

Waldorf University –Undergraduate Faculty Handbook

2024-25 Academic Year

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1 History, Mission, Purposes and Goals

1.1 History

Shortly after the turn of the 20th century, two luxuriously-appointed new hotels in Forest City were involved in a "hotel war." After only four months, one of them, the Waldorf Hotel, went bankrupt. The building stood vacant until it was bought by local Lutheran pastor, C.S. Salvesson and opened in the fall of 1903 as a coeducational institution to educate lay people in "both the mind and spirit." The building constructed as a hotel survives today as the main administration building of Waldorf University.

Although named Waldorf College, the school operated as an academy until 1920, when a junior college department was added. Waldorf existed as a six year institution from 1920 to 1936. In 1936, the high school department (academy) was discontinued, but in 1945 Waldorf became a four year institution when the last two years of high school were added to meet the needs of young persons whose education had been interrupted by war. The college was accredited by the Higher Learning Commission of the North Central Association of Schools and Colleges in 1948. In 1956 Waldorf discontinued the high school program and focused exclusively on serving the region as a two year college.

Although it resisted becoming a four year college in the 1960s, Waldorf has continued its pattern of adaptation in recent years. In the late 1980s, the University developed an evening program and a relationship with Wartburg College, enabling non-traditional students to earn Associate of Arts and Bachelor of Arts degrees. In the 1990s Waldorf began a process of developing a number of innovative programs whereby students could earn BA degrees in three years. In 2001, Waldorf became accredited as a four-year baccalaureate college.

In 2010, Waldorf began the next step in its journey with its sale to Mayes Education and the addition of online programs offered to students across the country. That expansion to online degrees also provided the infrastructure necessary to receive authorization from the Higher Learning Commission to offer the institution's first graduate degree, an Master of Arts in Organizational Leadership. Also in 2010, the Waldorf Lutheran College Foundation was formed to accept gifts and endowments on behalf of Waldorf College, as Mayes Education was a for-profit entity.

In 2016, Waldorf College became Waldorf University, a change of name and status made possible by the growth in online programs and the transition to an institution offering a wider range of degrees, from the Associate of Arts, the Bachelor of Arts, the Bachelor of Applied Science, the Bachelor of Science and the Master of Arts.

In June of 2022, the Waldorf Lutheran College Foundation created the entity, Waldorf Acquisition LLC to facilitate the purchase of Waldorf University from Mayes Education. In December of 2022, Waldorf Acquisition LLC purchased Waldorf University from Mayes Education for the purpose of transitioning Waldorf University back into a non-profit institution while maintaining its residential and online programs. The Waldorf Lutheran College Foundation maintains its own governing board but shares assets with Waldorf University/Waldorf Acquisition LLC.

1.2 Mission

Waldorf University aspires to be distinctive, affordable, values driven, innovative and digital. Our mission is to educate the entire person, equipping students for lives of fulfillment in the communities where they live and serve.

As a University Born of a Strong Academic Heritage Waldorf has roots in the Lutheran tradition of excellence in education since the University was founded in 1903. This tradition values service to the community, academic excellence, freedom of inquiry, a liberating education, and learning through the open exchange of ideas.

As a University with Core Values Waldorf instills values of service, community, critical inquiry, and lifelong learning in each student through a liberal arts education and professional studies. These values and education prepare our graduates to understand and contribute to life in our complex and ever-changing world.

As an Online University Waldorf offers a broad range of quality online academic programs both at the undergraduate and graduate level that are delivered in an innovative, affordable, and flexible format. This allows students the opportunity to be successful regardless of location, family life, or professional obligations.

As a Residential University Waldorf offers an active student life program, as well as extensive co-curricular, cultural and leadership opportunities. This coupled with our quality academic programs give students a well-rounded educational experience where lasting friendships, personal development, and a growing awareness of community service occur.

As a University that Values Faith Waldorf uses academic coursework and co-curricular activities to explore the meaning and depth that religion and spirituality can add to life. Students are encouraged to develop a deep respect for the role religious devotion can play in giving direction, purpose, and a moral foundation to life.

As a University Engaged with the World Waldorf broadens our community by enrolling students from throughout the United States and internationally. Inclusivity and diversity are an integral part of the Waldorf experience.

1.3 Purposes and Goals

1.3.1 Institutional Learning Outcomes

As an institution, Waldorf University strives to educate the whole person, and in order to accomplish this, the following learning outcomes have been established:

ILO 1. Vocation and Service: Waldorf University students will practice purposeful and positive engagement in their local and global communities through the cultivation of their vocations.

ILO 2. Critical Thinking: Waldorf University students will apply qualitative and quantitative methods of analysis necessary for informed argumentation, decision-making, and problem-solving.

ILO 3. Diversity, Equity, Inclusion: Waldorf University students will synthesize diverse perspectives and values to support a foundation for a culturally responsible life.

ILO 4. Effective Communication: Waldorf University students will communicate effectively across multiple mediums and contexts.

ILO 5. Human Experience: Waldorf University students will explore fundamental questions of the human condition.

Appropriate multiple measures of progress/accomplishment for each outcome are identified, collected and analyzed via the University's assessment process.

1.3.2 Accountability and Progress

In order to accomplish its outcome goals, the University has a strategic planning system including faculty participation that is designed to provide information about institutional context and relate it to specific objectives that will be pursued in the future.

[Note: For more information about the strategic planning system consult section 2.6 of this handbook.]

2 Organization, Governance and Planning

2.1 Organization Chart

The governance and administrative functions and lines of authority are summarized in an organizational chart, provided as a separate attachment to the Faculty Handbook.

2.2 Waldorf Acquisition LLC

Waldorf Acquisition LLC dba Waldorf University was purchased by the Waldorf Lutheran College Foundation December 1, 2022. The foundation is a private non-profit organization which has existed since April 28, 2006.

2.3 Board of Trustees

2.3.1 Composition and Role of the Board

The Board of Trustees consists of between 9 and 15 voting members. The University president, President's Council members and the Faculty Chair serve as non-voting representatives and advisors to the Board.

The Board of Trustees is the final decision maker in establishing and interpreting the policies of the University. The Board also selects the president and evaluates the president's performance.

2.3.2 Organization of the Board of Trustees Committees

The Board of Trustees has established the following committees:

- Academic Quality Committee
- Finance Committee
- Executive Committee

Each committee has a chair and may have one or more University staff persons of corresponding responsibilities who serve an advisory role. The Chair of the Board of Trustees is an ex officio member of all committees and the University president is an advisor to all committees.

2.4 University Administration

The University administrators described below have responsibilities related to academic programs and/or faculty hiring.

2.4.1 President of the University

The president serves as the institution's chief executive officer and is elected by the University's Board of Trustees. The president reports directly to the Board, and has ultimate responsibility for the operation of all aspects of the University in accordance with policies adopted by the Board.

Working cooperatively with the administrative officers, faculty, students and various committees, the president is charged with leading the institution and developing, implementing and evaluating the necessary data, long-range plans and strategic recommendations necessary for the Board of Trustees to effectively govern the institution.

As the principal spokesperson for the University, a significant amount of the president's time is devoted to marketing-related matters: the external constituencies of the University, support for the admission program, and the development of enrollment generating programs that assure the fiscal health of the institution and achievement of its goals.

2.4.2 Vice President for Academic Affairs and Dean of the University

The Vice President for Academic Affairs (VPAA) serves as the University's chief academic officer (CAO) with responsibility for academic quality in residential and online teaching and learning and also has specific institution-wide responsibilities outside Academic Affairs. The VPAA's institution-wide responsibilities include overall coordination of accreditation, program evaluation and assessment, and institution-wide programs for student retention, staff development and strategic planning.

As CAO, the VPAA is directly responsible for the following areas:

- Registrar's office and registration processes
- Curriculum development and evaluation for residential and online programs
- Recruitment, hiring, orientation, and separation of faculty
- Faculty evaluation, promotion, and tenure
- Faculty professional development
- Faculty teaching and advising loads
- Oversee the registration and advising of students
- Library resources
- English as a Foreign Language (EFL) programs
- Student academic discipline
- Co-curricular activities that receive academic credit

The VPAA serves as the senior executive when the president is absent from the campus and also works closely with the VP for Business Affairs on budget activities.

2.4.2.1 Associate and Assistant Deans for Academic Affairs

In order to carry out the responsibilities related to academic quality and administration, the VPAA may designate a faculty or staff member to the Associate or Assistant Dean.

2.4.2.1.1 *Associate Dean*

Associate Deans may be appointed with any of the following responsibilities (individually or in combination):

- Online Learning
- Residential Learning
- Graduate Programs
- Assessment
- Accreditation
- Activity and Affinity Support

Associate Deans within Academic Affairs who have 50 percent or more their load as administrative support will have category 5 faculty status and do not qualify for membership of Faculty Forum. Associate Deans who have 50 percent or more of their load as teaching and/or advising will retain their original category status and any rights and privileges that entails.

Associate Deans are appointed from the current faculty by the VPAA and serve for the period that the VPAA decides is appropriate, or until an Associate Dean decides to return to teaching.

At the discretion of the Rank & Tenure Committee, time served as Associate Dean may be counted towards promotion and tenure decisions (if applicable).

2.4.2.1.2 *Assistant Dean*

The faculty category for Assistant Deans within Academic Affairs who are faculty members will be designated using the same formula as for Associate Deans. Assistant Deans who are staff members will retain their same staff status and be eligible to attend general staff meetings.

When Assistant Deans are appointed from the current faculty, they may serve for the period that the VPAA decides is appropriate, or until an Assistant Dean decides to return to their original position. When Assistant Deans are appointed from a staff position, they may serve for the period that the VPAA decides is appropriate, or until an Assistant Dean decides to return to their former position, if said position is still available.

At the discretion of the Rank & Tenure Committee, time served by a faculty member as Assistant Dean may be counted towards promotion and tenure salary increases (if applicable).

2.4.3 Vice President for Finance and Business Affairs

The Vice President for Business Affairs oversee and carry out all of the following functions for the University:

- Financial accounting functions
- Budget preparation and monitoring
- Purchasing
- Insurance
- Investments

2.4.4 Other University Administrative Offices

- Vice President for Facilities & Ancillary Services
 - o Campus Dining
 - o Facilities

- o Events
- Online Operations
 - o Advising
 - o Registrar
 - o Student Services
- Human Resources
- Online Learning
 - o Curriculum development
 - o Faculty Coordinator
 - o Course Support
 - o Instructional Design

2.5 Institutional Committee Structure

There are two categories of institutional committees. The first category is the Faculty Standing Committees, which include elected faculty members and make decisions on faculty and academic issues. The second category is the Administrative Standing Committees, which may include faculty appointed or elected as members. There are also various advisory groups to which faculty members may be appointed on an as-needed basis. Faculty elected to committees take office at the beginning of the academic year. The Undergraduate Faculty Handbook can only be considered authoritative and binding on the first category of committee. Information about the other category and on advisory boards is provided for informational purposes.

2.5.1 Faculty Standing Committees

The Standing Committees are comprised of undergraduate faculty and staff members, and they deal with faculty and academic issues.

2.5.1.1 Faculty Senate

Refer to Section 3.1.4 for more information about the Faculty Senate.

