Laws are hereby repealed.

Susan J. DeVoss, Chair of the Board

Susan Williams, Secretary of the Board

APPENDIX B: ACADEMIC DEPARTMENTS

Art

Biology

Chemistry and Physics

Economics, Business, & Accounting

Education

English & Creative Writing

Exercise Science

History

Master of Science in Athletic Training

Master of Science in Physician Assistant Studies

Mathematics & Computing

Modern Languages

Multimedia Journalism

Music

Philosophy & Religion

Political Science

Psychology

Sociology

Theatre

APPENDIX C: EVALUATION, PROMOTION, AND TENURE MATERIALS

STANDARDS FOR RANKS AND CRITERIA FOR PROMOTION ARE FOUND IN [SECTION II.D.](#) OF THE FACULTY HANDBOOK.

1. GUIDELINES FOR MAINTAINING PROMOTION AND TENURE FILES

The Promotion and Tenure Committee has the general intent of maintaining materials in confidential files on Faculty members only as long as those materials are needed or useful for a subsequent evaluation, or as part of a complete file maintained prior to a recommendation regarding tenure.

- A. To this end, the Promotion and Tenure Committee will maintain on file all gathered materials on non-tenured Faculty until the following guidelines for tenured Faculty take effect.
- B. For tenured Faculty, the Promotion and Tenure Committee will follow a "six-year rule" by deleting and discarding materials from tenured Faculty files which are six years old or older, with the exception that all letters within a Faculty member's file which she/he has written will be returned to the Faculty member for resubmission at his/her discretion.
- C. The Promotion and Tenure Committee will not put in the files any unsigned materials, whether solicited by the Committee or not. Signed materials not solicited by either the P & T Committee or the Faculty member being reviewed will generally not be placed in the file; however, the Committee may at its discretion place the materials and/or its summary/commentary in the file. All materials incoming to the Committee will be dated upon receipt.
- D. When a Faculty member leaves the service of the College, his/her file will become inactive, and after six (6) months of inactive status, be destroyed.
- E. The members of the Promotion and Tenure Committee along with the VPAA will maintain and periodically review procedures designed to ensure the day-by-day confidentiality of Committee files.
- F. The following parts of the Committee files can be reviewed by the Faculty member evaluated, in accordance with the procedures for their review set annually by the Committee:
 - 1) student evaluation summaries;
 - 2) the Committee's summary report(s) to the President;
 - 3) the VPAA's classroom visitation report(s);
 - 4) the Faculty member's self-evaluation(s); and
 - 5) any additional materials that the Faculty member has submitted to the P&T Committee.

2. INDICATORS OF TEACHING EXCELLENCE

Faculty members who are considered excellent and effective teachers are able to demonstrate:

1. Mastery of the subject matter and continuous growth in their field;
2. Development and implementation of new courses, and/or appropriate revision or updating of existing courses to meet student needs and address changing needs in the field;
3. Preparation for their classes;
4. Effective organizational, presentational, communication, assessment, and instructional skills;
5. Ability to involve students in active learning;
6. Timeliness in meeting classes and grading and returning student work;
7. Fair and sensitive response to student needs, concerns, individual differences, and cultural backgrounds;
8. Availability to students for consultation and advice;
9. Effectiveness in academic advising and assisting students with their career plans.

3. EXPECTATIONS OF ACADEMIC ADVISORS

Academic advisors should be willing and able to:

1. Be available, both mentally and physically;
2. Listen with a caring and interested attitude;
3. Be knowledgeable about academic program and FC policies and procedures;
4. Make referrals;
5. Keep accurate records;
6. Assist student in monitoring academic progress;
7. Assist advisees in creating and maintaining relevant and accurate educational plans;
8. Assist students in short- and long-term academic planning, including four-year planning, internship opportunities, career planning, and graduate school possibilities.

4. SUGGESTIONS FOR PROMOTION AND TENURE PORTFOLIO

To support and complement the required self-evaluation, Faculty members should submit the following types of materials. While they will want to be sure the Committee is well-informed, they will also need to be selective and organized in the presentation of these materials. The Committee realizes that not every Faculty member will have all of the items listed. It is important, however, that Faculty members provide evidence to support any claims made in their self-evaluation.

- 1) An up-to-date *curriculum vitae* (or copies of annual addenda submitted to the VPAA if they cover the same ground)
- 2) Voluntary self-evaluations of courses
- 3) A statement of teaching philosophy, professional goals and objectives, or a professional autobiography (should the Faculty member feel there are subjects which are not adequately developed in the official self-evaluation)
- 4) Syllabi of courses regularly or recently taught
- 5) Representative tests, assignments, handouts, artifacts of the teaching process. etc. which reveal important things about the Faculty Member's teaching (explanatory notes may be attached)
- 6) Copies of published articles, book reviews, books, book chapters, monographs, conference presentations, etc.
- 7) Copies of programs from professional events, exhibitions, etc. showing contributions made on or off campus
- 8) Letters of support or evaluations of professional contributions from persons outside the college
- 9) Internal items or documents from Franklin College (e.g., official committee reports) that the Faculty member has authored or co-authored
- 10) References to web pages or other electronic/computerized materials created and used in teaching or professional work
- 11) Evidence of student outcomes that are attributable to the Faculty member's teaching
- 12) Materials documenting contributions in the area of service (e.g., to professional associations, local, regional, or national organizations, etc.)
- 13) Copies of grant proposals and/or periodic or final grant reports
- 14) Copies of reports of professional development activities or travel experiences
- 15) Evidence of effective on-campus service, such as committee work and special assignments
- 16) Any items not included above that provide evidence of a claim made in the self-evaluation

5. PROMOTION AND TENURE EVALUATION NOTIFICATION

TO: <>Name>>
 FROM: The Promotion and Tenure Committee
 DATE: <>Date>>
 RE: **My Place in the Evaluation Cycle**

The Promotion and Tenure Committee regularly receives information about the status of every faculty member in the review process. The status is determined by the initial contract letter, by progress through the review process outlined in the *Faculty Handbook*, and by choices faculty members have made. The purposes of this memo are to share this information with you and to verify that it is correct.

You should be aware of the following:

- According to the *Faculty Handbook*, a faculty member “may request to have the evaluation for **tenure** deferred. This request must be submitted to the Promotion and Tenure Committee and to the VPAA, and the faculty member must schedule an appointment to meet with the Promotion and Tenure Committee to discuss the request. “In no case will evaluation for tenure be deferred for more than one year” ([Section V.C.3.c.](#)).
- Faculty members eligible for promotion review need to notify the VPAA’s office by <>Date>> that they wish to be reviewed for promotion. If they do not notify the VPAA’s office of that fact, P & T will assume that they do not wish to be considered for promotion during that academic year. Returning this form is notification.
- All faculty who have received tenure, Associate Professors as well as Professors, will be reviewed every five years.
- The committee may find it necessary to request additional information and /or schedule a meeting with you in order to correct any inaccuracies.

Please review the information below carefully. Sign and return this form to the Promotion and Tenure Committee, via email to FCPandT@franklincollege.edu by <>Date>>.

Yes, this information is correct.

Faculty Member:

Next evaluation will occur: <> Academic Year >>

If I am eligible for
tenure in the fall of
<> Academic Year>>: **Yes**, I wish to be considered for tenure.
 No, I request to defer consideration until next year and will contact the P&T Committee and the VPAA in writing with my request.

If I am eligible for
promotion in the fall of
<> Academic Year>>: **Yes**, I wish to be reviewed for promotion.
 No, I wish not to be reviewed for promotion.

The information provided above is incorrect.

My Explanation is as follows:

Signature

Return to the Promotion and Tenure Committee at FCPandT@franklincollege.edu by <>Date>>

Please remember (insert current members of the Promotion and Tenure Committee and 5-year review sub-committee members) are NOT eligible for nomination.

I nominate the following 8 Faculty (tenure-track) as peer evaluators:

Conditions qualifying nominee
(Committee, Dept member, etc.)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

I nominate the following 5 Faculty members (tenure-track) as classroom evaluators: (Please remember no more than 3 of these may be nominated as peer evaluators as well)

1. _____
2. _____
3. _____
4. _____
5. _____

* * * * *

(REMINDER: Those scheduled for annual review, 2 + 1 contracts, or five-year review must be evaluated this year.)

6. EVALUATION OF CLASSES BY STUDENTS

All Faculty must have all of their classes evaluated during either the fall or spring semester. All those being reviewed by the Promotion and Tenure Committee in that year must have all classes evaluated during the Fall Semester. All non-tenured Faculty must have all their classes evaluated each semester. All Faculty have the option of having other classes evaluated at their discretion.

Each Faculty member may "tailor-make" an evaluation instrument for each of his/her classes. The Cafeteria system allows the Faculty member to choose items for each evaluation instrument from a list of 219 questions in this appendix and on GrizLink. Twenty-four (24) of these items constitute the core of each evaluation instrument and are common to all instruments. The Faculty member may then add 0- 10 other items from the catalog. Included in this listing are three instructor-supplied items which may be used to cover conditions not otherwise covered by the catalog questions.

All evaluations shall be conducted electronically. At least 48 hours prior to the date of the evaluation's administration, Faculty members shall request on GrizLink the time and date that the one-week evaluation period will begin.

1. Guidelines for the Administration of Student Evaluations

- a. Announce the date of the student evaluation opportunity in advance of its administration, and explain that students will have one week from the start date and time complete the evaluation.
- b. Explain that students will fill out the evaluations electronically on GrizLink, and provide the deadline by which the evaluation must be completed.
- c. If they so choose, Faculty members may use class time to administer the evaluations. In such cases,
 - i. Students shall be notified of the date ahead of time so that, if desired, they may bring their own technological devices to complete the evaluation. For those students who do not have or who choose not to bring their own technological devices, the Faculty member may reserve additional technological devices or from Information Technology Services or may conduct class in a computer lab.
 - ii. A minimum of fifteen (15) minutes is to be devoted to the classroom evaluation. The professor may choose any portion of a normal class period for this evaluation. Class is not to be dismissed early after the evaluation.
 - iii. The professor must leave the classroom during the evaluation period. The professor may make arrangements with another Faculty or staff member to monitor the evaluation period.
 - iv. A designated student will be responsible for recalling the professor after the submissions are complete. Faculty have the right to substitute a Faculty or staff member for the aforementioned designated student.

2. On Compliance with the Faculty Handbook Guidelines

Concerning Faculty (both full- and part-time) who (a) are scheduled for evaluation by the Promotion and Tenure Committee but (b) fail to order the student evaluation forms forty-eight (48) hours prior to the deadline of the student evaluation period (9th to 12th weeks of the semester): the VPAA office will automatically generate the basic twenty-four (24) core questions, and these Faculty are then obligated to administer that student evaluation form to all their classes the following week.

Failure to comply with the Faculty Handbook requirement for student evaluation of classes will result in the following:

- a. The promotion and tenure review for untenured Faculty will be delayed.
- b. The names of tenured Faculty who fail to comply will be reported to the VPAA.

After the evaluations have been tabulated, each instructor will access to a report which will contain the class title and enrollment, the number of students answering the questionnaire, the student demographics, and the report of responses. The report of responses will include the distribution of responses and the mean response for each item. A typed report listing all student comments from classes with six (6) or more respondents will be included. At the end of each academic year, the overall distribution comparison report for the entire College, listing the year's results and all available historical means, will be available in the Academic Affairs Office.

3. Request for Removal of Discriminatory Student Evaluation Comments

The purpose of student evaluations of teaching is for learners to provide feedback to the instructor about their perception of teaching and learning elements of a course. In concert with [Franklin College's Policy on Non-Discrimination](#), the Office of the VPAA and the Promotion and Tenure Committee provide the following framework for Faculty to address student evaluation of teaching comments that are not relevant to teaching and learning but rather target the instructor based on a protected characteristic. To be eligible for removal, comments must be either discriminatory or demeaning, as defined below.

Discriminatory: Disparages, discriminates against, harasses, or threatens an individual because of age, color, disability, gender, gender expression, gender identity, genetic information, national origin, ancestry, marital status, race, religion, sex, sexual orientation, pregnancy, or veteran status.

Demeaning: Unreasonably disrespects or disparages an individual based on any of the above statuses, including height, weight, propensity to stutter, or similar immutable or irrelevant physical and / or personal characteristics.

Note: Comments that allege potential professional impropriety (including, but not limited to, conduct that is discriminatory or harassing based on a protected characteristic or that is retaliatory) by the instructor will be communicated to the proper college authorities for investigation. If, after a prompt and thorough investigation, the allegations are shown to be false, removal may be possible (although

records of the investigation and its outcome will be separately maintained in accordance with law). If allegations are shown to be true, appropriate disciplinary action, up to and including termination, will be taken. Further information on policies and procedures concerning investigation and disciplinary action is available in the [Exempt Employee Handbook](#).