Membership

1. VPAA or designated Associate Dean (co-chair, non-voting except in the case of a tie)
2. Faculty Chair (non-voting, with floor privileges)
3. Humanities Area - 2 senators –2-year terms (voting)
 - a. Division of Humane Letters
 - b. Division of Fine Arts
4. Professional Area – 2 senators – 2-year terms (voting)
 - a. Division of Business/Communication
 - b. Division of Education
5. Science Area – 2 senators – 2-year terms (voting)
 - a. Division of Natural Sciences
 - b. Division of Social Sciences
6. Civil Professional Services Area—2 senators—2-year terms (voting)
 - a. Civil Safe I Division
 - b. Civil Safe II Division
7. Online Faculty Representative—at large—2-year terms (voting)

8. Registrar (non-voting, with floor privileges)

Note on membership: A Senate Leader is elected from the voting members and serves as co-chair. Each division is represented by one senator. The at-large online representative will serve a three year term initially, to stagger the terms. Faculty Chair may not serve as an elected Senator.

2.5.1.2 Rank and Tenure Committee

- A. Membership
 1. VPAA or designated Associate Dean (co-chair, non-voting)
 2. Undergraduate Faculty Chair (voting)
 3. Past Faculty Chair (voting)
 4. Three full-time tenured faculty members with at least Associate Professor rank – 3-year staggered terms (voting) **Note:** *Once there are more than three faculty who teach primarily online at Associate Professor rank, at least one of the faculty member positions must be filled by a faculty member teaching primarily online.*
- B. Responsibilities
 1. Carries out the promotion and tenure process on the schedule outlined in the "Faculty Promotion and Awarding of Tenure" section of this handbook (3.4).
 2. Considers information concerning those faculty members who apply and are found to be eligible for promotion and/or tenure, and makes recommendations to the Vice President for Academic Affairs.
 3. Participates in the non-reappointment, suspension or dismissal process as outlined in 3.13.
 4. Participates in the Grievance procedures for faculty as outlined in Section 3.14, except when it is adjusted if the grievance is directed at the work or decisions of the committee or any of its members.
- C. Organization
 1. Members shall elect a faculty member as co-chair at the first meeting of each academic year.
 2. Three faculty members shall constitute a quorum.
 3. The committee shall meet as often as necessary.

2.5.1.3 Assessment Committee

- A. Membership
 1. Faculty Co-Chair (elected from divisional representatives, 1 year term, voting)
 2. Office of Institutional Effectiveness and Assessment
 - a. Director of Institutional Effectiveness & Assessment (Ex-Officio Co-Chair or designated assessment coordinator/specialist, non-voting except in the case of a tie)
 - i. Assessment Coordinator (non-voting)
 - ii. Taskstream AMS Coordinator (non-voting)
 - iii. Assessment Specialist (non-voting)
 3. Humanities Area - 2 faculty members –3 year staggered terms (voting)
 - a. Division of Humane Letters
 - b. Division of Fine Arts
 4. Professional Area – 2 faculty members – 3 year staggered terms (voting)

- a. Division of Business/Communication
 - b. Division of Education
5. Science Area – 2 faculty members – 3 year staggered terms (voting)
 - a. Division of Natural Sciences
 - b. Division of Social Sciences
 6. Civil Professional Services Area – 2 faculty members – 3 year staggered terms (voting)
 - a. Civil Safety I Division
 - b. Civil Safety II Division
 7. At-Large Graduate Representative – 1 year term (voting)
 8. General Education Committee liaison (2 year term, voting)
 9. Co-Curricular Assessment Process sub-committee chair(s) (elected from committee representatives, 2 year term, voting)
 10. Diversity, Equity, and Inclusion (DEI) Consultant (non-voting)
 11. Instructional Design Consultant (non-voting)
 12. Registrar (non-voting)
 13. VPAA (non-voting)
- B. Responsibilities
1. Receives, reviews, evaluates, and approves assessment plans and reports for all undergraduate and graduate academic programs
 2. Receives, reviews, evaluates, and approves assessment plans and reports for non-academic programs that contribute to institutional improvement.
 3. Works with faculty and staff to monitor and evaluate assessment planning.
 - Dissemination of annual Academic Program Review data (Dashboard update) to specific Administration (President, VPAA & VP online) and Divisional Representatives. Each Divisional Representatives will then provide annual dashboard to each Program Chair/Director for their annual Academic Program Review report.
 - Process, verify, evaluate, and approve each annual Program Assessment Report.
 - Inform and collaborate with HLC Assurance Argument Team member(s) for Academic Program Review and Program Assessment topics, issues/concerns, and documentation.
 4. Makes recommendations for revisions which will result in institutional improvement.
 - Academic recommendations from the Assessment Committee will go to the Faculty Senate and/or the Graduate Council.
 - Recommendations approved by the Faculty Senate and/or the Graduate Council are forwarded to the faculty for consideration and approval.
 5. Monitors and evaluates assessment plans over time.
 - The administrative responsibility for academic issues will be addressed by the Vice President for Academic Affairs.
- C. Organization
1. Members shall elect committee co-chairs and liaisons from the existing membership at the last meeting of each academic year.

2. If an academic division has not appointed a representative by the first meeting of the academic year, the Assessment Committee, in conjunction with the Office of Academic Affairs, will appoint a one-year replacement to fill the vacancy.
3. Confidentiality will be prioritized during all evaluation proceedings.
 - The Assessment committee will provide a ‘closed session’ option to programs during their comprehensive evaluation.
 - Each program’s materials regarding program review and assessment shall be treated with strict confidentiality by those authorized to evaluate it – the members of the Assessment committee, the Vice President of Academic Affairs, Vice President for Online Operations, President of Waldorf University, and selected Board of Trustees (if requested by the President).
 - Other entities may receive access to program review and assessment materials on a ‘need to know’ basis (e.g., HLC Assurance Argument Team members).
4. Other members of the campus community may be invited for discussion and information on specific topics.

2.5.1.3.1 Co-curricular Assessment Committee (sub-committee of Assessment Committee)

A. Membership

1. Chair (Faculty member, Assessment Committee Liaison, 2 year term, voting)
2. Director of Institutional Effectiveness & Assessment and/or designated individual (Ex- officio co-chair)
3. Student Services Representative – (voting)
4. Online Representative – (voting)
5. At-Large Representative (Online/Residential, voting)
6. Student Representative (junior/senior level, voting)

B. Responsibilities

The Co-curricular subcommittee assists in the coordination and oversight of a co-curricular assessment in support of University-level assessment. The subcommittee assists the Assessment Committee in maintaining the University Assessment Plan by monitoring and supporting assessment activities in co-curricular units in Academic Affairs, Student Affairs/Services and University Athletics. The subcommittee will:

- Develop, execute, and oversee a plan to implement assessment activities in all relevant or applicable co-curricular units.
- Facilitate and monitor assessment and reporting activities by co-curricular units.
- Support University-wide assessment strategies by supplementing academic assessment to gauge students’ total and wide-ranging learning experiences.
- Initially receive, review, evaluate, and approve co-curricular assessment plans and reports for all co-curricular programs. These plans and reports are then passed on to the Assessment Committee for final review.
- Work with co-curricular faculty and staff to monitor and evaluate assessment planning and reporting.
- Recommend new priorities and directions for the co-curricular program to academic and non-academic departments.
- Initiate proposals (or receives proposals and recommends them) for changes in

- the residential and online academic and non-academic co-curricular curriculums (i.e., revising outcomes, adding, or deleting courses). These are circulated through academic and related non-academic departments and divisions before submission to the Faculty Senate.
- Recommend new priorities, directions, and proposals for changes to co-curricular programs to department chairs and program directors.
- Monitor the assessment of Program Learning Outcomes (PLOs) and/or Activity Learning Outcomes (ALOs) within the co-curricular curriculum that contribute to the Institutional Learning Outcomes (ILOs).
- Promote and integrate issues of multi-cultural perspectives, diversity, equity, inclusion and belonging throughout the University in co-curricular efforts.

C. Organization

1. The Assessment committee will select a sub-committee chair. The chair should be a faculty member.
2. Members will serve 3-year staggered terms. The student representative will be selected each year. Existing membership will select new committee members at the last meeting of each academic year.
3. Confidentiality will be prioritized during all evaluation proceedings.

2.5.1.4 Core Curriculum Committee

A. Membership

1. VPAA (non-voting)
2. Faculty Co-Chair (elected from divisional representatives, 1 year term, voting)
3. Online Associate Dean, Co-chair (non-voting)
4. Humanities Area - 2 faculty members –3 year staggered terms (voting)
 - a. Division of Humane Letters
 - b. Division of Music and Fine Arts
5. Professional Area – 2 faculty members – 3 year staggered terms (voting)
 - a. Division of Business/Communication
 - b. Division of Education
6. Science Area – 2 faculty members – 3 year staggered terms (voting)
 - a. Division of Natural Sciences
 - b. Division of Social Sciences
7. Civil Professional Services Area—2 faculty members—3 year staggered terms (voting)
 - a. Civil Safety I Division
 - b. Civil Safety II Division
8. Registrar (non-voting)
9. Institutional Effectiveness Director (non-voting)
10. Assessment Committee representative (liaison)

B. Responsibilities

1. Recommends new priorities and directions for the general education curriculum to academic departments and to the Faculty Senate.

2. Initiates proposals (or receives proposals and recommends them) for changes in the general education curriculum (i.e. revising goals or outcomes, adding or deleting courses). These are circulated through academic departments and divisions before submission to the Faculty Senate.
3. Monitors the assessment of outcomes within the general education curriculum and within programs, and submits an annual report to the Assessment Committee.

2.5.1.5 Admission and Academic Progress Committees

There are two committees for admissions and academic progress decisions and the hearing of appeals, one for students in residential programs and the other for students in online only programs (including graduate students). The work of the Committees is overseen by the VPAA. Admissions policies are recommended by the faculty and administration and set by the Board of Trustees.

Responsibilities for both committees are the same:

1. Reviews applications of students who do not automatically meet Waldorf's admission policy minimums for GPA and TOEFL/ACT (or equivalent) test scores.
2. Hears appeals on dismissals or on judgements about academic dishonesty made by the VPAA.
3. Reviews admission policy and guidelines and makes recommendations to the VPAA and faculty regarding admission policy, which also must be submitted to the President and Board of Trustees.
4. Reviews and makes recommendations on academic progress of all present low-performing students. Normal progress standards can be found in the Academic Policies section of the Waldorf University Catalog.

2.5.2.1.1 Residential Students

Membership

1. Registrar or Designated Associate Registrar—Chair (voting)
2. AACE Director or designated instructor/staff of the Academic Support Program (voting)
3. Vice President for Residential Enrollment Management
4. VP for Student Life/Dean of Students (voting)
5. Faculty – 3 members – 3-year staggered terms (voting)

2.5.2.1.2 Online Students

Membership

1. Registrar or designated Associate Registrar—Chair (voting)
2. Director of Online Admissions (voting)
3. Program Directors (with teaching responsibilities) or full-time faculty – 3 members – 3-year staggered terms (voting)

2.5.2 Administrative Standing Committees

The Administrative Standing Committees are made up of administration, faculty, staff, and sometimes student members. The committees deal with institutional, academic and student issues.

2.5.2.1 President’s Council

A. Membership

1. President of the University—Chair
2. VP for Student Life/Dean of Students
3. VPAA
4. Vice President for Finance and Business Affairs
5. Undergraduate Faculty Chair
6. Staff Representative
7. Associate Vice President for Online Operations
8. Dean of Online Learning
9. Vice President for Enrollment Management
10. Vice President for Online Operations
11. Athletic Director
12. Vice President for Facilities & Ancillary Services
13. Vice President for Engagement & Advancement
14. Director of Institutional Effectiveness
15. Assistant to the President (recording secretary, non-voting)

B. Responsibilities:

1. Advise the President.
2. Implement budgets approved by the Board of Trustees.
3. Implement strategic plans approved by the Strategic Planning Task Force and the Board of Trustees.
4. Present proposed action items to the Strategic Planning Task Force and other institutional committees.
5. Insure that the major functional areas of the university are reinforcing and supplementing one another, and not operating at cross purposes.
6. Improve campus-wide communication between all levels.
7. Serve as a liaison for the Board of Trustees.

C. Organization

1. Normally meets weekly.
2. Assistant to the President serves as recording secretary to the council.
3. Other members of the campus community may be invited for discussion and information on specific topics.

2.5.2.2 Athletic Committee

The Athletic Director reports to the President and is a member of President’s council. This committee advises the AD on issues that involve athletics and academics. Bylaws and descriptions of the committee are the responsibility of Athletics.

A. Membership

1. Athletic Director – Chair (voting)
2. Associate Athletic Director/Assistant Athletic Director (voting)
3. Faculty – 3 members – 3-year staggered terms (voting)
4. Athletics Administrative Staff (recording secretary, non-voting)
5. Head Coaches and FAR by invitation (non-voting)

B. Responsibilities

1. Provides and promotes an athletics program which is in harmony with the philosophy and goals of Waldorf College, North Star Athletic Association, and the rules of the National Association of Intercollegiate Athletics (NAIA).
2. Provides recommendations related to Athletics Department to the President's Council for Approval.
3. Develops and recommends operational policies to the Athletic Director by regularly reviewing all policies and procedures of the Athletics Department.
4. Considers the financial implications of the athletic program by reviewing the final proposed athletic budget prior to President's council submission.
5. Be apprised and make recommendation on athletic scholarships, upon request.
6. Be apprised and make recommendations on facility improvements and usage.
7. Be apprised and make recommendation on scheduling procedures and class absence policy.

C. Organization

1. A quorum will be three voting members.
2. The committee will meet as needed.
3. Meeting date and time will be announced to coaching staff.

2.5.2.3 Campus Planning Committee

A. Membership

1. Vice President for Facilities & Ancillary Services, Chair
2. Vice President for Enrollment Management
3. Vice President for Business Affairs
4. Director of Facilities
5. Vice President for Academic Affairs
6. Athletic Director
7. VP for Student Life/Dean of Students
8. Assistant to the President (recording secretary)
9. Marketing representative

B. Responsibilities

1. To monitor and discuss campus infrastructure needs, including assessment of progress towards meeting campus infrastructure goals of planning.
2. To keep informed about current studies related to campus and university development being conducted by other committees, task forces, and best practices.
3. To seek to improve the short- and long-range utilization of campus facilities.
4. To undertake both short- and long-range planning of campus and facility needs.

C. Organization

The committee will meet at least once each residential semester and more often as needed.

2.5.2.4 Harassment Committee

Harassment processes and policies are outlined in the *Employee Handbook*.

2.5.2.5 Strategic Planning Committee

- A. Membership should include the following office holders and representatives
 1. President or Designee —chair
 2. VPAA
 3. Vice President for Finance and Business Affairs
 4. Vice President for Online Operations
 5. Vice President for Student Life/Dean of Students
 6. Vice President for Enrollment Management
 7. Vice President for Facilities & Ancillary Services
 8. Vice President for Engagement and Advancement
 9. Associate Vice President for Online Operations
 10. Athletic Director
 11. Dean for Online Programs
 12. Director of Institutional Effectiveness
 13. Undergraduate Faculty Chair
 14. Faculty member—at large—3-year staggered term
 15. Faculty member—at large—3-year staggered term
 16. Staff Representative—3-year term elected by the staff
 17. Board of Trustees representative
- B. Responsibilities
 1. Develop strategic and long-range plans for the university for review by the President, Board of Trustees and/or Faculty.
 2. Directs the development of institutional research necessary for planning.
 3. Annually considers threats and opportunities.
 4. Develops strategic initiatives for consideration which will advance the University in achievement of its mission.
- C. Organization
 1. The President of the University or Designee serves as Chair.
 2. Assistant to the President or Designee serves as secretary.
 3. A quorum consists of six members, at least two of whom are faculty.
 4. The committee meets upon the call of the President, or Designee.

2.5.2.6 Diversity, Equity, and Inclusion (D.E.I.)* Committee

To support Waldorf’s mission, the Diversity Equity and Inclusion Committee was created to generate intentional conversations and actions that foster the fulfillment of our Institutional Learning Outcome on Diversity, Equity and Inclusion. Membership is comprised of faculty, staff, and students committed to working with DEI and its mission.

A. Mission

The DEI committee is committed to engaging all voices of the community to promote equality. The purpose of the DEI committee is to identify and remove barriers affecting diversity equity and inclusion so that everyone is empowered,

integrated and celebrated regardless of race, gender identity, physical and mental abilities, religious beliefs and/or ethnicity.

B. Values

- Diversity - Engage in intentional conversations and actions that promote diversity.
- Equity - Develop practices that foster equity.
- Inclusion - Create opportunities to strengthen inclusion.
 - o Incorporate the above throughout the:
 - Waldorf Community
 - Classrooms/Courses
 - Broader Community

C. Objectives

Identified D.E.I. issues will be addressed with relevant programming to develop and promote strategies and best practices in order to achieve these goals:

- Increase retention of students, staff, and faculty
- Elevate social engagement among the entire campus community
- Reinforce staff and students' commitment to the institution
- Deepen our Warrior Community through knowing, valuing and respecting each other.

*Meaning of DEI – to give references so that everyone has the same “language”

Diversity represents our varied collective and individual identities and differences. We recognize that diversity is a central component of inclusive excellence in research, teaching, service, and outreach and engagement. We are committed to engaging, understanding, promoting and fostering a variety of perspectives. We affirm our similarities and value our differences. We uphold that to truly be excellent, a university must support diversity.

Equity goes beyond fair treatment, opportunity and access to information and resources for all, although these are crucial to the success of the university. Rather, equity can only be achieved in an environment built on respect and dignity that acknowledges historic and contemporary injustices. We are committed to intentionally and actively redressing barriers, challenging discrimination and bias, and institutionalizing access and resources that address historical and contemporary social inequalities.

Inclusion actively invites all to contribute and participate. In the face of exclusive differential power, we strive to create balance. Every person's voice is valuable, and no one person is expected to represent an entire community. We are committed to an open environment and campus where student, alumni staff, faculty and community voices are equally respected and contribute to the overall institutional mission.

2.5.3 Advisory Groups

The following groups have faculty, staff and members of the community appointed to them by the President of the University or the VPAA and meet on an as-needed basis. Individuals in charge of each group may request additional faculty member representation. The Faculty Senate will approve these requests to ensure that faculty resources are not overcommitted.

2.5.3.1 Institutional Research Board

- A. Membership
 - 1. Vice President for Academic Affairs, Chair
 - 2. Faculty member
 - 3. Faculty member
 - 4. Member at-large—faculty or administrator
- B. Responsibilities
 - 1. Review research proposals and instruments developed by members of the Waldorf community to control for quality and appropriateness of the research.
 - 2. Ensure that the federal government’s requirement to protect human subjects is satisfied. (See 3.9.10)
- C. Organization
 - 1. The faculty members shall be appointed by the VPAA.
 - 2. The member at-large shall be appointed by the VPAA.
 - 3. The board meets as needed.
 - 4. The board shall seek additional expertise where necessary to evaluate a particular project.
- D. Procedures
 - 1. All faculty, students, staff, and administrators should submit their research of human subjects to the Institutional Research Board for review.
 - 2. Faculty members who have students in their classes or are supervising independent study projects involving research with human subjects are responsible for seeing that these student projects are approved by this board.
 - 3. All research proposals seeking external funding must be approved by this board prior to formal submission.

2.5.3.2 Institutional Animal Care and Use Committee

- A. Membership (appointed by the President)
 - 1. Faculty member, Chair
 - 2. Faculty member
 - 3. Vice President for Academic Affairs
 - 4. Member-at-large (must be non-faculty and non-scientist)
 - 5. Outside member (veterinarian)
- B. Responsibilities
 - 1. Review proposed protocols for research involving vertebrate animals.
 - 2. Ensure that the federal government’s and other granting agencies’ requirements to protect animal subjects are satisfied.
- C. Organization
 - 1. All members shall be appointed by the President of Waldorf University.
 - 2. The committee meets as needed.
 - 3. The committee shall seek additional expertise, when necessary to evaluate projects.

D. Procedures

1. All principal investigators seeking funding for research involving vertebrate animals should submit a formal application for approval to the Institutional Animal Care and Use Committee for review (IACUC application form can be found at <need URL>).
2. All research proposals seeking external funding must be approved by this committee prior to formal submission.
3. No work with vertebrate animal subjects may take place (regardless of funding) prior to receipt of IACUC approval.

2.5.3.3 VPAA Dean’s Council

A. Membership

1. Vice President for Academic Affairs, Chair
2. Director of Institutional Effectiveness
3. Director of Graduate Studies
4. Director of Online Learning
5. Director of Online Student Services
6. Director of Online Operations
7. Registrar (Residential)
8. Associate Registrar (Online)
9. Undergraduate Residential Faculty member (2-4)
10. Undergraduate Online Faculty member (2-4)
11. Graduate Faculty member (2-4)
12. Academic Affairs Administrative Assistant, recording secretary

B. Responsibilities

1. Serves to advise the Vice President for Academic Affairs, Dean of the University.
2. Considers and makes recommendations to the VPAA on academic operations-type matters, academic and student affairs policies for online programs, provide advice and counsel to the VPAA on other matters as requested, reducing the need for special task forces.
3. Issues under review will be considered and resolved, and/or forwarded for the consideration of other Waldorf University governing bodies or individual members of the academic community.

C. Organization

1. The Dean’s Council members are appointed staff and faculty.
2. Issues receiving attention may focus on matters undergraduate, graduate, online and/or residential.
3. The Council meets as often as needed.
4. Administrative Assistant for Academic Affairs records minutes.
5. Beyond a core group, the specific faculty and staff requested at a given meeting may vary depending on the specific area(s) of expertise needing attention.

2.5.3.4 Additional Advisory Boards, Committees and Task Forces

There are a number of additional boards, committees and task forces that are formed and disbanded, with responsibilities for advising different groups or departments on campus. Some are mandated by outside accreditors or licensing agencies, while others are internal to Waldorf

University. A full list of any currently meeting for those purposes will be maintained on the university website. Information about any with faculty membership will also be posted to the Academic Affairs page on the website.

2.6 Strategic Planning System

There are three primary institutional-wide planning and assessment committees, President's Council, Campus Planning and Strategic Planning. Other committees initiate, discuss, and develop strategic initiatives and plans also, but their focus is limited to functional areas within the University. Furthermore, when it is perceived that their proposals and plans will involve expenditure of funds or affect other areas of the University, those proposals and plans must be reviewed and discussed by the President's Council. President's Council, the Strategic Planning Committee and the Campus Planning Committee routinely solicit and encourage ideas and concerns from individuals and groups throughout the faculty and staff, including other committees.

When developing strategic initiatives, committees review previous years in depth (including the planning process, strategic initiatives and results); examine institutional data and discuss possible implications of past planning assumptions; review and modify those plans as appropriate; and formulates new strategic plans.