Request Process for Course Evaluations Administered from Fall semester 2022-2023 onward

1. Requests to remove discriminatory comments are accepted during Fall semester, Immersive Term, and Spring semester. However, if the Faculty member hopes to have evaluation comments removed prior to an upcoming P&T or departmental review, it is important to adhere to the deadlines below.
 - October 15th (Peer Review for P&T Process)
 - 1st day of Immersive Term (P&T committee review, 1st-year tenure-track review, or Fall non-tenure review)
 - 4PM on the day after Spring semester grades are submitted (Spring non-tenure review)
2. A Faculty member should initiate a request by flagging the pertinent item from within the archived evaluation on GrizLink. Upon doing so, the system also offers the individual the option to remove all associated responses – quantitative and open-ended – from the same student. In addition, a comment box is provided in case there is need to provide context. The Faculty member will receive an email notification of receipt of the request.
3. The request submission generates an automatic, anonymous communication to all members of the review panel. The Associate Dean of Academic Affairs, the Director of the Center for Diversity and Inclusion, and the Title IX Coordinator will review and determine by vote if the comments warrant removal as per the definitions above. The Faculty member will receive e-mail notification of the determination within ten (10) business days of the request submission.
4. If unsatisfied with the determination, a faculty member may appeal within five (5) business days of notification of the initial decision. Submission of an appeal follows via the same anonymous, on-line pathway as the initial request process. The submitter will receive e-mail notification of the decision within ten (10) business days of the appeal submission. The Vice President of Academic Affairs, the Director of Human Resources, and a representative of the Faculty Steering Committee will review and render a decision by vote. In the event no member of Steering is available, a member of the Promotion and Tenure Committee will serve as the third reviewer. Priority for selection of Committee members for the review panel is based on seniority, beginning with the senior member and, as necessary, flowing down to the junior member. If neither of these options succeeds in providing a third reviewer, the VPAA will appoint a tenured Faculty member to complete the panel.

7. STUDENT COURSE EVALUATION FORM

Franklin College Student Course Evaluation System

Please respond to the items in this section by marking the proper spaces.

	1	2	3	4	5
Class Level (1-Freshman, 2-Sophomore, 3-Junior, 4-Senior, 5-Other):	O	O	O	O	O
Expected Grade (1-A/Pass, 2-B, 3-C, 4-D, 5-F/Fail):	O	O	O	O	O
Course taken as (1-Major/Minor requirement, 2-General Ed. requirement, 3-Elective):			O	O	O

Read each statement carefully. Then select one of these six alternatives:

SA-Strongly Agree, **A**-Agree, **U**-Undecided, **D**-Disagree, **SD**-Strongly Disagree, **NA**-Not Applicable

	SA	A	U	D	SD	NA
1. My instructor displays a clear understanding of course topics.	O	O	O	O	O	O
2. My instructor seems well prepared for class.	O	O	O	O	O	O
3. My instructor has an appropriate style of presentation for the material in this course.	O	O	O	O	O	O
4. My instructor emphasizes relationships between and among topics.	O	O	O	O	O	O
5. My instructor answers questions clearly when they arise.	O	O	O	O	O	O
6. My instructor respects appropriate questions and comments.	O	O	O	O	O	O
7. My instructor is accessible to students outside of class.	O	O	O	O	O	O
8. Course assignments contribute to my understanding of course content.	O	O	O	O	O	O
9. Exams are well coordinated with course content.	O	O	O	O	O	O
10. Course policies and expectations are outlined in a syllabus available to all students.	O	O	O	O	O	O
11. The grading policy was clearly explained.	O	O	O	O	O	O
12. My grades are assigned according to stated policy.	O	O	O	O	O	O
13. My instructor returns graded materials quickly enough to benefit me.	O	O	O	O	O	O
14. My knowledge of the subject matter of this course has increased significantly.	O	O	O	O	O	O
15. This course has developed my ability to think critically.	O	O	O	O	O	O
16. My instructor shows interest in the course material.	O	O	O	O	O	O

Comments

- a. Please cite, if you wish, one or more specific examples of strengths that this instructor has displayed during teaching.

- b. In an effort to help the instructor develop as a teacher, please suggest, if you wish, one or more ways that the instructor may improve his/her teaching skills.

8. ADDITIONAL REQUIRED QUESTIONS FOR STUDENT EVALUATIONS

For Lab Sciences:

1. Lab procedures are clearly explained to me.
2. My instructor's assistance is available throughout lab sections
3. My content of this lab is a worthwhile part of this course.
4. Lab assignments are promptly returned to me

For Mathematical Sciences:

1. The use of computers seemed appropriate in meeting objectives of this course.
2. I found computer programs used in this class were explained well by the instructor.
3. My instructor sensed when students were unable to use the computer correctly.

For Physical Education:

1. The labs offer me a wide variety of fitness alternatives.
2. The labs helped me understand and apply the principles learned in class.
3. The physical fitness labs motivate me to continue a wellness/fitness program.

For Education:

1. My college supervisor was accessible and available if needed
2. My college supervisor kept communications open and provided appropriate feedback
3. My college supervisor was professional and effective in personal interactions
4. My college supervisor helped me become more comfortable with my building/classroom assignment(s)
5. My college supervisor helped me work effectively with my cooperating teacher(s)
6. My supervisor visited and consulted enough to assess my progress as an intern
7. My college supervisor served as a positive role model
8. My college supervisor offered constructive, helpful ways to improve my teaching
9. My college supervisor helped me effectively deal with my needs for personal and professional growth
10. When visiting and observing, my college supervisor came and left unobtrusively
11. My instructor helped me become a more "competent, caring decision-maker"
12. My instructor helped me carry out the assignments related to the state (IPSB) content standards as shown on the matrix chart within the course syllabus
13. My instructor helped me carry out the assignments related to the state (IPSB) developmental standards as shown on the matrix chart within the course syllabus
14. During this course my instructor used some technology applicable to elementary or secondary classroom instruction as appropriate
15. During this course my instructor helped me further apply some technology applicable to elementary or secondary classroom instruction as appropriate
16. My instructor helped me learn how to effectively teach a broader variety of diverse students

9. OPTIONAL QUESTIONS FOR STUDENT EVALUATIONS

Global Items

101. This course is well planned and organized.
102. The content of this course is valuable.
103. This is a worthwhile course.
104. Overall, this is an excellent course.
105. I learned more in this course than in most other college courses I have taken.
106. I learned a lot in this class.
107. I am motivated to do my best work in this course.
108. This instructor is effective in teaching the subject matter of this course.
109. Overall, this instructor is an effective teacher.
110. This instructor is an excellent teacher.
111. I would recommend a course taught by this instructor to other students.

Course Content, Objectives, and Structure

201. Class time is used efficiently.
202. There is continuity from one class to the next.
203. Course requirements are clear.
204. Course objectives are helpful in organizing my studying.
205. Course objectives represent outcomes which I can achieve in the time allotted.
206. Course objectives are adequately detailed.
207. This course is organized well.
208. Course goals are clear to me.
209. The pace of this course is appropriate.
210. This course requires an appropriate amount of work for the credit earned.
211. The sequence of course content facilitates my learning.
212. Course content is interesting to me.
213. Presentations are interesting and challenging.
214. Lectures are consistent with the subject matter in the course outline.
215. This course is intellectually stimulating.
216. Course difficulty is appropriate for my background.
217. Prerequisite course work adequately prepared me to handle assignments in this course.
218. Concepts are presented in a manner that helps me learn.
219. General concepts and ideas are stressed.
220. Facts and concepts from related fields are presented.
221. I am encouraged to apply new knowledge and skills.
222. I am encouraged to apply knowledge and skills in new situations.
223. I am encouraged to learn on my own.
224. This course emphasizes problem solving.
225. Problem solving rather than solutions is emphasized in this course.
226. Ideas rather than facts are emphasized in this course.

- 227. I am challenged to do original creative work.
- 228. Discussions raise interesting new ideas.
- 229. A good mix of lecture and discussion occurs in this class.
- 230. Difficult concepts are explained in a helpful way.
- 231. Practical applications of course material are discussed.
- 232. Course content clarifies techniques I am expected to develop.
- 233. Adequate time for questions is provided.
- 234. Classes are worth attending.

Instructor's Behavior

- 301. This instructor is prepared for each class.
- 302. Class presentations are organized.
- 303. This instructor is conscientious about his/her class attendance.
- 304. This instructor responds respectfully to student questions and viewpoints.
- 305. This instructor invites criticism of his/her own ideas.
- 306. It is clear what this instructor considers important.
- 307. This instructor is receptive to ideas or viewpoints differing from his/her own.
- 308. This instructor creates an atmosphere where ideas can be exchanged freely and easily.
- 309. Class discussions are helpful to my learning.
- 310. I am encouraged to participate in class discussion.
- 311. This instructor discusses points of view other than his/her own.
- 312. Recent developments in the field are discussed.
- 313. This instructor focuses discussions to raise interesting new ideas.
- 314. Important points are clarified with good examples.
- 315. Course material is presented enthusiastically.
- 316. The instructor seems interested in teaching this course.
- 317. Student questions are encouraged.
- 318. Questions are answered clearly and concisely.
- 319. Material is summarized in a manner that helps me learn.
- 320. Sufficient detail is given to make generalizations meaningful.
- 321. Major points are summarized.
- 322. This instructor communicates at a level appropriate to my understanding.
- 323. This instructor seems concerned with whether I learn course content.
- 324. This instructor seems aware of my needs, abilities, and interests.
- 325. Students are encouraged to see the instructor if they are having difficulty.
- 326. Help is available outside class if I have questions.
- 327. This instructor is available during office hours.
- 328. This instructor provides the techniques and information necessary for understanding course material.
- 329. This instructor responds to comments in an appropriate manner.
- 330. This instructor is good at facilitating group discussion.
- 331. My work is evaluated in ways that are helpful to my learning.
- 332. The instructor is available outside of class for extra help.
- 333. The instructor challenges me to think.

Communication Skills

- 401. This instructor speaks clearly
- 402. This instructor communicates well.
- 403. This instructor speaks clearly and audibly.
- 404. This instructor presents materials clearly.
- 405. This instructor is easy to understand.
- 406. This instructor's oral communication skills are adequate for the course.
- 407. This instructor is effective in presenting materials in lecture/discussion.
- 408. This instructor understands my questions and comments.
- 409. This instructor is competent in the language of instruction.
- 410. This instructor's facility with the language of instruction is good.

Instructional Methods and Materials

- 501. The grading criteria for this course is clearly defined.
- 502. Grades are based on a fair weighting of the required course activities.
- 503. Grading in this course is fair.
- 504. Grades are an impartial assessment of my performance.
- 505. I know what improvement is needed from feedback on tests/assignments.
- 506. Assignments are clear.
- 507. Assignments contribute to my learning.
- 508. Assignments and expectations on work outside class are clear.
- 509. Assignments are pertinent to topics presented in class.
- 510. Assigned readings are pertinent to topics presented in class.
- 511. The assigned readings are helpful to my understanding of the class.
- 512. Assignments are well spaced throughout the course.
- 513. Course assignments help me learn on my own.
- 514. Class discussion is a valuable part of this class.
- 515. The textbook is helpful for my understanding of the course.
- 516. Course materials are a helpful guide to key concepts covered during class time.
- 517. Exams reflect what is emphasized in class.
- 518. Exams allow me to adequately demonstrate what I have learned.
- 519. Exams require me to do more than recall facts.
- 520. Exams cover material on which I expect to be tested.
- 521. Exams stress my ability to apply knowledge in new situations.
- 522. Exams require a synthesis of various parts of the course.
- 523. Adequate time is allowed for exams.
- 524. Exams are reasonable in length.
- 525. Exams are reasonable in difficulty.
- 526. Test items are adequately explained after an exam.
- 527. Appropriate steps are taken to prevent cheating.
- 528. Required course activities involve more than simple recall of facts.
- 529. Required course activities are important to my learning.
- 530. Required course activities are consistent with course objectives.
- 531. Required course activities provide a fair evaluation of my learning.

- 532. Computer assignments are a valuable part of this course.
- 533. Computer-assisted instruction increased my understanding of course content.
- 534. Computer access is adequate for this course.
- 535. The computer-based learning materials in this class are useful.
- 536. Computer-based learning materials available outside class are useful.
- 537. Computer presentations are a valuable part of this class.
- 538. The course web page was a valuable resource.
- 539. The documentation for computer assignments is clearly written.
- 540. Visual aids (overheads/slides/films/blackboard) are clear and easily understood.
- 541. Visual aids (overheads/slides/films/blackboard) are a valuable part of this class.
- 542. Audio presentations were a valuable part of this class.
- 543. Assigned homework reinforced material presented in class.
- 544. Graded homework assignments were returned promptly.
- 545. Enough time was allotted for programming projects.
- 546. Programming projects clarified material presented in class.
- 547. Handouts help my understanding of the course.
- 548. Small group discussions are a valuable part of this course.
- 549. Cheating is a problem on exams in this course.
- 550. The physical environment of the classroom was conducive to my learning.