President's Council meets weekly and devotes much of its attention to non-strategic matters and to implementation. Campus Planning meets at least once a semester and is responsible for monitoring and assessing campus-specific components. The Strategic Planning Task Force meets as needed. All groups are advisory to the President.

Each administrative area is charged with collecting planning data for these committees on an on-going basis. In addition, as certain needs for data arise, special studies and/or task forces are sometimes assigned for a particular administrative unit.

2.7 Faculty Handbook Amendment Policy

The Faculty Handbook may be amended to reflect responses to changing circumstances. Sections 1.0 through 2.4 may only be amended by the Board of Trustees. Changes in Sections 2.5 through 3.14 may be initiated by any member of the faculty, the President, or Board of Trustees.

Any amendment proposed by a faculty member shall be presented to the Faculty Senate who may recommend approval of the proposed change, modify the proposed change, or reject the proposed change.

Changes to the Faculty Handbook require Senate, Full Faculty, and Board of Trustee approval. However, changes to section 3.1 Faculty Governance System may be changed and approved by the Faculty Senate and Full Faculty without Board of Trustees' approval unless considered and rejected by the Board of Trustees.

Those changes for which the Faculty Senate recommends approval shall be presented to the faculty for vote. Notice of the proposed amendment shall be sent to all faculty at least two weeks before the Faculty Meeting at which the vote is scheduled. The amendment must receive a vote of two-thirds of those persons authorized to vote at a Faculty Meeting at which there is a quorum.

An Amendment approved at the Faculty Meeting will be presented to the Board of Trustees who may approve, modify or reject the proposed amendment. If the Board elects to modify the Amendment, the amendment shall be returned to the faculty for reconsideration. Amendments which successfully pass through the entire governance process become effective following approval

by the Board of Trustees at their quarterly meetings. The Academic Affairs Office shall notify the Faculty within five days after the Board of Trustees' meeting of Amendments that are passed. Each August at the faculty retreat, the Academic Affairs Office shall announce amendments passed by the Board of Trustees during the previous academic year.

2.8 Distribution and Maintenance of the Faculty Handbook

The Faculty Handbook is an important part of the legal and professional relationship between the University and the faculty. In an effort to assure proper maintenance of the handbook and ensure transparency and communication, the following process for correcting, updating and distributing the text will be followed.

Addendum/ Errata: In the event of changes to the handbook during an academic year to correct errors or due to Senate, Faculty and Board of Trustees actions, the following will take place:

- Digital copy will be posted to the Faculty Resources area in the course management system, distributed to faculty by email or other appropriate means.
- The Library will be provided digital and paper copies including the changes.

Annual Update:

After the final Board of Trustees meeting each academic year, the Academic Affairs Office will work with the Assistant to the President to verify whether all the approved changes to the Faculty Handbook have been included in the latest revision. Before the document is finalized, the VPAA, Undergraduate Faculty Chair and Senate Leader will review the changes.

Distribution:

- A PDF file or portfolio will be prepared of the current enforceable handbook. In order to maintain version control and verify that the PDF file has not been modified after it is published, an MD5 sum will be generated and posted to the institutional website along with the PDF version of the handbook.
- The PDF file and the MD5 sum file will be made available by any reasonable electronic means, such as the university's course management system and the institutional website; at least one of these methods of publishing will include the MD5 sum file.
- Digital and paper copies will be provided to the library for archiving and reference.
- Notice of changes will be provided to faculty on the university's course management system following each quarterly Board of Trustees meeting and at the annual faculty workshop each August.

3 Undergraduate Faculty Policies, Procedures and Guidelines

3.1 Waldorf University Undergraduate Faculty Governance

The faculty governance system for the university is designed to promote shared governance, mutual respect and accountability. It is based on a strong commitment to this shared governance and is intended to efficiently and effectively allow the faculty of Waldorf University to fulfill the mission of the university. While policies and procedures are essential for the academic community, it is equally important to understand the spirit in which they are carried out. Waldorf University is more than a place of employment. It is a place of vocation, where each member of the community lives out their call to serve.

3.1.1 Categories of Undergraduate Faculty

There are five categories of undergraduate faculty members at Waldorf University. For definitions and descriptions of what constitutes load and how it is calculated, see section 3.8.1.

Category 1: Full-time tenured or tenure-eligible faculty members. Full-time for the academic year is defined for faculty as an annual load of at least 24 credits of teaching or the equivalent in assigned duties within Academic Affairs or the institution.

Category 2: Faculty who meet the minimum requirements for teaching at a baccalaureate institution and meet teaching load expectations for full-time but are hired on annual contracts.

Category 3: Part-time faculty who meet the minimum requirements for teaching at a baccalaureate institution or have the same qualifications as full-time faculty with an annual load of at least 12 credits per academic year. Online annual credit loads begin with the first term of the online academic year and end with the final term of the online academic year. At the end of the online academic year if the minimum credits have been completed Category 3 status (all rights and privileges listed under section 3.1.1) is conferred for a full calendar year whereupon faculty member will receive notice from the VPAA. Shared positions are to be considered a category of part-time faculty.

Category 4: Adjunct faculty who do not meet the minimum teaching load expectations for category 3 or may not meet all of the qualifications for full-time faculty.

Category 5: Full-time librarians possessing a minimum of a master's degree, Associate/Assistant Deans with faculty rank, the university Registrar, and Writing Center staff who have a Master's degree and teaching responsibilities.

All faculty members of categories 1, 2, 3, and 5 are entitled to vote at Undergraduate Faculty Meetings, Faculty Forums and for committee work purposes. Category 4 faculty members have the privilege of the floor in Faculty Meetings and at Faculty Forum.

At the beginning of each academic year, the Academic Affairs Office shall distribute a listing of the members of the Waldorf faculty and their committee assignments for that year.

3.1.2 Undergraduate Faculty Officers

A. The President of the University shall serve as President of the Faculty.

- B. The Vice President for Academic Affairs serves as Faculty Convener and Parliamentarian and co-chairs the Faculty Senate with the Senate Leader.
- C. The Faculty Chair serves as chair of the Faculty Forum.
- D. The Faculty Senate Leader co-chairs the Faculty Senate with the VPAA.
- E. Although not a member of the faculty, the Administrative Assistant for Academic Affairs records and distributes minutes of each formal faculty business meeting.

3.1.2.1 Undergraduate Faculty Chair

The Undergraduate Faculty Chair is a position of honor and distinction in addition to serving important leadership functions for the faculty.

This person is elected annually by the undergraduate faculty at the Faculty Meeting in the spring of the year and takes office after the Spring commencement. Only tenured faculty members in Category 1 are eligible for this position. No person may serve more than three consecutive terms as Undergraduate Faculty Chair. She/he serves as the advocate for the undergraduate faculty, chairs the Faculty Meeting in the absence of the President and the VPAA, chairs the Undergraduate Faculty Forum, and represents the faculty perspective to the Administration. She/he receives six credits of release time each year as compensation for additional meetings, expectations for institutional travel, and work during breaks, including summer.

Responsibilities:

- A. Convenes and chairs meetings of the Undergraduate Faculty Forum.
- B. Prepares a report of Faculty Forum discussion for Faculty Meetings.
- C. Presents Propositions, passed at the Faculty Forum, at Faculty Meetings and will determine whether proposed amendments are friendly to or hostile to the proposition.
- D. She/he communicates suggestions and concerns expressed at the Faculty Forum to the relevant administrator or committee.
- E. Serves as the faculty representative to the Board of Trustees, writes a report, and is invited to attend open sessions of meetings of the Board of Trustees.
- F. Serves as the faculty representative to the President, and is a member of President's Council.
- G. Serves as a member on the Rank and Tenure Committee.
- H. Serves as a member on the Strategic Planning Committee.
- I. Serves as a non-voting member of the Faculty Senate.
- J. Sits on the platform and speaks at Commencement.
- K. Upon request, serves as an advocate for the rights and concerns of individual faculty members.
- L. When a Faculty Chair is unable to attend a Board of Trustees meeting she/he should make the following arrangements:
 - 1. Inform the VPAA of that fact.
 - 2. Contact the previous Chair and request that she/he attend the relevant Trustees meeting. If the previous chair is also unable to attend, the current chair will seek an alternate from among the senators.

3. Inform the VPAA concerning the name of the alternate before the Trustee meeting begins.
4. Receive a full report from the alternate regarding his/her participation in the meeting.

3.1.2.2 Faculty Senate Leader

The Faculty Senate Leader will be the voice of the Faculty Senate and will co-chair this body with the Vice President for Academic Affairs. The Faculty Senate Leader will be elected each year by a majority vote of the voting members of the senate. She/he may serve three consecutive terms.

Responsibilities:

- A. Co-chairs the Faculty Senate with the VPAA.
- B. Prepares a report on Faculty Senate activities for Faculty Meetings.

3.1.3 Council of Department Chairs

This council will serve as a communication forum and in an advisory capacity to the VPAA. The council will consist of Department Chairs regardless of size or degree programs. The VPAA may choose to include Associate Dean(s), the Registrar, or the Faculty Chair in the meeting of the council. This group will discuss and provide advice to the VPAA with regard to issues that are not clearly defined by policy or governance. Meetings of the council may be formally scheduled or occur informally.

3.1.4 Faculty Senate

3.1.4.1 Purpose

The Faculty Senate is the main deliberative, legislative, and investigative body of the faculty in the policymaking matters that have been placed within its jurisdiction and oversight. It will also act as an advisory body to the VPAA for academic policymaking.

3.1.4.2 Membership and Voting Rights

- A. There are four academic areas (Humanities Area, Professional Area, Science Area, and Civil Professional Services Area) that shall have equal representation on the Faculty Senate. Eight senators, two from each of the four academic areas, will have the right to the floor and the right to vote. One online at-large senator will also have the right to the floor and the right to vote. Senators will be elected by their respective divisions and the at-large online senator will be elected by the undergraduate online faculty. In extraordinary circumstances when a senator may not be found within the ranks of that division, the division faculty may recruit and elect a faculty member outside of their division who is within their same area of the University.
- B. Senators must be category 1, 2 or 3 faculty members with at least two years continuous teaching experience at Waldorf. Divisions may ask the Senate to make an exception to this requirement.
- C. The Registrar will have the right to the floor.
- D. VPAA will have the right to the floor and will vote in ties.
- E. The Undergraduate Faculty Chair has the right to the floor, but not the right to vote.
- F. The Faculty Senate Leader will be elected at the beginning of each academic year from the ranks of the senators by a majority vote of the voting members. A Senator may serve as Chair of the

Senate for only three consecutive years. Senators serve for two years and may be elected to consecutive terms.

3.1.4.3 Meetings

- A. Five voting members shall constitute a quorum.
- B. The Faculty Senate Leader and the VPAA will schedule meetings, set the agenda and co-chair the faculty senate.
- C. The agenda will be sent electronically to all faculty members 3 class days before the meeting unless an emergency situation is declared by the VPAA.
- D. Meetings will be held as necessary to conduct its business, but will normally be scheduled one to two times per month during the academic year.
- E. The Administrative Assistant for the VPAA will maintain the senate minutes. They will be distributed electronically to all members of the faculty.
- F. All senate members have a responsibility to attend meetings. When attendance is impossible, a replacement will be found from within their divisions.

3.1.4.4 Resolutions

The Faculty Senate will record all passed motions as senate Resolutions. Resolutions may be sent to the Faculty Meeting for further deliberation, amendment, and/or approval; or if no further action is needed, the resolution will be communicated at the next Faculty Meeting.

For tracking purposes and accountability, the exact language of each resolution will be recorded and numbered, starting with “Resolution Number 101”. The Resolution will then move through the governance system or be referred to under that tracking number. The Office of Academic Affairs will keep record of all Resolutions passed at Faculty Senate and will record subsequent actions taken on them. This record will be made available to the members of the Faculty. Resolution numbers may be re-circulated when a number such as “Resolution Number 999” is reached.

3.1.4.5 Senate Functions

- A. *Legislative.* Motions passed by the Senate will be recorded as Resolutions. These will be reported to the general faculty at subsequent Faculty Meetings. Resolutions that require a vote at Faculty Meetings shall come to the faculty as a motion. The motion will be read by the Senate leader or VPAA with discussion presided over by the President. The VPAA and the Senate leader will determine whether proposed amendments to the Resolution are substantive enough to send back to Faculty Senate.
- B. *Informative.* The Faculty Senate will act as a clearing house for larger campus reports of the faculty or faculty committees. The Faculty Senate will communicate these larger campus issues for which they are responsible at the Faculty Meetings in cooperation with the Faculty Chair.
- C. *Advisory.* The Faculty Senate may be used as an informal advisory group by the university President or the VPAA.
- D. *Investigative.* The Faculty Senate performs research and investigative functions. They may conduct background research for decision-making and changes in policy. In addition, a faculty senator may request that the senate investigate an issue or concern. If the senate approves this request, the senate leader may meet with or send a letter of inquiry to the parties involved in the issue or concern.

The senate leader will report the response to the Faculty Senate. If there is further concern, the Faculty Senate may send a letter of concern to the University President, which will be a request to have a meeting between the Senate Leader, VPAA, Faculty Chair, University President, and appropriate parties involved in the concern or confusion. The University President will be the final arbiter.

3.1.4.6 Senate Responsibilities

- A. *Curriculum*. Makes recommendations to the faculty regarding curricular changes, new courses and new curricula, and termination of courses and programs. Initiates research concerning the organization and content of the University curriculum to reflect the needs of a changing student body. Reviews and acts on recommendations from the divisions and Faculty Forum regarding curricular changes.
- B. *Salaries*. Evaluates the faculty's current status in the areas of salary and fringe benefits, and makes recommendations concerning salaries to the VPAA.
- C. *Faculty Meetings*. At the request of the VPAA, provides input for Faculty Meeting agendas. Senate resolutions will be placed on the agenda.
- D. *Faculty Elections*. Serves as the nominating committee and organizes faculty elections.

3.1.5 Faculty Forum

3.1.5.1 Purposes

Faculty Forum is a gathering of faculty members of any category, including faculty with administrative functions who teach at least half of the normal faculty load. The Faculty Forum may initiate some university deliberation and legislation through majority passage of a Proposition. This allows Faculty Forum conversations to begin constructive processes and to provide faculty with a mechanism to place issues on the agenda of faculty or senate meetings. Concerns deemed important by many faculty members may also be shared with an appropriate administrator by faculty representatives.

3.1.5.2. Attendance

- A. The Faculty Forum consists of all faculty members teaching six or more hours per year, full-time teaching faculty who are on leave for a sabbatical or special project (e.g., curriculum) purposes, the Library Director, and all Category 5 faculty.
- B. Members of the President's Council may not attend unless explicitly requested to do so by the Faculty Chair.
- C. Full-time administrators may not attend unless invited by the faculty chair.
- D. Attendance is not mandatory, and no quorum is necessary.

3.1.5.3 Meetings

- A. Faculty Forum will meet at least once each semester. The Faculty Chair, or designated substitute if she/he cannot be at the meeting, is to call and direct all Faculty Forum meetings.
- B. The Faculty Chair sets the agenda for the Forum meetings.
- C. The Department Chairs' Council may send an agenda item to the Faculty Forum through the Faculty Chair.

- D. The Forum may initiate some University deliberation and legislation through majority passage of a Proposition.
- E. The Faculty Forum may provide informal input into the faculty governance system through conversation with the Faculty Chair and through various informal measures, such as “straw polls”.
- F. Special meetings may be called as needed.

3.1.5.4 Propositions

Propositions are passed by a simple majority vote of the faculty members in attendance at a Forum meeting and may be sent to the Faculty Meeting for further deliberation, amendment, and/or approval; or it may be sent to the Faculty Senate to complete further investigation and action on the issue. If the Senate acts on the Proposition it becomes a Senate Resolution. The Faculty Chair brings the Propositions to the Faculty Meeting and, using Parliamentary process, will determine if amendments are *friendly* or *hostile*. The Faculty Chair will bring propositions intended for the Faculty Senate to the Senate.

For tracking purposes and accountability, the Faculty Chair will record the exact language of the passed motion at the Faculty Forum and number it accordingly, starting with “Proposition Number 1”. The proposition will then move through the governance system under that tracking number. The Office of Academic Affairs will keep record of all propositions passed at Faculty Forums and will record subsequent actions taken on them. This record will be made available to the Faculty Chair. The Faculty Chair may re-circulate proposition numbers and start with “Proposition Number 1” when a number such as “Proposition Number 99” is reached.

3.1.6 Faculty Meetings

3.1.6.1 Attendance

- A. Attendance at Faculty Meetings by faculty in categories 1, 2 and 5 is mandatory, and the President of the University or the VPAA are expected to attend each Faculty Meeting.
- B. All faculty in categories 3 and 4 are invited and encouraged to attend faculty meetings.
- C. Other Waldorf personnel may be invited to attend meetings and, by action of the faculty, be given the privilege of the floor.
- D. Members of the President’s Council may be invited by the University President to the faculty meeting and may be given the floor, but shall have no vote.

3.1.6.2 Voting

- A. All faculty of categories 1, 2, 3, and 5 (section 3.1.1) are entitled to vote at faculty meetings. Category 4 has the privilege of the floor.
- B. All elections and votes on faculty senate resolutions or faculty propositions will be done through voice vote or online voice/text vote (for those attending virtually) unless a member of the faculty requests a paper or private ballot. In this case votes on resolutions will be done by paper ballot or directly messaged/emailed to the Academic Affairs Administrative Assistant for those attending virtually. Votes on faculty committee positions will be done through paper ballots or directly messaged/emailed to the Academic Affairs Administrative Assistant for those attending virtually.

- C. A faculty member may appoint another faculty member as his/her proxy for a particular meeting. This information must be presented in writing or via printout of an email, to the VPAA at the start of the meeting. The VPAA shall read the list of the day's proxies at the beginning of the meeting.
- D. Attendance at Faculty Meetings is mandatory for all full-time faculty, and a quorum for voting is 50% of those entitled to vote.
- E. All written ballots collected in a faculty meeting will be retained until the end of the meeting. Votes may be preliminarily counted by a person designated by the chair of the meeting. The preliminary count may be announced at the sole discretion of the chair. At the conclusion of the meeting, the votes will be recounted and certified by a committee. The members of the committee will consist of the VPAA (or chair of the meeting), Faculty Senate Leader, and the Faculty Chair. In the event of absence, any subset of two of the committee will be deemed to constitute the entire committee. All faculty members are invited to witness the recount.

3.1.6.3 Regular Meetings

- A. Regular meetings, which are chaired by the University President or VPAA are held at least once a month during the academic year
- B. Items may be placed on the agenda by the VPAA, Faculty Senate and/or the Undergraduate Faculty Chair. Resolutions from the Faculty Senate and propositions from the Faculty Forum requiring further action will be included on the agenda.
- C. Propositions and resolutions come to Faculty Meetings in the form of motions and can be passed, rejected, or amended.
- D. Propositions are presented by the Faculty Chair who will determine if amendments to the proposition are friendly or hostile.
- E. Resolutions are presented by the VPAA or the Senate Leader who will determine if amendments are friendly or hostile.
- F. Faculty members may bring items they wish to be considered for the agenda to his/her senator.
- G. Reports will be written and attached to the agenda. Time at the faculty meeting will be set aside to provide a synopsis of the reports and respond to questions. If there is not time for the reports faculty members will be encouraged to read the report and direct questions to those responsible for the report.
- H. The faculty meeting agendas and attachments will be distributed to faculty no less than five calendar days before each meeting. Only items on the agenda may be brought to a vote. In exceptional circumstances this rule may be suspended upon majority vote of the faculty present.
- I. Faculty meetings will last no more than one hour and fifteen minutes unless the faculty determines otherwise by a vote from the floor.
- J. If there is not time for announcements, they will be distributed via e-mail.
- K. Minutes for the meeting will be maintained by the Administrative Assistant for the VPAA. They will be distributed for review before the next scheduled faculty meeting.
- L. A typical Agenda will include:

- I. Devotions (maximum 5 minutes)
- II. Action Items
- III. Discussion Items
- IV. Announcements
- V. Reports
 - President's Report
 - Academic Dean's Report
 - Task Force/Committee Reports
 - Faculty Reports
 - Other
- VI. Adjourn

3.1.6.4 Special Meetings

- A. Special meetings of the faculty may be called by decision of the President or the Vice President for Academic Affairs, or upon receipt of a petition signed by five faculty members.
 - Special meetings may be for business purposes, faculty vitality purposes such as special growth seminars or workshops, intellectual discussion purposes, or for other felt needs.
- B. Annual Professional Development Workshop
 - Prior to the opening of the fall residential semester the university arranges a workshop for its faculty and administrative officers.
 - The workshop is organized by Academic Affairs.
 - All full-time adjunct faculty are expected to attend as part of their contractual obligation. Part-time faculty are encouraged to attend.

3.1.7 Area and Divisional Organization

There are four academic areas (Humanities Area, Professional Area, Science Area and Civil Professional Services Area) that shall have equal representation on the Faculty Senate. The Faculty have agreed to a model in which each area is subdivided into two divisions with each division led by a Division Chair who also serves as senator for that division. Divisions may elect a Vice-Chair who would serve as an official Alternate Senator and temporarily assume the responsibilities of both positions in the absence of the Division Chair. The divisions are shown below.

Divisions within an area may caucus together. In extraordinary circumstances during elections, when a Division Chair may not be found within the ranks of a division, the division faculty may recruit and elect a faculty member outside of their division who is within their same area of the university. If there is future need for additional divisions and representation, each area will be given an additional senator to maintain parity; the faculty of each area will then have to decide if they wish to create a third division within their area or simply use the additional senator as an at-large senator within the area.

Each department is assigned to only one division.