Outcomes of Instruction

- 601. My critical thinking skills have improved because of this class.
- 602. My problem solving abilities have improved because of this class.
- 603. This course has improved my oral communication skills.
- 604. Oral presentations have helped me develop my communication skills.
- 605. This course has improved my writing skills.
- 606. This course has improved my ability to read critically.
- 607. My ability to critically analyze written material has improved.
- 608. This course has helped me become more receptive to other points of view.
- 609. I have learned new ways to think about the issues dealt with in this course.
- 610. I have learned to understand my strengths and weaknesses in this area.
- 611. I have learned to see relationships among important topics and ideas.
- 612. I have had an opportunity to demonstrate my knowledge and/or understanding.
- 613. I have learned new ways to evaluate problems.
- 614. I have acquired a basic understanding of the subject area of this course.
- 615. I have developed a clear understanding of the moral and/or ethical issues in this area.
- 616. This instructor has helped me develop confidence in my own abilities.
- 617. I have been motivated to do additional work in this area.
- 618. I have been motivated to study a topic from this course on my own initiative.
- 619. I have been motivated to do additional reading in this area.
- 620. I have been motivated to discuss new ideas outside of class.
- 621. I have been motivated to do work beyond the minimum requirements.
- 622. This instructor has helped me feel confident in expressing new ideas.
- 623. I have been encouraged to think for myself.

- 624. This course is so interesting that I would like to take another class in this area.
- 625. I have become a more creative and skillful person because of this course.
- 626. I have developed a greater appreciation for this subject.

Diversity Issues

- 701. This course has broadened my understanding of people from different cultural and ethnic backgrounds.
- 702. This instructor takes into consideration ethnic and cultural differences in teaching this course.
- 703. This instructor encourages mutual respect among students of diverse backgrounds.
- 704. This instructor is receptive to questions and discussion concerning multiculturalism and ethnicity.
- 705. This instructor is receptive to questions and discussion concerning gender issues.
- 706. This instructor is receptive to questions and discussion concerning different lifestyles.
- 707. This instructor is fair and unbiased in the treatment of all students in this course.
- 708. This instructor teaches from an unbiased racial/ethnic perspective.
- 709. This instructor treats students fairly regardless of their ethnic or cultural views.
- 710. This instructor encourages discussion of racial, ethnic, and gender issues in the class.
- 711. The instructor's direction in this course is free from attitudes and actions demeaning to women.
- 712. The instructor's direction in this course is free from attitudes and actions demeaning to minorities.
- 713. The instructor's direction in this course is free from attitudes/actions demeaning to women and minorities.
- 714. The instructor's direction in this course if free from attitudes and actions demeaning to men.
- 715. The instructor's direction in this course is free from attitudes/actions demeaning to men and minorities.

Laboratory Courses and Sections

- 801. This instructor almost always speaks to me individually about experiments in progress.
- 802. This instructor is able to explain the procedures involved in the experiments.
- 803. Lab time is scheduled so that experiments can be finished.
- 804. I am able to complete the lab activities in the time allotted.
- 805. Safety regulations (safety glasses, no eating in lab, etc.) are strictly enforced.
- 806. This instructor is able to answer my questions about what I should be doing in the lab.
- 807. My lab reports are graded fairly.
- 808. My lab reports are returned in a reasonable amount of time.
- 809. Lab techniques I am expected to develop are clearly demonstrated.
- 810. Expectations about specific lab procedures are clearly stated in advance.
- 811. Lab experiences clarify the lecture material.
- 812. Organization of the lab activities assists me in learning.
- 813. Lab experiences assist me in learning concepts.
- 814. I would recommend this lab instructor to a friend planning to take this course.

Clinical Courses

- 815. Specific problems with my clinical technique are identified by this instructor.
- 816. Prescribed criteria is used in evaluating my performance.
- 817. I receive constructive criticism of written reports.
- 818. This instructor clearly demonstrates the clinical techniques I am expected to develop.
- 819. This instructor helps me correct problems in my clinical technique.
- 820. Frequent feedback on my performance is provided.

- 821. Timely feedback on the adequacy of specific skills is provided.
- 822. Both appropriate and inappropriate clinical behaviors are clearly identified.
- 823. An adequate amount of observation and supervision is provided.
- 824. Considering client availability, required clinical experiences are realistic.
- 825. Client availability is adequate to achieve course objectives.
- 826. I am given responsibility for patients commensurate with my abilities.
- 827. Clinical cases provide an adequate breadth of experience.
- 828. Prior course work adequately prepared me to handle clinical tasks.
- 829. Group meetings are helpful in increasing my knowledge and skills.
- 830. I have improved my ability to present and discuss case problems effectively and concisely.
- 831. Clinical experiences illustrate guidelines for ethical and professional behavior.

Production Courses

- 832. The demands made upon my talents are exciting and challenging.
- 833. My individual artistic gifts have developed because of this course.
- 834. Time spent in rehearsal is well used.
- 835. Rehearsal time is used effectively.
- 836. Performance requirements represent outcomes which I can achieve in the time allotted.
- 837. Performances provide me an opportunity to demonstrate my learning.
- 838. Rehearsal experiences will be helpful to me in my future profession.
- 839. The conductor helps me feel confident in performing music new to me.
- 840. Directions given by the conductor in rehearsal are presented clearly.
- 841. This instructor attempts to relate my present learning to work in my future profession.
- 842. This instructor values my creativity and/or originality.
- 843. There is an appropriate balance between artistic philosophy and craft taught in this course.
- 844. Prelab lectures are helpful in my understanding of the laboratory experiments.
- 845. The teaching assistant(s) were helpful to me in the laboratory.
- 846. The oral communication skills of the teaching assistant(s) are adequate for this lab.

10. ADVISOR EVALUATION FORM

My Advisor's name _____.

A. My advisor is knowledgeable about my degree requirements.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

B. My advisor has helped me understand the campus Liberal Arts requirements.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

C. If unable to provide the information or assistance I need, my advisor knows where to refer me.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

D. My advisor has encouraged me to do short- and long-term academic planning.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

E. My advisor encourages me to take responsibility for my academic progress.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

F. My advisor has discussed career options with me.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

G. My advisor is available for appointments.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

H. My advisor is willing to spend sufficient time with me to deal with my concerns.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

I. I am pleased with the overall nature of my meetings with my advisor.

Strongly Agree Agree Uncertain Disagree Strongly Disagree No Basis for Judgment

Class standing.

Major(s)/minor(s).

GPA

Male/Female

How long have you been with this advisor? _____ semesters.

If fewer than 2 semesters before this semester, do not fill out.

Comments

- c. Please cite, if you wish, one or more specific examples of this advisor's strengths.

- d. In an effort to help the advisor develop his/her advising skills, please suggest, if you wish, one or more ways that he/she may improve.

11. SELF-EVALUATION COVER SHEET

NAME:

Please submit your self-evaluation as part of your portfolio, which is due <<Date>>.

SELF-EVALUATION COVER SHEET

This self-evaluation will help you give important information to the P&T Committee and to peer reviewers. The following are general questions appropriate for all faculty members. **Whenever possible, please relate your responses to the Responsibilities and Expectations of Teaching Faculty found in Section II.A.1-3. of the Faculty Handbook and to the relevant standards for your rank as found in Section II.D.** Please focus on the period since your previous self-evaluation. You are invited to submit other materials to supplement this self-evaluation. Please realize that only the materials you incorporate in your portfolio will be available to peer reviewers. You should consider including student course evaluations, which have been sent to you, and advising evaluations, which are available on GrizLink under Academic Advising/ Advising Evaluation Results. Other items suggested for inclusion in your portfolio are delineated in Appendix C.4. of the Faculty Handbook, which has been sent with this document. An updated vita and a statement of teaching philosophy may provide a valuable context for your responses to the following questions. If any question is not applicable or there is nothing to report, please answer n/a.

I. Teaching

1. List what you feel are your current strengths as a teacher and areas in which you would like to continue to improve or grow.
Briefly explain what you have learned from student input and student evaluations of your courses. Discuss your reactions and describe changes you have made, if any, as a result of this feedback.
2. Describe any experimentation you have initiated with teaching methods, procedures, aids, etc. and your assessment of the results.
3. Describe your participation in workshops, conferences, informal collaboration with other Faculty, etc. directed toward the improvement of your teaching and students' learning and the impact of these initiatives.
4. Explain how you have demonstrated your "ability to interpret the meaning of a liberal arts education to students"
5. Describe ways in which you have integrated on-going disciplinary and/or interdisciplinary studies into your teaching (e.g., resulting in the alteration of an existing course or the development of a new course).
6. Describe your strengths and contributions as an advisor and ways in which you would like to continue to improve or grow.
7. If your previous review contained suggestions for areas that need(ed) improvement or weaknesses that need(ed) to be addressed, how have you addressed those concerns?
8. If there is any matter related to teaching not covered by the above questions that you would like to comment on, please do so here.

II. Service

2. List what you feel are your current strengths related to service and areas in which you would like to continue to improve or grow.
3. Describe your contributions to the work of your department (e.g., leadership role, curriculum study, advisor of student groups, arrangements for visiting lectures, grant writing, etc.).
4. If appropriate, describe your contributions to the work of interdisciplinary or general education programs at the college.
5. List committee memberships (standing or ad hoc) and describe your contributions to each committee (e.g., leadership role, preparation of reports, data gathering or analysis, etc.).
6. Describe ways in which you go beyond your normal teaching and committee duties to serve the college (e.g., admissions work, cooperation with Student Affairs, special assignments, etc.).
7. Describe activities which draw on areas of professional interest or expertise to serve organizations or communities beyond the college, which you believe should be considered in the review process.
8. If your previous review contained suggestions for areas that need(ed) improvement or weaknesses that need(ed) to be addressed, how have you addressed those concerns?
9. If there is any matter related to service not covered by the above questions that you would like to comment on, please do so here.

III. Scholarship and Professional Development

1. List what you feel are your current strengths in scholarship and areas in which you would like to continue to improve or grow.
 2. Describe your participation in workshops, conferences, professional meetings, electronic fora, etc. directed toward your growth as a scholar.
 3. List any original research or creative work which you have published or completed or in which you are currently engaged.
 4. List any presentations, addresses, systematic studies, etc. recently completed, in progress, or currently planned (which might be classified as the scholarship of integration, application, or teaching [see Section II.A.2. of the Faculty Handbook]).
 5. Describe activities undertaken to remain current in your discipline or to develop interdisciplinary expertise (if not previously mentioned).
 6. If your previous review contained suggestions for areas that need(ed) improvement or weaknesses that need(ed) to be addressed, how have you addressed those concerns?
 7. If there is any matter related to scholarship not covered by the above questions that you would like to comment on, please do so here.
-
-

This completed self-evaluation is a part of the confidential Promotion and Tenure file. If you would like to make your responses available to your peer evaluators, please include a copy in your portfolio materials.

12. FIRST-YEAR SELF-EVALUATION COVER SHEET

NAME:

FIRST-YEAR SELF-EVALUATION COVER SHEET**Please submit your self-evaluation as part of your portfolio, which is due <<Date>>.**

As an important portion of the evaluation of faculty, this self-evaluation will help you give important information to the P&T Committee and to peer reviewers. The following are general questions appropriate for all first-year faculty members. **Whenever possible, please relate your responses to the Responsibilities and Expectations of Teaching Faculty found in Section II.A.1-3. of the Faculty Handbook and to the relevant standards for your rank as found in Section II.D.** You are invited to submit other materials to supplement this self-evaluation. Please realize that only the materials you incorporate in your portfolio will be available to peer reviewers. An updated vita and a statement of teaching philosophy may provide a valuable context for your responses to the following questions. Your responses should be attached to this cover sheet. If any question is not applicable or there is nothing to report, please answer N/A.

I. Teaching

1. Describe your strengths as a teacher.
2. Explain how you have demonstrated your “ability to interpret the meaning of a liberal arts education to students.”
3. Discuss areas in which you would like to continue to improve or grow.
4. Describe your participation in workshops, conferences, informal collaboration with other Faculty, etc. directed toward the improvement of your teaching and students’ learning and the impact of these initiatives.
5. If there is any matter related to teaching not covered by the above questions that you would like to comment on, please do so here.

II. Service

6. Describe your service contributions to your department, the College, or the community.

III. Scholarship and Professional Development

7. Describe your scholarship endeavors, including original research, creative work, presentations, and/or participation at professional workshops or conferences.

13. FIVE-YEAR SELF-EVALUATION COVER SHEET**NAME:****FIVE-YEAR SELF-EVALUATION COVER SHEET**

Please submit your self-evaluation as part of your portfolio, which is due <<Date>>.

This self-evaluation will help you give important information to the P&T Committee and to peer reviewers. The following are general questions appropriate for all faculty members. **Whenever possible, please relate your responses to the Responsibilities and Expectations of Teaching Faculty found in Section II.A.1.-3. of the Faculty Handbook and to the relevant standards for your rank as found in Section II.D.** Your self-evaluation should focus on the period since your previous self-evaluation. You are invited to submit other materials to supplement this self-evaluation. Please realize that only the materials you incorporate in your portfolio will be available to peer reviewers. An updated vita and a statement of teaching philosophy may provide a valuable context for your responses to the following questions. If any question is not applicable or there is nothing to report, please answer n/a.

I. Teaching

1. Describe your strengths as a teacher.
2. Describe how you stay current in teaching methods and content.
3. Explain how you have demonstrated your “ability to interpret the meaning of a liberal arts education to students.”
4. Describe your strengths and contributions as an advisor and ways in which you would like to continue to improve or grow.
5. If your previous review contained any areas of concern regarding teaching, how have you addressed these?

II. Service

1. Provide “evidence of consistent, significant, and diverse leadership and service to the College, the profession, and/or to the larger community.”
2. If your previous review contained any areas of concern regarding service, how have you addressed these?

III. Scholarship and Professional Development

1. Describe your significant scholarship endeavors.
2. If your previous review contained any areas of concern regarding scholarship and professional development, how have you addressed these?

IV. Goals

1. If you set five-year goals in a previous five-year evaluation, please assess your progress in attaining those goals.
2. Please articulate your professional goals for the next five years.

14. PEER EVALUATION REQUEST

TO: Name
FROM: The Promotion and Tenure Committee
DATE: <<Date>>
RE: Peer Evaluation Request

You have been chosen by the Promotion and Tenure Committee to write a peer evaluation of:
_____, who is under consideration for:

- Annual appointment (2nd year faculty)
 2+1 contract
 Tenure
 Promotion to the rank of associate professor
 Promotion to the rank of full professor
 Five-year review of tenured faculty

As a peer reviewer, it is expected that you will review all available submissions from your colleague to the Promotion and Tenure Committee. Portfolios will be available for review by November 18, 2016. It is also expected that you will apply the Faculty Handbook standards appropriate to the current, or if applicable, future rank for which your colleague is being evaluated ([Section II.D.](#)) To preserve the integrity of the promotion and tenure process, it is imperative that this information be kept confidential. At no point should you reveal that you are serving as a peer evaluator.

Please indicate, by returning this form via email, as soon as possible but not later than <<Date>> whether or not you are willing to serve as peer evaluator.

I am willing to serve as peer evaluator

Portfolios will be available for review by <<Date>>.

And, I will submit the peer review to the Promotion & Tenure Committee via email to FCPandT@franklincollege.edu by <<Date>>.

I am not willing to serve as peer evaluator.

Explanation:

Please return this form to the committee at FCPandT@franklincollege.edu as soon as possible, but no later than <<Date>>

15. PEER EVALUATION FORM

TO: **Name** Faculty Member Evaluated _____
 FROM: P&T Committee
 DATE: <<Date>> Considered for: _____

RE: Peer Evaluation Worksheet

Evaluation by Knowledgeable Colleague: Portfolios will be available for review by <<Date>>.

As a peer reviewer, it is expected that you will review all available submissions from your colleague to the Promotion and Tenure Committee. It is also expected that you will apply the Faculty Handbook standards appropriate to the current, or if applicable, future rank for which your colleague is being evaluated ([Section II.D.](#)).

Please return this form and your evaluation to the Promotion and Tenure Committee via email at fcpandt@franklincollege.edu by <<Date>>.

In addition, please check as many of the following statements as are appropriate:

- 1. I have known my colleague at least two full years.
- 2. I have had substantive academic conversations with my colleague.
- 3. I have directly observed my colleague's teaching.
- 4. I have examined one or more of my colleague's syllabi.
- 5. I have seen one or more of the exams or assignments used by my colleague.
- 6. I have participated in an interdisciplinary or team-taught course with my colleague.
- 7. I have had an opportunity to perceive my colleague's standards and educational philosophy.
- 8. I have sought advice on teaching from my colleague.
- 9. My colleague has sought advice on teaching from me.
- 10. I have participated with my colleague in professional conferences or workshops.
- 11. I have examined products of my colleague's scholarship or creative work.
- 12. I have seriously discussed with my colleague his/her areas of academic interest.
- 13. I have seriously discussed with my colleague my areas of academic interest.
- 14. I have heard my colleague make a scholarly presentation.
- 15. I have served on at least one standing or *ad hoc* committee with my colleague.
- 16. I have observed my colleague in department or program meetings.

Please be as informative and illustrative as possible, basing your answers on information from the sources listed above.

Teaching

Assess the strengths and contributions of your colleague in the following areas:

- 1. pedagogy, including the ability to communicate with and motivate students;
- 2. content knowledge;
- 3. ability to interpret the meaning of a liberal arts education to students;
- 4. growth and development as a teacher;
- 5. advising.

Are there concerns or suggestions that you feel need to be raised? Please elaborate.

Service

Assess the strengths and contributions of your colleague to the College, the profession, or the larger community.

Are there concerns or suggestions that you feel need to be raised? Please elaborate.

Scholarship

Using the categories of scholarship listed in [Section II.A.2.](#) of the Faculty Handbook, please assess your colleague's strengths and contributions.

Are there concerns or suggestions that you feel need to be raised? Please elaborate.

Where appropriate, please make a specific recommendation concerning promotion and/or tenure for the colleague named above.

16. FIRST-YEAR PEER EVALUATION REQUEST

TO: **Name**

FROM: The Promotion and Tenure Committee

DATE: <<Date>>

RE: **First-Year Peer Evaluation Request**

You have been chosen by the Promotion and Tenure Committee to write a peer evaluation of:
_____, who is under consideration for First Year Review.

As a peer reviewer, it is expected that you will review all available submissions from your colleague to the Promotion and Tenure Committee. Portfolios will be available for review by <<Date>>. It is also expected that you will apply the Faculty Handbook standards appropriate to the current, or if applicable, future rank for which your colleague is being evaluated ([Section II.D.](#)) To preserve the integrity of the promotion and tenure process, it is imperative that this information be kept confidential. At no point should you reveal that you are serving as a peer evaluator.

Please indicate, **by returning this form as soon as possible but not later than <<Date>>**, whether or not you are willing to serve as peer evaluator.

I am willing to serve as peer evaluator.

Portfolios will be available for review by <<Date>>.

And, I will submit the peer review to the Promotion & Tenure Committee via email to FCPandT@franklincollege.edu by <<Date>>.

I am not willing to serve as peer evaluator.

Explanation:

**Please return this form to the committee at FCPandT@franklincollege.edu
as soon as possible, but no later than <<Date>>**

17. FIRST-YEAR PEER EVALUATION FORM

TO: **Name** _____ Faculty Member Evaluated _____

FROM: P&T Committee

DATE: <<Date>> **Considered for:**

RE: First-Year Peer Evaluation Worksheet

Evaluation by Knowledgeable Colleague: Portfolios will be available for review by <>Date<>.

As a peer reviewer, it is expected that you will review all available submissions from your colleague to the Department Chair. It is also expected that you will apply the Faculty Handbook standards appropriate to the current, or if applicable, future rank for which your colleague is being evaluated ([Section II.D.](#)). Please sign below to acknowledge that you have fulfilled these expectations and return this form (electronic form available or hard copy) as a cover sheet with the evaluation.

Please return this form and your evaluation to the Promotion and Tenure Committee via email at FCPandT@franklincollege.edu by <<Date>>.

In addition, please check as many of the following statements as are appropriate:

- 1. I have known my colleague at least two full years.
 - 2. I have had substantive academic conversations with my colleague.
 - 3. I have directly observed my colleague's teaching.
 - 4. I have examined one or more of my colleague's syllabi.
 - 5. I have seen one or more of the exams or assignments used by my colleague.
 - 6. I have participated in an interdisciplinary or team-taught course with my colleague.
 - 7. I have had an opportunity to perceive my colleague's standards and educational philosophy.
 - 8. I have sought advice on teaching from my colleague.
 - 9. My colleague has sought advice on teaching from me.
 - 10. I have participated with my colleague in professional conferences or workshops.
 - 11. I have examined products of my colleague's scholarship or creative work.
 - 12. I have seriously discussed with my colleague his/her areas of academic interest.
 - 13. I have seriously discussed with my colleague my areas of academic interest.
 - 14. I have heard my colleague make a scholarly presentation.
 - 15. I have served on at least one standing or *ad hoc* committee with my colleague.
 - 16. I have observed my colleague in department or program meetings.

Please be as informative and illustrative as possible, basing your answers on information from the sources listed above.

Teaching

Assess the strengths and contributions of your colleague in the following areas:

1. pedagogy, including the ability to communicate with and motivate students;
 2. content knowledge;
 3. ability to interpret the meaning of a liberal arts education to students;
 4. growth and development as a teacher.

Are there concerns or suggestions that you feel need to be raised? Please elaborate.

Service

Assess the strengths and contributions of your colleague to the College, the profession, or the larger community

Are there concerns or suggestions that you feel need to be raised? Please elaborate.

Scholarship

Using the categories of scholarship listed in [Section II.A.2.](#) of the Faculty Handbook, please assess your colleague's strengths and contributions.

Are there concerns or suggestions that you feel need to be raised? Please elaborate.

Where appropriate, please make a specific recommendation concerning promotion and/or tenure for the colleague named above.

18. CLASSROOM EVALUATION REQUEST

TO: **Name**

FROM: The Promotion and Tenure Committee

DATE: <<Date>>

RE: **Classroom Evaluation Request**

You have been chosen to visit the classroom of: _____, who is under consideration for:

- _____ Annual appointment (2nd year faculty)
- _____ 2+1 contract
- _____ Tenure
- _____ Promotion to the rank of associate professor
- _____ Promotion to the rank of full professor
- _____ Five-year review of tenured faculty

Please see this faculty member and set up a mutually agreeable date for your visit (to be scheduled between <<Date>> and <<Date>>). The VPAA or designee may also be visiting this person's classes, but not at the same time you do.

Please indicate, **by returning this form via email, as soon as possible, but no later than <<Date>>**, whether or not you are willing to perform this task. Thank you very much for your assistance.

_____ I am willing to be a classroom evaluator for my colleague.

Classroom Evaluations should be scheduled between <<Date>> and <<Date>>

And, I will submit the classroom evaluation to the Promotion & Tenure Committee via email FCPandT@franklincollege.edu by <<Date>>.

_____ I am **not** willing to be a classroom evaluator for my colleague.

Explanation:

Please return this form to the committee at FCPandT@franklincollege.edu as soon as possible, but no later than <<Date>>.

19. CLASSROOM EVALUATION FORM

TO: **Name**

Faculty Member Evaluated

FROM: P&T Committee

DATE: <<Date>>

COURSE: _____

RE: **Classroom Evaluation Worksheet**

This faculty member is currently being considered for:

- Annual appointment (2nd year faculty)
 2+1 contract
 Tenure
 Promotion to the rank of associate professor
 Promotion to the rank of full professor
 Five-year review of tenured faculty

Please return this form and your evaluation to the Promotion and Tenure Committee via email at FCPandT@franklincollege.edu by <<Date>>. Classroom evaluations should be scheduled between <<Date>> and <<Date>>.

A. Type of Presentation: lecture discussion recitation laboratory other
 (specify other) _____

B. Preparation by Evaluator: knowledge of discipline; examination of course syllabus and materials; discussion with professor (More than one may be checked)

C. Observations:

1. Mastery and Communication of Subject Matter:
2. Preparedness and Organization:
3. Sensitivity to Student Comprehension, Comments & Questions:
4. Appropriateness and Effectiveness of Instructional Methods:
5. Stimulation of Interest and Enthusiasm among Students:
6. Strengths and Weaknesses of Language Patterns (for example, volume, enunciation, grammar, pace, vocabulary, presence of distracting habits, etc.):
7. Areas of Strength:
8. Areas Needing Improvement:
9. Comments:

Where appropriate, please make a specific recommendation concerning promotion and/or tenure for the colleague named above. When you make this recommendation, please refer to the appropriate standards for rank and tenure and the criteria for tenure found in [Section II.D.](#) of the *Faculty Handbook*.

Although it is not required, sharing your impression of the presentation may be beneficial to the instructor.

20. CLASSROOM VISITATION FORM FOR COLLEAGUES

(Adapted from *A Handbook for Faculty Development* by Bergquist, Phillips, and Quehl, ed. CASC)

The following aspects of teaching have been suggested as important in learning in a variety of disciplines. Please read the brief descriptions of each prior to your classroom visit and then comment on your observations in the classroom relevant to each. Cite examples when appropriate.

1. Introduction. Preparing students for the learning which is to follow, often through an analogy, a demonstration, or a leading or provoking question.
2. Varying the presentation. There may be variation in interaction styles between students and professor, movement, use of audio-visual materials, and so forth.
3. Encouraging the student. The instructor encourages the participation of students by means of a smile, eye contact, *etc.*
4. Awareness of student attention. An awareness on the instructor's part of students' non-verbal behavior showing boredom or interest, comprehension or puzzlement, involvement or withdrawal.
5. Probing questions. The response of the instructor to superficial or preliminary answers or statements by students. Requiring the student to go beyond a one-word response.
6. Higher-order questions. Requiring the student to go beyond a factual or descriptive response to generalize, to relate facts to other facts in a meaningful pattern or to make inferences.
7. Closure. Integrating the major points of a presentation, providing a link between the familiar and the new parts of a presentation. Providing the student with a sense of achievement at the end of the presentation or parts thereof.
8. General observations of the interaction of the instructor with the students. Did the class presentation seem to provoke student interest, cause students to think, develop good intellectual skills and approaches?
9. Physical and general environmental awareness. Was the instructor cognizant of the heating, lighting, and other physical problems?
10. What other items did you observe that you feel were indicative of good teaching techniques and approaches?
11. Were there any problems in the instructor's approach which you feel might be corrected?
12. Were there problems with the classroom that interfered with good teaching but were beyond the instructor's control (lack of proper lighting, extreme temperatures, *etc.*)?
13. In your best judgment, does the person teaching this class have an adequate understanding of the content of the academic field? Does he or she understand, and can he or she communicate its content, method, and excitement? Is the instructor current?