3.1.7.1 Areas and Divisions

Civil Professional Services Area

Civil Safety I Division

- Homeland Security

- Emergency Management
- Cybersecurity

Civil Safety II Division

- Fire Science
- Healthcare Management
- Occupational Safety and Health
- RN to BSN

Professional Area

Business, Management and Communications Division

- Business
- Communications
- Economics
- Organizational Leadership
- Sport Management

Education Division

- Education Department
- English as a Foreign Language/Second Language
- Physical Education

Science Area

Natural Sciences Division

- Biology
- Chemistry
- Math
- Physical Sciences
- Physics

Social Sciences Division

- Criminal Justice
- Psychology
- Sociology
- Health Promotion/Exercise Science

Humanities Area

Fine Arts Division

- Art
- Music
- Theatre

Humane Letters Division

- English (including Creative Writing)
- Foreign Languages
- History
- Religion and Philosophy
- Writing Center Professional Staff

3.1.7.2 Division Chair and Senator Responsibilities

- A. Division Chairs serve as the Senators for the division they represent at Faculty Senate meetings. As Division Chairs with responsibilities for online and residential programs, they have administrative responsibilities throughout the academic year, including the summer.
- B. In the event of an extended absence or leave by a Division Chair, a Vice-Chair would assume the responsibilities and receive the additional support provided to the Chair. If a division has not elected a Vice-Chair, faculty in that division could replace the permanent chair through a special election or designate the chair for the other division within the same area to serve as their proxy in decision-making.
- C. Division Chairs schedule, set the agenda, and chair division meetings.
 - 1. At least one division meeting will be held in the fall no later than two weeks after the start of classes to provide a forum for constituents to know their chair/senator and to discuss concerns or issues that should be addressed.
 - 2. Division Chairs may call mandatory division meetings where attendance may be reported to the VPAA. As professionals, faculty members are responsible for information conveyed at meetings and are expected to attend meetings when scheduled.
 - 3. If a division is scheduled for the election of a senator, it will have a spring caucus no later than two weeks before commencement. If a division chooses to select its senator from outside of the division, they will caucus with the other division in their area.
 - 4. A monthly meeting time will be reserved for divisions, but divisions are not required to meet every month unless there is an issue to address.
 - 5. All faculty in categories 1, 2, 3 and 5 in 3.1.1 have voting privileges at division meetings.
 - 6. Faculty in in other categories (see section 3.1.1.) are invited to attend division meetings. They have the privilege of the floor.
- D. Division Chairs in their roles as Senators are expected to provide reasonable communication concerning Senate action and discussion with the faculty members in the division they represent.
- E. Division Chairs are elected with a written ballot by voting members of the division they represent for two year terms at a spring caucus no later than two weeks before commencement. Terms are staggered among divisions to ensure continuity on the senate. A Division Chair may serve consecutive terms.
- F. If a Division Chair resigns, division elections should occur within two weeks of the resignation
- G. Normally Division Chairs represent the divisions in which they are assigned, unless by extraordinary circumstances they have been recruited and elected by another division in their area to represent them. In such occurrences, that Division Chair shall serve as chair and senator for the division that elected him/her.
- H. Division Chairs hear grade appeals from students in programs in their divisions.

- I. In collaboration with the VPAA, Division Chairs will manage the budget request process for their divisions each fall, and represent their divisions when working with the Budget Committee. After the Board of Trustees approves the budget for the next fiscal year, Division Chairs will communicate the status of requests.
- J. Elected Division Chairs are paid a set amount for the 12-month period beginning in August of each academic year. The amount will be set each year by the VPAA and paid out in July. Additional support beyond that in the form of administrative or clerical staff support, direct compensation and/or overload pay or release time will be provided for the division chair when such support or compensation is warranted. The VPAA will determine when extra support or compensation is warranted and how to best provide it. Factors that will be considered in determining the specifics of support and/or compensation will include number of faculty members in the division, number of students in the division's majors and minors, number of adjuncts teaching within the division, number of majors, minors, tracks, endorsements etc., licensure or accreditation work required for division programs, and lab and equipment management.

3.1.7.3 Changes in Organizational Structure

Petitions to change the organization of the areas or divisions in the event of great disparity in representation and/or voice may be sent to the Faculty Senate. These petitions will be investigated with any proposed changes and be authorized by the general faculty. Changes may include reassigning departments to different divisions or areas. However, the basic philosophy will be that the four areas – Professional, Science, Civil Professional Services and Humanities – all deserve equal representation at a liberal arts university regardless of faculty population or student enrollment.

3.1.8 Departments

Departments further the mission of the university through their disciplines. Each department has the responsibility for maintaining and improving the quality and integrity of their major and minor programs and their courses that serve the core curriculum within the standards and policies set by the Board of Trustees.

3.1.8.1 Departmental Decisions/Authority

Academic departments are given the authority to make specific decisions about their programs within the policies and guidelines provided by the Board of Trustees. The VPAA and the faculty members of the department will communicate these changes to the Senate. These decisions include the following:

- **Program Proposals** – All proposals for a major or a minor must be approved by the Board of Trustees. Section 3.2.1.3 outlines the procedure.
- **New Course Proposals** – New courses must be approved by the department's faculty members with a majority vote before being sent to the Senate for approval.
- **Course Descriptions** – Any course that is not part of the core or is not required by another department's major may be changed by a majority vote of the faculty members of the department. Courses that are part of the core must have changes approved by the Core Curriculum Committee. The department may change course descriptions that are required by another department's major in consultation with the faculty members

of the other department. All course description changes must be done in consultation with the Registrar and the VPAA.

- **Course Names and Numbers**— Changes in the name or number of a course may be made by a majority vote of the department's faculty members in consultation with the VPAA and the Registrar. The VPAA will take any changes in number from a lower to an upper division to the Senate. There must be assurance that other majors, minors, or endorsements are not negatively impacted.
- **Course Deletion** – The faculty members of a department may remove a course from the catalog by a majority vote of the department and with the approval of the VPAA. There must be assurance that other majors, minors, or endorsements are not negatively impacted.

3.1.8.2 Other Departmental Responsibilities

- Approve and prioritize departmental budgets.
- Participate in departmental assessment and write and/or approve assessment reports and plans, including both residential and online programs.
- Work with the library director in library acquisitions for the program.
- Serve as assigned on department/program faculty search committees.
- Plan class scheduling with the Registrar.
- Assist in student recruitment for the department.
- Mentor junior faculty members.
- Monitor the departmental web page and other public relations materials.
- Textbook selection

3.1.8.3 Department Leadership

3.1.8.3.1 Department Chair

Department chairs are recommended by a majority vote of the faculty members in the department and then appointed by the VPAA. Full time department faculty members are eligible to serve as department chair with-part-time faculty members considered with permission of the VPAA. The chairs will serve three-year rotating terms. However, they may be recommended by departments and appointed for consecutive terms.

Support in the form of additional administrative or clerical staff support and/or compensation in the form of overload pay or release time will be provided for the chair of the department when such support or compensation is warranted. The VPAA will determine, in conjunction with the Department Chair, Human Resources, and the Budget Office, when support or compensation is warranted and how best to provide it. Factors that are considered in determining the specifics of support and/or compensation will include number of faculty members in the department, number of students in the department, number of adjuncts teaching for the department, number of majors, minors, tracks, endorsements etc., licensure or accreditation work required, and lab and equipment management.

Below are the responsibilities of the department chair:

- Schedule and chair departmental meetings.
- Serve as a liaison to administration, committees, Online Learning staff and other academic departments via the Department Chairs Council and other committees or task forces.
- Plan, manage and monitor departmental budget(s).
- Encourage and plan for professional development within the department.
- Secure or be consulted by VPAA for adjunct faculty.
- Assist in evaluation of departmental faculty.
- Manage faculty teaching load, responsibilities and staffing plans involving future hiring in cooperation with the Faculty Senate and the VPAA.
- Lead curriculum development in the department's program(s) and coordinate with online Program Directors where there are shared programs or courses.
- Chair departmental search committees.
- Manage the department's program review and outcomes assessment plan.
- Chairs will facilitate communication between Admissions and the Academic Department regarding student recruitment.
- Oversee solutions to departmental problems.

3.1.8.4 Online Programs

Online Programs further the mission of the university through their disciplines. Online programs include academic disciplines that offer one or more degrees in a related field, or courses that serve the core curriculum for online degrees. Each online program has the responsibility for maintaining and improving the quality and integrity of its degree(s) and concentrations, as well as its courses that serve the core curriculum within the standards and policies set by the Board of Trustees.

3.1.8.4.1 Online Program Director

Online Undergraduate Program Directors (PDs) at Waldorf University report to the Associate Dean for Online Undergraduate Programs and have primary administrative responsibility for curriculum development and program assessment in their online program(s).

Online Undergraduate Program Directors are a contracted, annual position with the equivalent of a 0.2 FTE. Online Program Directors have duties focusing on curriculum development, program assessment, faculty evaluation, and strategic planning, among others, of their online programs.

3.1.9 Committee Assignments

Responsible, active participation on one or more university and/or faculty committees is a normal part of the load of faculty members. In the interest of equity and fairness, committee work is spread across the entire faculty.

3.1.9.1. Eligibility

- All faculty of categories 1, 2, 3, and 5 (section 3.1.1) are eligible to serve as faculty representatives on university committees with the exception of administrators with faculty rank.

- Senators must be faculty in category 1 or 2 (3.1.1)
- The Faculty Senate can make an exception to the eligibility requirements stated above.

3.1.9.2 Classes of Committees

As outlined in Section 2.5, faculty serve on faculty committees, university committees, and advisory groups in addition to any temporary ad hoc task forces.

- University Committees:** University committees may include up to three elected faculty representatives, who are elected at-large to three-year terms. Exceptions include committees where the Faculty Chair or the Senate Leader are designated members. In the event of additional University committees being formed, the number of additional faculty to be committed to these new committees will need to be endorsed by the Faculty Senate. Upon this endorsement, the full faculty will elect their new representatives. The Faculty Senate may request informal reports from the faculty members serving on university committees.
- Faculty Committees:** Faculty committees will have five or six elected faculty representatives who are elected at-large or elected as representatives of their division for three-year terms. The formation of additional standing faculty committees shall require the approval of the Faculty Senate. Upon approval, the faculty will elect their representatives. Faculty committees will make at least one report per annum to the Faculty Senate.
- Task Forces:** Task forces exist for a specific task to be carried out and will not meet unless there is an appropriate task at hand. Faculty representatives may be released from other duties. Task forces are formed and appointed by the University President, VPAA, Dean of Students, Faculty Senate, or other departments or university groups for a specific mission. A report, proposal or specified action will be presented when the task force has completed its assignment. Task Forces should not extend their academic work beyond two academic years. With approval of the chair of the task force, faculty representatives may request that an issue be sent to the Faculty Senate or the Faculty Forum.
- Advisory Groups:** Advisory groups including faculty members may be formed on campus. The names of faculty representatives must be registered with the Office of Academic Affairs along with a short statement of purpose and a statement of protocol of how the faculty representatives are expected to function (voting rights, etc.). The University President or the Faculty Senate may initiate concerns about the faculty composition of these advisory groups to their chairs. With approval of the chair of the advisory group, faculty representatives may request that an issue be sent to the Faculty Senate or the Faculty Forum.

3.1.9.3 Nomination and Election Procedures for University and Faculty Committees

- A. The Senate will serve as the nominating committee.
- B. At-large faculty members will be nominated by the Faculty Senate and elected by the entire faculty.
- C. Divisional representatives on committees will be nominated and elected by divisions on a staggered basis. In rare instances, and with permission of the VPAA, a division may choose to leave a committee seat open.

- D. Nominations from the Faculty Senate will be brought to the final regular faculty meeting of the academic year.
- E. Nominations from the floor are encouraged.
- F. Committee elections will be held by secret ballot.

Those elected take office at the beginning of the next academic year, and serve through the election of their successor.

3.1.9.4 Other Nominations

Should there be a need for faculty representation on any other committee, the floor will be opened for further nominations, and the representative will be elected by secret ballot to serve for the academic year.

3.2 Faculty Rights, Duties, and Responsibilities

3.2.1 Formulation of Curriculum and Academic Policy

The faculty shall determine the curriculum, requirements for the promotion and graduation of students, and conduct the academic program of the university. The faculty may at any time propose such rules and regulations, not in conflict with the Articles of Incorporation, Bylaws, or any other legally binding agreement of the university to the Board of Trustees, as may be deemed proper and necessary for the conduct of the academic program.