21. CRITERIA FOR EMERITUS STATUS

Each year the VPAA shall notify the Promotion and Tenure Committee of the names of those Faculty members retiring who have achieved the rank of professor. The committee will then evaluate those persons for possible recommendation for emeritus status in terms of the following standards and with regard to their records of performance at Franklin College.

1. **Length of Service:** Normally a person receiving emeritus status shall have taught at Franklin College a minimum of 15 years immediately preceding his or her retirement.
2. **Quality of Service:** A person receiving emeritus status must have exhibited during his or her career a high level of teaching competence.
3. **Breadth of Service:** A person receiving emeritus status must have demonstrated a commitment to the programs of the College as a whole on a sustained and broad basis.

Recommendations of the Promotion and Tenure Committee regarding emeritus status shall follow the normal route of processing via the VPAA and President to the Board of Trustees.

This procedure is not intended to restrict emeritus status to teaching personnel, but the standards it establishes apply only to teaching Faculty members.

22. RANK AND TIME IN RANK FOR PRESIDENT AND VPAA

I. Conditions of Eligibility

- A. If the President is to hold a Faculty rank (in addition to Faculty status), that rank shall be determined by the Board of Trustees.
- B. The time in rank for the VPAA and Dean of the College shall not be shorter than the normal time in rank for other Faculty members, but may be longer-insofar as the initiation of review shall not be automatic at normal (by full-time Faculty standards) time of review, but must be initiated by the President.
- C. Initial rank (and possible time in rank toward promotion, if granted) shall be established at the time of hiring. If a person who is already a full-time teaching Faculty member at Franklin College accepts the (full-time) position of VPAA and Dean of the College, that person's normal schedule for promotion shall remain in effect; however,
 - 1. in the case of a person's accepting an administrative position immediately before a scheduled review, the review may be delayed by as much as two years, so as to allow time for judgment about the person's administrative qualifications. Such a delay would be at the request of the candidate only, and review at the end of the delay would be initiated at the discretion of the candidate's immediate supervisor; and
 - 2. it is understood that none of these positions is a tenure-track position.

II. Evaluation

Recognizing that job descriptions of these positions may vary considerably, the Promotion and Tenure Committee will evaluate candidates on the bases of the position description of each candidate and the written evaluation of the candidate as provided by the immediate supervisor of each candidate. The Promotion and Tenure Committee may add any criteria which it unanimously deems relevant, provided that, in tendering its recommendation to the President, it specifies any additional criteria employed.

III. Post-evaluation Procedures

The procedures for decision-making and for contesting and defending recommendations shall be the same as for other Promotion and Tenure Committee recommendations.

23. NON-TENURE TRACK FACULTY EVALUATION FORM

Name of non-tenure track Faculty member:

Name of person preparing this report:

Date of report:

Instructions

1. Non-Tenure Track Faculty members include anyone who is not reviewed by the Promotion and Tenure Committee.
2. Non-Tenure Track Faculty members are reviewed by the Department Chair (or their designee) in the first semester of employment and annually for the following three years. After four years of employment, Non-Tenure Track Faculty members will be reviewed every other year and are required to have their classes evaluated by students in either the fall or spring semester. After 10 years of employment, Non-Tenure Track Faculty will be reviewed every five years. Please see [Section II.C.5.](#) for review of Non-Tenure Track Graduate Faculty.
3. Completed reviews must be submitted to the VPAA by Jan. 15 for first-semester reviews and the end of May for second-semester reviews.

Workload

Please list the course or courses taught by this non-tenure track Faculty member during the review period.

Performance Evaluation - Use the scale below to evaluate the faculty member's performance.

- 4 -- Exceeds expectations
 - 3 -- Meets expectations
 - 2 -- Is generally good but I have some concerns
 - 1 -- Is below expectations and I have substantial concerns
 - DK – Don't know
-

Teaching Effectiveness:

(1) Indicate the quality of the syllabus/syllabi you reviewed for this Faculty member.

1 2 3 4 DK

Comments or Suggestions:

(2) Indicate your assessment of student evaluations reviewed for this Faculty member.

1 2 3 4 DK

Comments or Suggestions:

(3) Indicate your assessment of this Faculty member's performance in the classroom.

1 2 3 4 DK

Comments or Suggestions:

(4) Indicate your assessment of this Faculty member's availability to students through posted office hours and/or alternate means of communication (email address, home/cellphone numbers.)

1 2 3 4 DK

Comments or Suggestions:

Professionalism:

- (5) Indicate your assessment of this Faculty member's interaction with other faculty/staff.

1 2 3 4 DK

Comments or Suggestions:

- (6) Based on classroom observations, student evaluations and any personally observed out-of-classroom contact with students, provide your assessment of this Faculty member's interactions with students.

1 2 3 4 DK

Comments or Suggestions:

- (7) To the best of my knowledge the Faculty member has followed college policies and procedures, especially those concerning grade submissions and academic concerns.

Meets expectations Does not meet expectations DK

Comments or Suggestions:

- (8) To the best of my knowledge this Faculty member has consistently met with the assigned class(es) as required by contract.

Meets expectations Does not meet expectations DK

Comment or Suggestions:

I have met with the Faculty member under review to communicate the content of this document and to discuss the self-evaluation submitted.

Signed by reviewer: _____ Date: _____

Signed by Faculty member: _____ Date: _____

24. GRADUATE NON-TENURE TRACK FACULTY EVALUATION FORM

Instructions:

1. Non-tenure Track Faculty members include anyone who is not reviewed by the Promotion and Tenure Committee.
2. Non-tenure Track Faculty members are reviewed by the Program Director in the first semester of employment and annually thereafter.

Name of Graduate Non-Tenure Track Faculty Member _____

Name of person preparing this report _____

I. Course or courses taught by this Graduate Non-Tenure Track Faculty member:

II. For the following questions, the supervising Faculty member should use the scale below to indicate their assessment of the Graduate Non-Tenure Track Faculty member's performance.

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

A. The Graduate Non-Tenure Track Faculty member's course syllabus meets Franklin College standards.

1 2 3 4 5

Comments:

B. The Graduate Non-Tenure Track Faculty member holds regular, posted office hours.

1 2 3 4 5

Comments:

C. The Graduate Non-Tenure Track faculty member's course evaluations and student responses have been reviewed and meet program expectations.

1 2 3 4 5

Comments:

- D. The Graduate Non-Tenure Track Faculty member interacts appropriately and professionally with students.

1 2 3 4 5

Comments:

- E. The Graduate Non-Tenure Track Faculty member interacts appropriately and professionally with other staff and faculty members.

1 2 3 4 5

Comments:

- F. The Graduate Non-Tenure Track Faculty member's course presentation is appropriate for the level of students in the course.

1 2 3 4 5

Comments:

- G. To the best of my knowledge, the Graduate Non-Tenure Track Faculty member has submitted grades to the records office in a timely fashion.

1 2 3 4 5

Comments:

- H. To the best of my knowledge, the Graduate Non-Tenure Track Faculty member has utilized the "Barrier to Success" submission form appropriately.

1 2 3 4 5

Comments:

- I. The Graduate Non-Tenure Track Faculty member provided effective student advising.

1 2 3 4 5

Comments:

- J. The Graduate Non-Tenure Track Faculty member successfully performed the responsibilities stated in their job description, outside of teaching (admissions, program assessment participation, and clinical coordination, etc).

1 2 3 4 5

Comments:

K. The Graduate Non-Tenure Track Faculty member provided appropriate service to the graduate program.

1 2 3 4 5

Comments:

L. I recommend that this Graduate Non-Tenure Track Faculty member be rehired.

1 2 3 4 5 NA

Comments:

NOTE: For this question choose from the respective responses given below:

To the best of my knowledge, the number of classes the Graduate Non-Tenure Track Faculty member missed is . . .

1 2 3 4 or more I Don't Know

I have met with the Graduate Non-Tenure Track Faculty member to explain my expectations and to communicate the content of this document.

Signed: _____

Date: _____

APPENDIX D: INDEPENDENT STUDY COURSES

- A. Catalog courses may not be offered as independent studies.
- B. Independent studies may not replace catalog courses in fulfilling specific degree requirements except by permission of the Academic Rules Committee, secured in advance of the independent study's commencing.
- C. No full-time Faculty member may direct more than four (4) hours of independent study and no more than six (6) hours of a combination of independent studies and/or practica (i.e., courses numbered 482, 490 or 495) per semester without students receiving permission from the FCC.
- D. No compensation for the Faculty member will be given for independent study directed during a regular semester. Faculty members will be compensated for directing independent studies during the summer session under the same formula of compensation listed in [Appendix L](#).

APPENDIX E: FRANKLIN COLLEGE INTELLECTUAL PROPERTY OWNERSHIP POLICY

A. Introduction

Franklin College ("College") recognizes and is committed to encouraging research and creative activity through multiple forms of artistic expression, and encourages the publication of the products of these creative activities. The College is also committed to the protection of the intellectual property rights of Faculty, staff, and students, as well as the rights of the College.

B. Copyright Law and Intellectual Property

The protection of all creative works and intellectual property depends on the existence and the application of the federal Copyright Act. A brief summary of copyright law, as well as the penalties and disciplinary actions for infringement of the law, can be found on the Franklin College library website.

While not a requirement for claiming copyright ownership, it is highly recommended that all intellectual property works be identified with author's name, date of creation, and revision date(s). A notice of a copyright claim by the author can serve as fair warning and a deterrent to anyone who might be tempted to inappropriately use materials that are under copyright protection. The College is not responsible for policing the use or misuse of intellectual property that resides in shared resource locations such as the College's Learning Management System or the College's intranet.

C. Copyright Ownership

1. Staff, administrators, and other non-faculty employees In general and as a default, Franklin College owns the copyright to any works created by its employees in the course of their College duties. ("Work for hire.") This includes, but is not limited to, copyright in works such as publications, software, web design, graphic and artistic work, photographs and other visual images, and audio recordings. The College may, at its discretion, grant the employee a non-exclusive license to use the work for mutually-agreed purposes if an employee requests it. Any such agreement shall be in writing and signed by both parties.

2. Faculty "Faculty," as used in this section, means adjuncts, instructors, and those Faculty members who are tenure-track and tenured. "Faculty" includes staff, librarians, and administrators when they create work while teaching a course for credit. It is a tradition among institutions of higher education to acknowledge that Faculty members hold copyright to their intellectual property created while preparing materials in conjunction with their teaching duties. While the College does not assert any copyright ownership in faculty-produced works in general, it shall retain a non-exclusive, royalty-free, perpetual license for works developed for Franklin College courses or curriculum in order to insure that such material is available for the support of the educational purposes of Franklin College. Copyright in works created outside the scope of teaching duties shall be owned by the Faculty member, and the College does not claim copyright or licensing rights for these works, except as noted below. The following are limitations or exceptions:

a. Faculty rights in work created as a College-assigned task

In cases where a Faculty member creates the work as part of a task explicitly assigned by the College, such as the development of a new course, and receives either of the following:

- 1) financial support provided directly by or procured by the College in addition to the Faculty member's regular salary, or
- 2) release time,

an agreement will be signed between the Faculty member and the VPAA concerning copyright ownership in that work. If the author is granted copyright ownership, then the College retains a non-exclusive, royalty-free, perpetual license to use the work for the College's educational, promotional, and public-relations purposes. If the College retains copyright in that work, then the author may request in the signed agreement to have a non-exclusive, royalty-free, perpetual license to use the work for educational purposes. Shared copyright ownership is, of course, a third option. Sabbatical leave and the salary paid during such leave will not be considered "significant financial support" in determining copyright ownership in works created as a result of that leave.

b. Faculty rights in work created with external grant or contract support

When work is created with the support of a grant or contract from an outside entity, such as a government entity (local, state, federal, or foreign), a foundation or other non-profit, or a commercial entity, the terms of that grant or contract will determine ownership of the intellectual property in that work.

c. Exceptions The VPAA ("VPAA") has the authority to negotiate exceptions to this section for particular members of the Faculty. Such exceptions are valid only if in writing and if signed by the VPAA and the Faculty member.

3. Students "Students", as used in this section, means anyone enrolled as a full-time or part-time student at Franklin College, including students who are auditing classes.

a. Rights "Student Works" are those works produced by Franklin students in fulfillment of class assignments, as projects for academic credit, or as projects with co-curricular or extra-curricular organizations. Student Works are owned by the student(s), and the College will retain a non-exclusive, royalty-free, perpetual license to use the Student Work for educational, promotional, and public relations purposes.

b. Crediting of the College and Financial Contributors Franklin College will decide whether to put its name on a given Student Work. The VPAA or the President of the College may request the student(s) who own(s) each Student Work to agree to credit, in a manner satisfactory to the VPAA or President, any donor to Franklin College whose donation contributed directly to the production of such Student Work.

c. Preservation of Student Work It is the responsibility of the student to retrieve and preserve his or her works that are stored on College servers or desktop computers. The College has no obligation to preserve student work and reserves the right to delete it from College equipment after the end of the semester in which the work was created.

4. Works created by outside vendors and contractors The College expects to own the copyright of any works produced by outside vendors. The College official signing the contract for such works is responsible for insuring that the College will own copyright of that work.

D. Disclosure

Employees and students who create works in which the College may have an ownership interest should make an immediate disclosure in writing to the VPAA.

E. Digital copies of intellectual property

Works that merit copyright protection as intellectual property and that reside on College owned devices in digital format are entitled to the same rights and protections as any such works in any other format. The College follows best practices in preventing unauthorized access to its servers. Anyone using College owned servers agrees to indemnify and hold harmless Franklin College against any loss, damage, liability, or expense that the individual incurs as a result of loss or theft. In addition, the College is not responsible for monitoring the accessing of materials placed in shared resource locations such as the College's Learning Management System or the College's intranet. Employees and students who use College computers are responsible for the removal of their works from the College's servers and from College owned personal computers when they retire or otherwise leave Franklin College. The College is not responsible for archiving or otherwise protecting these materials when an individual leaves the College.

F. Interpretation and dispute resolution

College constituents should try to resolve disputes informally with the aid of appropriate administrators or committees on campus. If an informal resolution cannot be reached, the VPAA will appoint and convene an ad hoc committee composed of an appropriate mix of Faculty, staff, administrators, and students depending on the issue to be resolved. The decision of the committee may be appealed to the President of the College, in which case the decision of the President or the President's designee shall be final.

The IP policies of Emerson College, Catholic University of America, University of the Ozarks, Goucher College, Aquinas College, and Butler University were consulted in writing this policy.

APPENDIX F: FRANKLIN COLLEGE EQUAL EMPLOYMENT OPPORTUNITY PLAN

I. BASIC POLICY STATEMENT

The equal employment opportunity plan of Franklin College establishes the procedures, practices, and policies that serve to provide equal opportunity in employment and equal opportunity throughout the college community. All opportunities are to be made available to qualified individuals on the basis of merit and without discrimination against any employee, applicant for employment, student, or applicant for admission because of race, color, religion, sex, disability, age, national origin, or sexual orientation. Responsibility for coordinating efforts under this action plan rests with the college's equal employment opportunity officer (EEO officer).

II. FACULTY RECRUITING AND HIRING

It is in the best interests of the college to seek and hire the best-qualified candidates for all positions. Only through an active commitment to equal opportunity can Franklin College hope to diversify its personnel while maintaining its high standards of quality. To insure that this is accomplished, the following procedures are to be followed in Faculty positions. The objectives of these procedures are to ensure fairness in the hiring process, to obtain a wider pool of qualified applicants, and to provide records helpful in evaluating our success in these endeavors. If data is gathered or reported to assess the race or gender of applicants, this will be done anonymously.

Any exceptions to the following procedures require the approval of the President.

A. Internal Searches

At the discretion of the hiring supervisor, in consultation with the manager of Employee Resources and the EEO officer, a position may be filled from a limited internal applicant pool. In such instances, the following apply:

If a vacancy is to be filled by promotion from within the immediate department, notice of the job opening must be posted within the department, but need not be posted campus-wide. It is the responsibility of the hiring supervisor to see that all Faculty members within the department involved are fully aware of the opening and have an equal opportunity to express their candidacy and be fairly considered for the job.

The hiring supervisor, in consultation with the manager of Employee Resources, may determine that a position be filled from a college-wide internal search. Such a search will follow guidelines listed below for the appropriate position level, but it will be advertised only on campus. External applications will not be accepted.

B. Hiring for full-time staff positions below the level of director

1. A complete written job description, which will be available to the applicant, and an announcement of the position (including a list of qualifications and competencies desired) will be developed by the hiring supervisor, in consultation with the manager of Employee Resources. Standard position

announcements, formulated by the manager of Employee Resources in consultation with appropriate hiring supervisors and the EEO officer, will be used wherever appropriate.

2. Any wording that departs from the college's standard position announcements will be submitted to the EEO officer for suggestions and approval.

The EEO officer may serve as an advisor and resource person to suggest appropriate publications, institutions, professional organizations, or other sources likely to stimulate applications from a diverse pool of candidates.

Internal announcement of the position will be posted for a minimum of three days electronically and at standard locations specified in the relevant employment policies handbooks.

The method of interviewing will be consistent for all candidates. Questions regarding marital status, children, or any of the above-listed protected categories (see Appendix F.I., above) are inappropriate; such information, if known, will not be a factor in the final evaluation.

The hiring supervisor/search committee chair will submit on a timely basis the following items which document the progress of the search to the manager of Employee Resources. These items will be available for review by the EEO officer and will be kept by the manager of Employee Resources for at least three years:

- a. A list of the search committee members (where applicable) and the person responsible for making the hiring decision.
- b. The job description, qualifications, closing date for the search, and salary range.
- c. Copies of advertisements placed, the name of publications, and the dates on which they appeared.
- d. A list of candidates selected for interviews.
- e. A list of specific offers made and responses to the offers.
- f. A list of all applicants with a brief reason for accepting or rejecting the application.

The hiring supervisor/search committee chair is responsible for maintaining records and documentation of the search for a minimum of three years.

C. Hiring for staff/administrative positions at the level of director and above

1. A complete written job description will be available to the applicant. Based on the job description, an announcement of the position (including a list of qualifications and competencies desired) will be developed by the hiring supervisor, in consultation with the manager of Employee Resources.

Standard position announcements, formulated by the hiring supervisor in consultation with the manager of Employee Resources and the EEO officer, will be used wherever appropriate.

2. Any wording that departs from the standard position announcements will be submitted to the EEO officer for suggestions and approval.
3. The EEO officer will serve as an advisor and resource person to suggest appropriate publications, institutions, professional organizations, or other sources likely to stimulate applications from a diverse pool of candidates.
2. Internal announcement of the position will be posted for a minimum of three days electronically and at standard locations specified in the relevant employment policies handbooks.
3. The EEO officer will inform the search committee of proper procedures to be followed to comply with EEO requirements.
4. The search committee chair or hiring supervisor will consult with the EEO officer and the manager of Employee Resources regarding the progress of the search before any interviews (by telephone or in person) take place.
5. The method of interviewing will be consistent for all candidates. Questions regarding marital status, children or any of the above listed protected categories (see Appendix F.I., above) are inappropriate; such information, if known, will not be a factor in the final evaluation.
6. The search committee chair or hiring supervisor will submit on a timely basis the following items that document the progress of the search to the manager of Employee Resources. These items will be available for review by the EEO officer and will be kept by the manager of Employee Resources for at least three years:
 - a. A list of the search committee members and the person responsible for making the hiring decision.
 - b. The job description, qualifications, closing date for the search, and salary range.
 - c. Copies of advertisements placed, the name of publications, and the dates on which they appeared.
 - d. A list of all applicants with a brief reason for accepting or rejecting the application.
 - e. A list of candidates selected for interviews.
 - f. A list of specific offers made and responses to the offers.
9. The hiring supervisor/search committee chair is responsible for maintaining records and documentation of the search for a minimum of three years.

D. Hiring for full-time Faculty positions

1. A complete written job description will be available to the applicant. Based on the job description, an announcement of the position (including a list of qualifications and competencies desired) will be developed by the search committee chair, in consultation with the VPAA.
2. The position announcement will be submitted to the EEO officer for suggestions and approval; a copy will be filed with the manager of Employee Resources.
3. The EEO officer will serve as an advisor and resource person to suggest appropriate publications, institutions, professional organizations, or other sources likely to stimulate applications from a diverse pool of candidates.
4. The EEO officer will inform the search committee of proper procedures to be followed to comply with equal opportunity requirements.
5. The search committee chair will consult with the EEO officer and the manager of Employee Resources regarding the progress of the search before any interviews (by telephone or in person) take place.
6. The method of interviewing will be consistent for all candidates. Questions regarding marital status, children or any of the above-listed protected categories (see above) are inappropriate; such information, if known, will not be a factor in the final evaluation.
7. The search committee chair will submit on a timely basis the following items that document the progress of the search to the manager of Employee Resources. These items will be available for review by the EEO officer and will be kept by the director of human resources for at least three years:
 - a. A list of the search committee members.
 - b. The job description, qualifications, closing date for the search, and salary range.
 - c. Copies of advertisements placed, the name of publications, and the dates on which they appeared.
 - d. A copy of the written evaluation form to be used by search committee members.
 - e. A list of all applicants with a brief reason for accepting or rejecting the application.
 - f. A list of candidates selected for interviews.
 - g. A list of specific offers made and responses to the offers.
8. The hiring supervisor/search committee chair is responsible for maintaining records and documentation of the search for a minimum of three years.

E. Hiring for acting/temporary Faculty or acting/interim director-level and above staff/administrative positions

1. The hiring supervisor, in consultation with the manager of Employee Resources, the EEO officer, and others as appropriate, will determine whether a full search is feasible and warranted, given the specific circumstances of the position opening. If so, the search will be conducted following the guidelines in section C or D above, as appropriate.
2. Acting appointments will not be made for a period longer than one year without a full search or re-evaluation of the appointment.

F. Hiring adjunct Faculty

1. The VPAA will determine whether a search is feasible and warranted given the specific circumstances of the position opening. If so, the search will be conducted following the guidelines in the preceding sections.
2. The manager of Employee Resources and the EEO officer will be notified of all appointments.
3. The job performance of adjunct Faculty members will be evaluated as specified in the Faculty Handbook.

III. STUDENT EQUAL OPPORTUNITY POLICY

A. Recruitment

In order to assure equality of opportunity for admissions, the college will actively recruit and encourage eligible women and minority applicants at all levels.

B. Admissions

Criteria for admissions will be flexible enough to take into account the effects of economic and cultural differences in the backgrounds of the applicants. The protected categories specified in section I will not be used as negative criteria in the evaluation of applicants for admission.

C. Financial Aid

Criteria for financial aid, including part-time employment, will take into account economic and cultural differences in the backgrounds of applicants. Additionally, to the extent consistent with federal regulations, the protected categories specified in Appendix F.I., above, will not be considered as negative factors in determining eligibility for most forms of financial support administered by the college.

D. EEO Officer Responsibilities

The EEO officer will advise appropriate administrative officers on matters affecting policy pertaining to recruitment, admissions, and financial aid.

IV. FACULTY AND STAFF EQUAL OPPORTUNITY PLAN

A. Salaries and Compensation

Franklin College is committed to maintaining a fair and equitable salary scale for all employees that makes no distinctions in rates of pay or other compensation on the basis of the protected categories specified in Appendix F.I., above. While it is recognized that professional positions must be individually evaluated and not conformed to a strict salary schedule, the college will take the initiative in examining salaries for unwarranted and indefensible biases and/or discrepancies.

B. Other Benefits

All eligible employees of Franklin College will be granted equal consideration for promotions, assignments, professional growth opportunities, leaves, sabbaticals, and all other opportunities appropriate to their area of employment, based on merit and without regard to the protected categories specified in Appendix F.I., above.

V. STUDENT, FACULTY, AND STAFF EEO COMPLAINT PROCEDURES

A procedure will be available to all students, Faculty, and staff to deal with complaints alleging discrimination on the basis of the protected categories specified in Appendix F.I., above, or other violations of the EEO plan. The procedure will require first attempts to resolve the complaint in an informal manner before formal proceedings may be initiated.

At any point during informal mediation or the formal investigation, the complainant may withdraw the complaint.

Confidentiality of all information will be maintained where possible; the college's duty to investigate and act upon possible instances of discrimination or harassment may require the disclosure of information on a "need to know" basis. Confidentiality cannot be guaranteed.

A. Informal Mediation

Before a formal grievance is filed, that person must attempt to reach an understanding that is mutually agreeable with the parties involved. If the attempt proves unsuccessful, the person with a complaint ("complainant") alleging discrimination covered by the college's EEO plan may ask the EEO officer to intervene as an impartial mediator. As a mediator, the EEO officer will attempt to obtain a resolution of the problem brought by the person with the complaint or attempt to obtain an understanding that is mutually agreeable to all parties involved. If the mediation is unsuccessful, the EEO officer will inform the complainant of the college's available means of redress (i.e., students may utilize procedures outlined in *The Key*, Faculty may utilize procedures outlined in the Faculty Handbook, and administrative staff may utilize procedures outlined in the appropriate employment policies handbook). In most instances, the complainant will be the victim of the alleged discrimination. However, the college reserves the right to initiate proceedings against an employee or student who has demonstrated a continuing pattern of discrimination.