3.2.2.1 New Course Proposal Policy

The purpose of the Faculty Senate course proposal review process is to ensure that each course aligns with Waldorf University's mission statement (Faculty Handbook, section 1.2), and is supported by course learning objectives that are assessable under the current Waldorf University assessment plan. This process is designed to encourage communication between faculty/course designers and all potentially impacted departments and to provide feedback from the Faculty Senate prior to full development of courses. Specific course content and design lies with faculty experts within their respective fields; however, in some cases, the Faculty Senate may request revisions and resubmission of a Course Review and Approvals form if there are concerns or the minimum requirements are not met (see below).

For new course proposals to be considered by the Faculty Senate, the majority of members in the department must have voted favorably for the proposal in a departmental meeting. In addition, if the course proposal will be a part of another major or minor or an education endorsement, the appropriate parties will have the opportunity to review the proposal in advance. If the proposed course will change requirements to the core, the Core Curriculum Committee will have an opportunity to review the proposal. Appropriate signatures must be present on the course proposal form to indicate that these discussions have taken place. These course offerings will be approved by a majority vote of the Faculty Senate.

Proposals for new courses use the appropriate course/program request forms explaining the rationale, the research driving the request, cost implications, course description(s), prerequisites or other links to existing courses, and connection to the vision and mission of Waldorf University. The most current Waldorf Course Review and Approvals form and full instructions for completion can be

found on the Academic Affairs website. A fully completed course proposal form with all necessary signatures should be submitted to the office of the VPAA and the Administrative Assistant to the VPAA, copying the appropriate Division Chair at least one week prior to Senate meetings. Following approval by the Senate the proposal shall be forwarded to the entire faculty for their review and information.

New course proposals to be considered by the Faculty Senate shall be distributed to the faculty as part of the Senate agenda by e-mail three days before the scheduled meeting. Faculty who have concerns about a particular course proposal may register them with his/her senator prior to the meeting. If an individual or department disagrees with the decision of the Senate, the decision can be appealed to a full faculty meeting.

Experimental courses (“X” courses) are intended to provide the opportunity to try a new course without approving it for inclusion in the catalog. “X” course proposals require departmental approval and then must be forwarded to the Senate for approval. Courses that are approved as “X” course offerings may be offered for one year. To offer this course again, the policy for the course approval shown above would need to be followed.

The Senate will review all new course proposals to assure compliance with the Policy for Assignment of Credit Hours (section 3.2.1.3.3). The VPAA will inform the Board of Trustees of all new course proposals approved by the faculty.

3.2.1.1.1 Deadlines for Online Programs

Departments must submit proposals for new online, term-length courses to the Faculty Senate by one full term before the course is scheduled to be available for student enrollment. Deadline of submission of course proposals is one week prior to Senate meetings.

3.2.1.1.2 Deadlines for Residential Programs

Departments must submit proposals for new residential, semester-length courses by the second Senate meeting of the preceding fall or spring semester. Deadline of submission of course proposals is one week prior to Senate meetings.

3.2.1.2 Establishment of Maximum and Minimum Class Size

In consultation with the VPAA and the university Registrar, each department shall adopt a maximum section size for each online and residential course. If initial enrollment is in excess of this number, the registrar may open another section of the course or close the course at the stipulated maximum enrollment. Each individual instructor may opt to override the enrollment cap and allow additional students to enroll in a course at their discretion. Faculty can also request a minimum enrollment for a course to run in consultation with the Registrar.

3.2.1.3 The Addition of New Undergraduate Degree Programs, Minors, Certificates, and Endorsements to the Curriculum

3.2.1.3.1 New Undergraduate Degree Programs

The addition of new majors to the university curriculum must be approved by a majority vote of the faculty. Proposals for new majors may be submitted by a faculty member or a member of the Academic Affairs office. Such proposals will be presented to the Faculty Senate who will refer the proposal to the Faculty Forum and President’s Council for discussion. Following the opportunity for feedback from both bodies, the Faculty Senate will make a recommendation to the faculty. If the proposal is passed by the faculty, the President will present the program proposal to the Board of Trustees for final approval.

3.2.1.3.2 New Minors or Endorsements

New minors, certificates, or endorsements that require new courses or additional university resources must be approved using the process for New Undergraduate Degree programs outlined under 3.2.1.3.1 above.

New minors, certificates, or endorsements that use existing courses and do not require additional resources must first have the approval of the department and any other department affected by the proposal. Once this approval is given, the Faculty Senate will make a recommendation to the faculty.

3.2.1.4 Policy for Assignment of Credit Hours

Residential Semester-length Courses:

Residential course credit is based on the metric of seat time. A course should have scheduled meetings of 50 minutes per credit hour during each full week on the semester calendar. This does not include loss of meeting time due to scheduled vacation days on the school calendar or foreshortened classroom times due to convocation or weather closures. Laboratory and performance classes are expected to include additional time as dictated by the standard of each discipline.

During the course and program approval process, the Faculty Senate will verify that the course objectives are sufficient to justify the credit hour(s) awarded for the course and program.

Online Term-length Courses:

The Faculty Senate is responsible for verifying that course outcomes are sufficient to justify the credit hour(s) awarded for any online courses. Residential semester course credit (16 weeks) is the standard against which online course credit (8 weeks) is determined.

Online course credit is assigned by direct comparison to residential course credit.

- If a course is largely equivalent to a residential course, the Faculty Senate will verify that a strong majority of course objectives listed on the respective syllabi are equivalent. Reasonable flexibility will be allowed for the difference in modality. The Faculty Senate may allow further variance when considering courses within an online degree program when the overall degree program is largely equivalent to the residential degree program and each online course is judged to meet the criteria for 'courses with no reasonable residential equivalency' listed below.
- If an online term course is a 3 credit version of a 4 credit residential semester course, the Faculty Senate will verify that a strong majority of the online course objectives listed on the syllabus are equivalent to 75% of the course objectives listed in the residential syllabus. Reasonable flexibility will be allowed for the difference in modality. The Faculty Senate may allow further variance when considering courses within an online degree program as long as the overall degree program is largely equivalent to the residential degree program and each online course is judged to meet the criteria for 'courses with no reasonable residential equivalency' listed below.
- If an online course has no reasonable residential equivalency, the Faculty Senate will identify another online course that is directly comparable to a residential course and has the same number of credit hours as the proposed course. The Faculty Senate will then verify that the number and rigor of learning objectives as well as the nature of coursework and assignments are 'equivalent in the majority' to the previously identified online course.

3.2.1.5 Academic Freedom

Faculty members at Waldorf University are entitled to freedom in scholarly inquiry and research and in the publication of the results. Although they have freedom in the classroom to discuss matters in their respective subject fields, they are expected to use reasonable caution in dealing with controversial matters which have little relation to their subject. Faculty should present the subject matter of their courses as announced to their students and as approved by the faculty in their collective responsibility for the curriculum. Faculty should also respect the Lutheran and Christian character of the university in their teaching.

University faculty members are citizens, members of a learned profession, and representatives of an educational institution. When they speak or write as citizens, they are free from institutional censorship or discipline, but they must recognize that their position in the community imposes distinct obligations. As persons of learning and as educational leaders, they should remember that the public may judge their profession and their institution by their statements. Hence, faculty members should endeavor at all times to be accurate, exercise appropriate restraint, show respect for the opinions of others, and make reasonable effort to indicate they are not spokespersons for their institution.

3.2.1.6 Procedure for Faculty Action

With the exception of the addition of new courses (see 3.2.1.1), agenda items for Faculty Meetings may be brought to the Faculty Senate by any member of the Senate, the VPAA, the Senate Leader, and the Faculty Chair may bring items directly from individual faculty.

Proposals approved by faculty that are considered major in scope (for example, changing a program or program name – as contrasted to changing, adding or deleting a course) must be passed on to the Board of Trustees (along with the Administration's recommendation) for approval by that governing body.

3.2.1.7 Residential Programs - Final Exam Week

All classes will be assigned a time by the Registrar's office during finals week. Each faculty member will assign a final project, assessment, or examination in every residential course worth two credits or more. For one credit courses (or less), faculty may request a time during finals week. Once assigned a time by the Registrar, faculty members will administer appropriate activities during that time period.

When individual students have three final assessments in one day, faculty may reschedule for the individual student provided the department chair and the Office of Academic Affairs are informed ahead of time. Rescheduling finals for individual students for any other reason are approved by the department chair or designee.

3.2.1.8 Other Rights

All faculty members (as is true of all members of the Waldorf Community) have a right to expect that they will be treated with honor, respect, fairness and equity, and enhancement of human dignity as befits creations of God and members of a learned community. They are entitled to an academic environment free from obscene and/or sexist language and from harassment of all kinds. All faculty members should be accorded an atmosphere of friendliness and cordiality, mutual trust and respect, openness and honesty, loyalty and support, punctuality and dependability, appreciation for individual differences and other points of view, and Christian values and ideals. They are also entitled to a neat, attractive, clean and orderly physical environment.

Full-time faculty members provide a number of office hours each week for conferences with advisees, conferences with students in their courses, interaction with other students (e.g., students in clubs to which they are advisors), and interaction with colleagues. To facilitate such interactions, the university provides an equipped private office for each full-time faculty member.

3.2.2 General Duties and Responsibilities of Faculty

3.2.2.1 Classroom Responsibilities

Faculty members are in complete authority in their officially-assigned classes, bearing full responsibility for carrying on all classroom activities in an effective manner. Specific responsibilities include studying, planning, making logistical arrangements, developing a comprehensive syllabus and otherwise preparing for each class session; conducting classes; maintaining discipline; assessment during the semester; conducting semester finals; and keeping attendance records. When a student's attendance or progress is unsatisfactory, the faculty member shall submit an Academic Progress Report to the AAC.

All faculty are expected to meet their classes at the appointed times and places (changes must be approved by the Registrar's Office). In the event that a faculty member needs to cancel a single residential class meeting, she/he shall notify another member of their department and VPAA by e-mail as soon as possible, and notify students by e-mail or per your syllabus. If a class meets prior to 8:00 a.m., the university switchboard should also be notified.

In the event a faculty member needs to travel during an online term, and that travel may mean a deadline may be missed or internet access is not guaranteed, she/he shall notify students and the Online Faculty Coordinator as soon as possible.

When faculty members are absent, traveling through his/her own choice, a Faculty Planned Absence Form must be submitted in advance by their Department Chair. The faculty member is responsible for making appropriate alternative arrangements and communicating with students ahead of time. She/he is expected to either make prior arrangements for a special assignment or arrange for a colleague to teach the class on a gratis or exchange basis.

If a faculty member requests leave to be absent from class for three or more consecutive class periods, the VPAA shall consult with the other members of the absent faculty member's department before granting approval.

To meet the requirements of external auditors, all faculty are required to maintain records for student grades and the "last date of academic activity" for every student in every class for a period of no less than seven years after the course was completed. These records should be surrendered to the department chair if the faculty member is leaving Waldorf University employment.

3.2.2.2 Student Advising

Academic advising is an important non-classroom responsibility. All full-time faculty members are assigned student advisees whom they counsel concerning choice of courses, relating courses and program to career and life goals, and coping with academic and other problems. To meet these responsibilities, faculty members must be accessible to their advisees, establish good rapport with them, understand curricular requirements, and know the best course sequences for various majors and minors. All academic advisors receive orientation and instruction and are provided with a handbook. Updates to this handbook are distributed by the Academic Affairs office and it is the

responsibility of each advisor to keep his/her handbook current. Faculty should refer students to the Counseling Service for problems beyond their level of expertise.