B. Equal Employment Opportunity Formal Complaint Procedure

1. **Complaint.** To initiate the equal employment opportunity formal complaint procedure, a written complaint setting forth in reasonable detail the basis of the complaint and the relief sought should be filed with the college's EEO officer within 180 days of the alleged discriminatory act. The complainant will state what other of the college's procedures have been utilized and the outcome of any such proceedings. The college's EEO officer will inform the party against whom the complaint is filed ("respondent") that a complaint has been filed and will inform the respondent(s) of the complaint.
2. **Investigation and Conciliation.** The college's EEO officer will attempt conciliation even if previous efforts have failed. If informal conciliation by the college's EEO officer is not achieved, the complainant will be advised by the college's EEO officer that the complaint will be investigated by a committee of the EEO Officer, Dean of the College, and/or Manager of Employee Resources.
3. **Rules of Procedure.** The committee will meet to decide whether the complaint falls within its jurisdiction. The committee will also determine whether the complaint is sufficient to raise issues of discrimination. The committee may request parties to file written statements to assist it in its decision. If the committee decides to investigate the complaint, it will determine the nature of the complaint and the type of investigation. Both parties will have the opportunity to meet and discuss the allegations with the committee and may suggest witnesses and documents in support of their statements to the committee during the course of the investigation. The committee will encourage parties to conciliate throughout the investigation.
4. **Role of the Committee.**
 - a. Parties will submit to the committee all documentation to support their position and the identity of their witnesses.
 - b. The committee will have the right to interview witnesses and parties, including the right to bring the parties together.
 - c. The committee will have the right to request information it deems useful, to interview witnesses not identified by the parties, and to decline to interview witnesses or review information it deems irrelevant.
 - d. During the course of the investigation, progress reports to the parties will be made by the EEO officer. The fact that an investigation is proceeding should be kept as confidential as possible. All persons interviewed will be asked to provide information in confidence, and they should be advised that the information they provide will be treated as confidential, to the extent appropriate and feasible.
 - e. The committee will determine the relevance of any given information.

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- f. If either party does not cooperate in the investigation, the committee will proceed on the information gathered in the investigation.

5. Rights of Parties.

- a. The parties are free to obtain the support and assistant of a co-worker or fellow student or any other college associate in presenting their concerns. A college associate is a current member of the Franklin College community, including a student, Faculty member, staff member, or other employee, but not an attorney and not a member of the party's immediate family (parent, sibling, spouse, or child) so that issues of familial loyalty do not cloud the resolution of the complaint.
- b. It is a violation of this policy to file a discrimination complaint for the purpose of injuring the reputation of or causing harm to another person. Without minimizing the injury that can be suffered by the victim of discrimination, the college also recognizes that the filing of a complaint of discrimination can have serious consequences for the person accused. A person who abuses this policy by filing a frivolous complaint will himself or herself be subject to discipline if it is determined that the complaint was filed in bad faith. This provision is not meant in any way to discourage legitimate complaints.
- c. The college recognizes the burden that the alleged discriminatory conduct places on the parties and acknowledges the necessity for a thorough and careful resolution of all reported cases. It is contrary to college policy for any individual to engage, whether directly or indirectly, in retaliatory conduct against a person who files a discrimination complaint or participates in an investigation of such a complaint. Any person who believes that retaliatory actions have been taken against him or her for having filed a complaint or participated in an investigation of discrimination may seek redress through this procedure.

6. Recommendation the Committee May Make to the President

The committee will make its recommendation in writing with appropriate reasons to the President within ten (10) working days after the termination of the investigation. All parties will be notified of findings of the investigation. The committee will recommend appropriate sanctions or remedies to the President. Sanctions or remedies, if recommended, should be proportional to the seriousness of the offense.

7. Decision by the President

Within thirty (30) days following receipt of the committee's recommendation, the President will take action upon the complaint, accompanied by appropriate reasoning and based on evidence accumulated by any and all investigative procedures. The committee and/or the President will notify both parties if a decision cannot be made within the thirty-day limit.

8. Re-filing of the Complaint

A complaint may not be re-filed with the ad hoc committee after a final decision by the President, unless there is new evidence, not during the first investigation, which might affect the findings by the committee or the President.

If either party does not agree with findings and/or actions of the committee, the formal grievance procedure can be initiated.

APPENDIX G: OUTSIDE EMPLOYMENT

It is the obligation of all full-time Faculty members to give primacy to their functional responsibilities at Franklin College. During the contractual period (normally from the first Faculty meeting in August until commencement in May), outside employment is permitted when both of the following conditions are met:

- a. It contributes to the professional development of the Faculty member, to the recognition of the Faculty member in his or her field, to the reputation of the college, or to the benefit of the college's students.
- b. The Faculty member continues to perform his or her teaching, advising, and service responsibilities at Franklin College in a satisfactory manner.

Before accepting outside employment, the Faculty member must inform the department chairperson and receive approval from the VPAA. If the VPAA has concerns, prior to denying approval, he/she will consult with the Faculty member and with the P & T and Steering committees (sitting as one).

The right to continue outside employment may be revoked by the VPAA if the Faculty member ceases to perform his or her duties in a satisfactory way. Before revocation, the VPAA will consult with the Faculty member and with the P & T and Steering Committees (sitting as one). If the outside employment is of obvious benefit to the college, the VPAA may choose to discuss an arrangement which will allow the Faculty member to continue the employment while also satisfactorily fulfilling his or her obligations to the college.

APPEAL: If the right to outside employment is not granted or is suspended by the VPAA, the Faculty member may appeal the decision to the President.

APPENDIX H: FACULTY LIABILITY WHEN TRANSPORTING STUDENTS

Faculty members, acting within their capacities as Faculty members, are fully covered by the College's liability insurance for those occasions in which they transport students on College business, either in their own vehicles or in College vehicles. When using their own vehicles, Faculty members' privately-held liability insurance provides the primary or first coverage, the College's policy providing secondary or supplemental coverage.

When student groups are to be transported off-campus as part of curricular or extra-curricular programs, the Faculty member is not responsible for providing transportation. When student groups are to be transported off-campus as part of curricular programs, the College is responsible for providing transportation. With appropriate administrative approval, students may be charged a reasonable fee for transportation necessary for Immersive Term courses. Fees may not be assessed for transportation necessary as part of a regularly-scheduled course.

Should the College fail to provide transportation, it is not the Faculty member's obligation to provide it.

Contact the VPAA for the up-to-date policy regarding travel with and transportation of students.

APPENDIX I: FACULTY OFFICE ASSIGNMENTS

When a Faculty office becomes available, each full-time Faculty member who desires to occupy the available office should submit a written request to the VPAA stating that desire and listing reasons why the office should be assigned to him or her. The VPAA will make the actual office assignment according to criteria which include the proximity of Faculty within the same or related academic department(s), the locating of particular Faculty close to special facilities, e.g., a computer lab, gymnasium or laboratories, special teaching or administrative functions performed by particular Faculty members, and institutional seniority. Should a Faculty member believe that his or her reasons for desiring the available office space were not considered adequately, he or she may seek review of the circumstances by the Faculty Steering Committee.

The Faculty Steering Committee may recommend to the VPAA an alternative course of action if appropriate.

A Faculty member who feels that his or her office is unsatisfactory should submit to the VPAA a written request for change in office assignment. The Faculty member should be specific with respect to the unsatisfactory nature of his or her present office assignment and, if possible, recommend an alternative location.

If the VPAA decides to use a full-time Faculty office for a different purpose, then the present occupant of the office in question will be given at least three (3) months' notice of the change in location and be invited to list three (3) expectations that a new office assignment must meet. The VPAA must make every effort to locate an office space which meets these specifications. The three-month notice provision may be waived only in the case of an emergency situation. The existence of such an emergency situation must be agreed to by both the VPAA and the Faculty Steering Committee. Should these parties disagree, the President shall render the final judgment.

APPENDIX J: POLICY ON DISCLOSURE OF STUDENT RECORDS TO FACULTY MEMBERS

Disclosure of records to Faculty:

- 1) Only Faculty members and staff of the institution who have legitimate educational interests in a particular student's record will be permitted access to personally identifiable information from the student's education record. Access will normally only be granted to the following groups:
 - a. Student's academic advisor
 - b. Student's Faculty members *within the given term*
 - c. Department Chairs and academic administrative assistants (where appropriate)
 - d. Academic Records Office staff
 - e. Academic Affairs staff
 - f. Student Affairs staff (where appropriate)
- 2) After it is determined that a person has legitimate educational interests, only relevant information from the record will be provided to the person. FERPA mandates disclosing only what is required. Additional disclosure will require signed consent from the student.

APPENDIX K: ACADEMIC DUE PROCESS FOR STUDENTS

The following statements and procedures address the academic concerns of dishonesty (including plagiarism), grade changes, and grade challenges.

1. DEFINITION OF TERMS

a. Academic Dishonesty and Plagiarism

Students are expected to maintain high standards of personal integrity, especially in their academic work. The following statements and procedures address the academic concerns of dishonesty (including plagiarism), grade changes and challenges, and classroom misconduct. In all matters relating to academic dishonesty (including plagiarism), grade changes and challenges, the initial level of communication toward resolution of the problem will be a personal conference between the student and the appropriate member of the faculty.

The Faculty of Franklin College recognizes the following as violations of academic honesty:

- 1) Dependence upon the assistance of others beyond that which is expressly approved by the instructor in writing papers, preparing laboratory reports, solving problems or carrying out other assignments.
- 2) Plagiarism. Plagiarism is the use, whether by paraphrase or direct quotation, of published or otherwise recorded materials or the unpublished work of another person without full and clear acknowledgment.
 - a) Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations are grounds for sanctions against members of the academic community. This includes, but is not limited to, purchasing or acquisition of term papers, speeches, and printed materials from term paper mills.
 - b) It also includes appropriating portions of another's work to use without attribution.
- 3) Cheating on quizzes, tests, any kind of assessment or examinations by:
 - a) Referring during the examination to books, papers, notes, or electronic devices not specifically authorized by the instructor.
 - b) Receiving during the examination information from another person or communicating information to another person or attempting to receive or communicate information.
 - c) Using a substitute to take a quiz, test, or examination or acting as such a substitute.
 - d) Buying, selling, or stealing a copy of an examination in advance of its administration or referring to such an examination after it has been obtained by another.

- e) Obtaining through any means the tests of a professor that he or she normally does not let circulate.
 - f) Participating in or attempting to practice any other form of deceit on a quiz, test, paper, speech, or assignment of any kind.
- 4) Permitting another student to use one's work as his or her own.
- 5) Mutilating, stealing, hiding, or illegally removing or keeping Franklin College library materials or materials made available for student use by a faculty member or a college department.
- 6) Unauthorized reproduction of copyrighted materials.

b. **Grade Changes**

A grade change may be initiated only by the Faculty member who conducted the original evaluation of the student. A grade change is any alteration of a final grade, once the official and clerically accurate recording of such grade has been accomplished in the Academic Records Office.

c. **Grade Challenges**

A grade challenge may be initiated by any student who believes that he or she has been evaluated inaccurately or unfairly in the determination of the final grade in a course. In alleging inaccurate and/or unfair evaluation, however, the student must bear in mind that the Faculty member has a right and responsibility to render a fair and critical judgment regarding the scholarly quality of the academic work performed.

2. DUE PROCESS PROCEDURES

In all matters relating to academic dishonesty (including plagiarism), grade changes and challenges, the initial level of communication toward resolution of the problem lies in a personal conference between the student and the appropriate member of the Faculty.

a. **Academic Dishonesty and Plagiarism**

- 1) Upon detecting an instance of academic dishonesty, the Faculty member will promptly discuss the matter with the student involved. The Faculty member must report the offense to the VPAA with a copy to the student or students involved. Upon determination of responsibility by the Faculty member, a full report of the incident will be submitted to the VPAA with sanctions requested. The VPAA will investigate the charge thoroughly.
- 2) If the VPAA concurs with the Faculty member's determination, written notification will be sent to the student, with a copy to the Faculty member, the Registrar, and the Dean of Students. The letter will include the sanction(s) imposed as a result of the violation based on the following guidelines:
 - a) For the first offense, a student who is responsible for committing academic dishonesty as a minimum will receive a penalty of "F" grade or zero for the piece of

work, examination, paper, lab work, etc., involved. Additional sanctions may be imposed. The maximum penalty will be for the course final grade to be lowered by not more than one letter grade, whether or not the "F" grade or zero on the assignment has already done so.

- b) Determination of a second offense of this type at any time during the student's academic career at Franklin College will usually result in the student being dismissed from the college.
- 3) If the VPAA does not concur with the Faculty member's determination, written notification will be sent to both the student and the Faculty member indicating that decision.

b. Appeals

- 1) Either the student or the Faculty member may appeal the decision of the VPAA within five (5) calendar days of the receipt of notification. The appeal will be reviewed by the Academic Appeals Committee which is comprised of the Faculty members of the Student Life Committee and a designee of the Steering Committee. Appeals to this committee are submitted in writing to the Dean of Students.
- 2) In cases which involve a sanction of academic dismissal, the student may appeal his or her case to the President of the College within five (5) calendar days of the receipt of the decision of the Academic Appeals Committee. The President's decision is final.
- 3) All appeals and appellate decisions must be communicated in writing.

c. Grade Changes

- 1) Following consultation(s) between the Faculty member who conducted the original evaluation and student involved, the Faculty member shall submit a written report of the incident with accompanying recommendations to the VPAA, the members of the Faculty Steering Committee, and the Department Chair. Each of these recipients of the recommendation shall have one vote. A simple majority shall be required to effect a change of grade.
- 2) The VPAA will consult with both parties in an effort to resolve the problem.
- 3) Should the resolution be unsatisfactory to the student, he/she may submit a written appeal to the Faculty Steering Committee within five (5) calendar days of the decision of the VPAA.
- 4) After meeting with the Faculty member, the student, and the VPAA, the adjudicatory body will rule on the case. The student has a right to be accompanied in these hearings by an advisor of his/her own choosing from within the Faculty, staff, or student body of Franklin College.
- 5) The decision of the Faculty Steering Committee may be appealed by either party to the President of the College within five (5) calendar days of the notification of the decision.

APPENDIX L: SUMMER SESSION COMPENSATION FOR FULL-TIME FACULTY

Three-Tier Pay Rate

0 – 5 students	100% of tuition
6 – 11 students	6 x tuition rate per assigned teaching credit hour
12 – 17 students	8 x tuition rate per assigned teaching credit hour
18+ students	10 x tuition rate per assigned teaching credit hour

Enrollment Guidelines

Classes with an enrollment of fewer than 6 require the approval of the VPAA.

Lower enrollment caps than are allowed during the regular academic year must be approved by the VPAA.

Internship Supervision

Faculty members supervising summer internships will be paid the tuition rate for one credit hour per student supervised, regardless of the number of credit hours the student has registered for.

Note: This pay scale may be revised periodically, depending on the rate of tuition.

APPENDIX M: CURRICULAR CHANGE PROCESS

Curricular change proposals initiated by a department are considered at three different levels:

- A. Approval by VPAA in consultation with the Registrar
- B. Approval by appropriate Faculty committees and by the VPAA in consultation with the Registrar
- C. Review by appropriate Faculty committees and by the VPAA in consultation with the Registrar; and approval by the Faculty as a whole

The following guidelines should be followed when deciding which process to follow:

A. Approval by VPAA in consultation with the Registrar

1. **Technical changes:** Changes in course titles, course numbers, time of year offered, grading type, and course descriptions (as long as such changes do not alter significantly the nature of the course)
2. **Minor changes:** Changes in course prerequisites that do not increase the number of hours required for the major or minor and do not require the addition of new course sections
3. **Changes that affect only the proposing department:** Changes in configuration of existing courses required for the major or minor that do not change the total number of hours required for the major or minor, require the addition of new course sections, necessitate additional staffing, or have an impact on the requirements of another department

B. Approval by appropriate Faculty committees and by the VPAA in consultation with the Registrar

1. Addition or deletion of a course from the curriculum
2. Any change in the number of hours required for the major or minor
3. Any change to a department's curricular offerings that affects the teacher education program or requirements in another department
4. Any change outside the liberal arts curriculum that affects the liberal arts curriculum

C. Review by appropriate Faculty committees and by the VPAA in consultation with the Registrar; and approval by the Faculty as a whole

1. The addition or deletion of a major, minor, track, program, or certification
2. Change in degree requirements, including change to the liberal arts requirements or courses with an LA prefix
3. Any change that increases or diminishes staffing of the department

4. Any change for which questions are raised regarding the criteria for the curricular change proposal

APPENDIX N: ELECTING MEMBERS TO STEERING AND PROMOTION & TENURE COMMITTEES

1. The election will proceed by a series of ballots until an eligible candidate receives a majority of all votes cast.
2. Only Faculty members who are subject to review through the Promotion and Tenure process are eligible to vote for members of the Promotion and Tenure Committee.
3. All Faculty members who are eligible, according to the rules, to serve in the office for which the election is called are eligible candidates on the first ballot. If a Faculty member believes they have a legitimate reason to be removed from the ballot, they must submit their reasoning, in writing, to the Steering Committee at least fourteen (14) days prior to the start of the election. The Steering Committee will share its decision with the Faculty member at least two (2) working days prior to the election.
4. All eligible candidates who receive at least two (2) votes on the first ballot are eligible for the second ballot if it is required.
5. If the election utilizes paper ballots, any teller who moves to the second round balloting will inform the Steering chair, who will replace the teller(s) with an eligible candidate(s) not moving on to the second round.
6. In subsequent balloting, the minimum of those candidates receiving the highest number of votes, which combined equal at least a majority of the total votes cast, shall be eligible candidates for the next ballot if it is required, except that all candidates with the same number of votes, and whose vote totals are required to make the combined number of votes at least a majority of the total votes cast, shall be eligible candidates for the next ballot.
7. Votes cast for ineligible names shall be totaled and reported as the "total of ineligible votes." This number shall be included in the total of all votes cast, but shall not be credited to any candidate.
8. At the end of each round of paper balloting, any ballots and corresponding tally sheets for each round will be collected and bundled, with each bundle labelled according to its particular round, and then placed in an envelope and returned to the Steering Committee chair. The envelope's seal will be signed by the Steering chair. In the event electronic voting is used, a record of the votes will be saved by the Steering chair. The Steering chair will keep any ballots, tally sheets, or electronic records until a candidate has been elected, at which time the Steering chair will shred the paper ballots and tally sheets and delete any electronic records.
9. The voting procedure shall be recessed for at least five (5) days if, at the end of any ballot, no candidate has been elected and three (3) or fewer candidates remain.
10. The election to the Promotion and Tenure Committee shall occur first. The election to the Steering Committee shall be held at the first Faculty meeting after the completion of the election to the Promotion and Tenure Committee.

11. A voting faculty member (or members) wishing to challenge the election must, at least seven business days prior to the final vote at the last faculty meeting, submit a written and signed request to the Steering Committee detailing the grounds for the challenge. Upon receiving the signed challenge, the Steering Committee will review the ballots with two Promotion and Tenure Senior Faculty Review Subcommittee members acting as independent observers. A report of the challenge and recount findings will be provided to the concerned faculty member and to the faculty at large prior to the final election. The Steering Committee will announce whether calling a new election is justified.

When a member of the Promotion and Tenure Committee or the Steering Committee takes an approved one-(1) year leave from the College, he/she will, upon returning, continue to fill the three-(3) year term to which he/she was elected without losing a year because of the leave.

Furthermore, when a person returning would be scheduled under our current system to be chair of his/her committee, the committee will make an adjustment in the schedule of persons chairing the committee in order to try to always have a chairperson who has had experience on the committee in the year immediately past.

Finally, when a person on these committees takes or anticipates a leave longer than one (1) year, or when a person elected for less than a three-(3) year term takes a leave, he/she will resign.

APPENDIX O: COMMITTEES OF THE COLLEGE AND THE FACULTY

PART I. COMMITTEES OF THE COLLEGE

The following four committees include members appointed from the Faculty and from other college constituencies. The Faculty members are appointed by the President upon recommendation of the VPAA and the Steering Committee and approved by the Faculty no later than the first Faculty meeting of the academic year. Ideally, there will be continuity of at least one Faculty member on each committee from year to year. The student members are appointed by Student Congress.

ADMISSIONS COMMITTEE

This committee consists of up to two appointed Faculty, the Director of Admissions (or designee), and the Vice President for Enrollment and Marketing. The chair is elected by the committee from among the Faculty members on the committee.

The Admissions Committee advises the Vice President for Enrollment and Marketing and the President regarding all aspects of admissions policies and procedures. Student recruitment, admissions publications, college marketing and advertising, admissions standards, etc., all fall under its purview.

TECHNOLOGY PLANNING TEAM

The Technology Planning Team focuses primarily on strategic planning for academic and administrative technology initiatives. It solicits participation from other members of the FC community as relevant to particular projects. It oversees and awards academic technology grants to new technology initiatives supporting classroom instruction. And it files an end-of-the-year committee report to the President, including advice on the committee agenda for the coming year.

STUDENT LIFE COMMITTEE

The responsibility of the Student Life Committee is to promote a healthy, safe, and academically responsible environment in which students can pursue their curricular, co-curricular, and extracurricular activities. It provides for a three-way dialogue between Faculty, staff, and students about issues of concern in student life. The committee advises the Dean of Students regarding student life issues, policies, and the assessment of co-curricular and extracurricular programs. The members of the committee also are expected to serve on the community board as outlined in *The Key*. The committee is composed of two (2) appointed Faculty members, two (2) staff members chosen by the staff, three (3) students, and the Dean of Students. All are voting members. Faculty members of the Student Life Committee also serve on the Academic Appeals Committee, which hears grade challenges, academic dishonesty cases, and appeals of decisions made by the registrar/department chairs regarding exceptions to stated catalog rules. In the case of an appeal, two (2) Faculty members from the Student Life Committee and a member of the Steering Committee (or their designee) serve as the appeals committee.

CONVOCATIONS COMMITTEE

The Convocations Committee plans and implements programs to make Franklin an academically vital campus through cultural and academic presentations. Suggestions for potential convocation speakers should be submitted to a committee member for consideration. The committee consists of eight (8) to ten (10) members: the campus minister, a student, up to three (3) appointed faculty

members (depending upon availability), Special Events Assistant, Public Relations Director, Campus Photographer, an Institutional Advancement representative, and the Coordinator of Multicultural Services. All are voting members. The chair is appointed by the President

PART II. COMMITTEES OF THE FACULTY

The following is a description of current practices concerning duties and constitution of Faculty committees:

The committees of the Faculty are as follows. In addition to the regular duties indicated here, additional matters may be referred to them from time to time. Two (2) of the committees (Steering and Promotion and Tenure) are elected by the Faculty; the others are appointed by the President upon recommendation of the VPAA and the Steering Committee and approved by the Faculty no later than the first meeting of the academic year. The committees must meet as frequently as is necessary to discharge their obligations. Faculty members will typically serve on a single committee; however, a Faculty member may, with his/her permission, hold more than one (1) committee appointment. Ideally, there will be continuity of at least one Faculty member on each committee from year to year. The student members are appointed by Student Congress.

STEERING COMMITTEE - see [Section V.B.2.](#) of the Faculty Handbook

PROMOTION AND TENURE COMMITTEE - see [Section V.B.2.](#) of the Faculty Handbook

FACULTY CURRICULUM COMMITTEE - see [Section V.B.2.](#) of the Faculty Handbook

TEACHER EDUCATION BOARD

This committee consists of up to five Faculty members: the chairperson of the department of education and up to four (4) others appointed from departments involved in teacher education. The chair is appointed by the President upon recommendation of the VPAA and the Steering Committee and is approved by the Faculty no later than the first Faculty meeting of the academic year.

The Teacher Education Board reports to the Faculty Curriculum Committee and is responsible for the coordination of the work of all departments involved in teacher education. The Teacher Education Board also advises the VPAA and FCC on matters related to accreditation of the college's education programs. The committee serves as a hearing board for appeals relating to: (1) admission to the teacher education program and (2) certification decisions. In addition, the committee members serve as liaisons between content departments and the Unit (Education Department) to coordinate efforts with the various content departments, and review and analyze program recommendations indicated by data on an annual basis.

The members of the Teacher Education Board may convene meetings consisting of one representative from each department involved in the teacher education program. This group, traditionally referred to as the Faculty Advisory Committee (FAC), provides a broader base of communication about selected accreditation issues.

In certain circumstances, the Steering Committee, in consultation with the VPAA, may establish an ad-hoc committee or assign individual Faculty to deal with particular problems or projects.

APPENDIX P: FACULTY HANDBOOK AMENDMENT PROCEDURES

TIMING

All changes to Sections I., II., and III. for the following year's Faculty Handbook shall be proposed by the November Faculty meeting to allow time for two readings by the Faculty and two readings by the Board of Trustees before the end of the academic year.

All changes to Section V. for the following year's Faculty Handbook shall be proposed by the April Faculty meeting to allow time for two readings by the Faculty before the end of the academic year.

FORMATTING

To propose an amendment to the Faculty Handbook, proposers shall use a resolution format in a typed document, as follows:

- A. A title shall appear at the top of the page (e.g., "Resolution Amending Appendix O of the Faculty Handbook").
- B. A statement or series of statements shall describe why the amendments are necessary (e.g., "Recognizing the utility in reorganizing Faculty committees to better manage workloads" or "Seeking to balance uneven Faculty responsibilities across the variety of Faculty committees").
- C. A sentence shall continue the statement above to introduce the resolution (e.g., "the Faculty of Franklin College hereby amend Appendix O of the Faculty Handbook as follows:")
- D. The original Handbook language shall be transcribed accurately, and all proposed additions and/or deletions shall be clearly noted electronically.

PROCEDURE

Before they go before the Faculty, all proposals for changes to the Faculty Handbook shall first go to Faculty Handbook Committee, which will offer feedback regarding formatting consistency, language usage, and placement of proposed information within the Handbook. Once the proposal has been vetted, the Handbook Committee shall send it to the VPAA, who shall send it to the College's legal counsel for further vetting. When the proposal is in its final form, it will go to the VPAA and the Faculty Steering Committee for inclusion on a Faculty business meeting agenda.