3.2.2.3 Faculty Office Hours

All faculty members shall provide a reasonable number of office hours each week for conferences with advisees, conferences with students in their courses, interaction with other students, and interaction with colleagues. In addition, faculty are expected to provide scheduled private office appointments for individual students with questions and need for help or assistance.

3.2.2.4 Access to Student Records

Access to a current student's file is restricted to the student, members of the Academic Affairs Office, or the student's faculty advisor, and at other times with permission requested from the VPAA.

3.2.2.5 Admission and Financial Aid File

It is the policy of the Admission and Financial Aid Office that only professional staff members of the office complex are allowed open access to a prospective student's file. If a faculty or staff member wishes to obtain information on a student from that student's file, the faculty or staff member must receive permission from either the Vice President of Admission and Enrollment Management or the responsible admission counselor. The admissions staff person will pull the file for the faculty or staff member, and in a private office setting share the required information. The admission staff person will then return the student's file.

3.2.2.6 Keeping the VPAA Informed

All faculty members should help keep their faculty records up-to-date. They should inform the Office of Academic Affairs of their professional achievements and of changes in their levels of expertise. Up-to-date syllabi for courses taught must be submitted to the Academic Affairs Office at the beginning of each semester.

3.2.2.7 Serving as a Model

Every faculty member is expected to serve as a model of Christian values, showing respect for the potential and worth for all persons. In their actions, bearing, character, concerns, integrity, interactions, living scholarship, standards, thinking, and values, all faculty members are expected to be a positive model.

3.2.2.8 Faculty/Student Relationship: A Guiding Philosophy

Introduction

As a small, private Christian University in the Lutheran tradition of higher education, Waldorf University recognizes that the faculty/student relationship is one of honor and privilege, intended to provide valuable and fulfilling educational opportunities for the student. Because the integrity of this relationship is a foundation of Waldorf's educational mission, this institution insists that faculty/student relationships be conducted in a manner that is consistent with the goals and ideals of the University while affirming and advancing a liberal arts education.

Rationale

Waldorf University desires to encourage and support the success of every student and faculty member. This desire recognizes the power differential inherent in the relationship between faculty and students. Faculty members have a maturity advantage, an age advantage and a grading

advantage over their students. This relationship, therefore, by nature, vests considerable trust in the faculty member, who in turn, bears authority, responsibility and accountability as mentor, educator, example and evaluator.

To uphold and maintain the integrity of the faculty/student relationship, faculty have a duty to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students through the exercise of critical self-discipline and judicious governance of themselves in the presence of students, colleagues and the community at large.

Issues

While many faculty/student relationships can have multiple interpretations, there are a few interactions covered/inferred by the University's sexual harassment policy and/or state law which can always be described as wrong. These include:

- Romantic or sexual relationships with students
- Providing alcohol to or consuming alcohol with under-age students
- Becoming inebriated with students

Because human relationships include an element of subjectivity, faculty are encouraged to think critically and collaboratively about the faculty/student dynamic. Faculty are encouraged to be particularly attentive to interactions that include alcohol, housing, socialization, and personal communication (inclusive of, but not limited to comments about body type, appearance, and clothing). Social, personal, or economic relationships between faculty and students that do not have academic purposes or that do not support the mission of the University may put the faculty/student relationship in jeopardy. These relationships can have a negative impact on students, the classroom climate and learning environment, and may cast doubt on the University's academic integrity. For these reasons, faculty members should evaluate any interaction with students to validate its academic purpose and its contribution to furthering the University's mission. In these situations, each faculty member is asked to assess interactions through questions relative to mission, perception and power.

Guiding Questions

- Mission
 - How do my interactions with students support or detract from the mission of the University?
- Perception
 - Would I be comfortable with a given interaction or relationship if it was between my daughter or son (or other young person important to me) and another member of the faculty?
 - Would I be comfortable if the interaction or relationship in question was published in the local newspaper?
 - Would my colleagues and people in my community feel that this was a healthy (proper) interaction or relationship?
- Power
 - Does my behavior make any person(s) vulnerable (physically, emotionally, mentally, or spiritually)?

- Does my behavior exacerbate the power differential between myself and student(s)?
- Who is the primary beneficiary of this interaction or relationship?

Discipline Specific Concerns

Recognizing that various disciplines and departments within the University may, by their nature, have specific circumstances that warrant special consideration, departments are encouraged to collaboratively identify and be attentive to those issues that are inherently particular to them.

Collaborative Guidance

While it is acknowledged and understood that reasonable people will often times come to differing conclusions when considering the same subjective circumstances, it is also recognized that perception is a reality and cannot be ignored. Appearances of impropriety cast doubt on a faculty member's academic decisions concerning a particular student's performance, the faculty member's overall professionalism and credibility, and the genuineness of the student's accomplishments where said faculty member is directly supervising the student.

In a spirit of collaboration and cooperation, faculty are encouraged to seek the insight, thoughts, and guidance of colleagues regarding any faculty/student interaction or relationship (by themselves or others) that may raise questions of appropriateness or validity. This will produce a climate of mutual conversation, discernment, and accountability. Faculty are also encouraged to reflectively think through interactions with the current or previous Faculty Chair, or one of the Campus Counselors.

When circumstances, facts and conduct come into question with the institution's expectations of professional, intellectual and academic excellence (described above), as well as the emotional and spiritual wellbeing of the student, administrative measures shall be taken to ensure due process and appropriate consequences (Faculty Handbook, Sections 3.13 and 3.14).

3.2.2.9 AAUP Code of Professional Ethics

Although no set of rules or professional code can either guarantee or take the place of the faculty's member's personal integrity, Waldorf University believes that the "Statement on Professional Ethics" promulgated by the American Association of University Professors in April of 1966, which follows, may serve as a reminder of the variety of obligations assumed by all members of the academic profession:

1. Members of faculty, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end they devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although they may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry.
2. As teachers, the members of faculty encourage the free pursuit of learning in their students. They hold before them the best scholarly standards of their discipline. They demonstrate respect for the student as an individual, and adhere to their proper role as intellectual guide and counselor. They make every reasonable effort to foster honest academic conduct and to assure that their evaluation of students reflects students' true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation of

students for their private advantage and acknowledge significant assistance from them. They protect students' academic freedom.

3. As colleagues, members of faculty have obligations that derive from common membership in the community of scholars. They respect and defend the free inquiry of their associates. In the exchange of criticism and ideas they show due respect for the opinions of others. They acknowledge their academic debts and strive to be objective in their professional judgment of colleagues. They accept their share of faculty responsibilities for the governance of their institution.
4. As members of their institutions, members of faculty seek above all to become effective teachers and scholars. Although they observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. They determine the amount and character of the work they do outside and inside their institution with due regard to their paramount responsibilities within it. When considering the interruption or termination of their service, they recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of the community, the members of the faculty have the rights and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as a private person, they avoid creating the impression that they speak or act for their University or university. As citizens engaged in a profession that depends upon freedom for health and integrity, the professor has a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

3.2.2.10 Harassment Policy

The Harassment Policy and other policies related to Title IX protections and processes are provided in the *Employee Handbook*.

3.2.2.11 University Policy on Consensual Relationships

Because consent cannot be given freely in a situation where one person has power over another, romantic and/or sexual relationships between the following are prohibited at Waldorf University:

- Faculty and staff with currently enrolled students and students being recruited
- Supervisors with any person she/he supervises
- Board of Trustees members with administrators, faculty, staff, and students or any other University employee with someone over whom she/he has a position of power or control.

Consensual relationships of a romantic or sexual nature, between a Waldorf University employee and a current Waldorf student, or between supervisors and those they supervise may be construed as, or may in fact be, harassment. Because a unique position of power or control exists in such relationships, the term “consent” is made ambiguous. Consequently, to claim a consensual relationship is not an acceptable defense against charges of harassment.

This policy does not apply to relationships between spouses.

3.2.2.12 University-Sponsored Activity Student Absence Policy

If a faculty member or a staff member is planning an activity which would require students to be gone from campus during a regular class day, she/he would need to provide the following information:

- State the purpose of the trip and if it is a required trip.
- State the destination, and on what days students will be gone.
- Provide a list of the students expected to go on the trip.

This information should be provided to the dean who has responsibility for the area planning the trip (for example, student activities - Dean of Students; class-related activities, music, theatre, or athletic activities - Vice President for Academic Affairs) at least a week in advance of the trip. The dean would then approve/deny permission for the trip. The office of the appropriate dean would then distribute a list of the student names for approved activities to the faculty. If a student is participating in an approved activity, faculty members will be expected to work with the student to make up missed work. If a faculty member feels the student on the list cannot afford to miss a particular class, she/he will contact the VPAA to discuss the issue and determine if the student should be allowed to go. For activities such as athletics, where a travel squad may not be known until the day before the event, a list of all members on the team will be provided to the faculty at the beginning of the season along with a schedule. A separate list stating the travel team will be provided to the faculty when available.

3.2.2.13 Drug-Free Workplace Policy

In compliance with the Drug-Free Workplace Act of 1988, the Board of Trustees of Waldorf University has established a policy and awareness program to insure a drug-free workplace. Waldorf University prohibits the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance (including alcohol) while on the University campus or in the immediate vicinity thereof, at any University function, on any University trip, or when in any way representing the University. At this time, the rules do not require employers to institute mandatory drug-testing programs.

As a condition of employment, employees are given a copy of this statement and must abide by the terms therein. In addition, employees must notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.

The dangers of drug abuse in the workplace include, but are not limited to: personal addiction and/or, physical and emotional injury to co-workers, and decreased job performance which could result in damage or destruction of University property. With the previous consideration in mind, no person shall be present on the University campus while under the influence of drugs or alcohol.

Waldorf University recognizes its duty to address problems of drug use in such a manner as to safeguard to the greatest extent possible its capacity to carry out its educational mission with Christian concern. Consequently, while discipline will be taken, the University's interest goes beyond a disciplinary response to the problem. Therefore, the University will provide educational and informational help about drugs and the danger of their use and will require the use of counseling services and/or chemical dependency services that are available. (See Employee Handbook).

Waldorf University reserves the right to immediately terminate any employee convicted of drug abuse violations occurring in the workplace. However, under certain circumstances, in lieu of dismissal, Waldorf may choose suspension and/or mandatory treatment counseling.

Exception to the Policy

At all times faculty, students, and staff shall observe local laws in regard to possession and consumption of alcohol. Persons affiliated with the University are expected to exercise reasonable restraint in this use of alcohol.

3.2.2.14 Copyright Policy

For information on copyright, please contact the Luise V. Hanson Library, which maintains and publishes Waldorf University’s policy on the use of copyrighted materials. A PDF of the current policy will be available via the Library and Academic Affairs webpages on the Waldorf University website.

3.2.3 Additional Responsibilities for Full-time Faculty

3.2.3.1 Supporting Positive Student Conduct

Waldorf University endeavors to promote and maintain high standards of student conduct. The standards of the university will be contained in the *Student Handbook* (see the Academic Integrity Policy). It is the responsibility of each faculty member to support the standards.

3.2.3.2 Program Promotion and Student Recruitment

The faculty are encouraged to collaborate with the university-wide plans for student recruitment, institutional promotion, and academic program development.

3.2.3.3 Attendance at Campus Events

A large variety and number of artistic, intercollegiate and intramural athletic, musical, religious, social, and athletic events occur on campus each semester. It is expected that each faculty member will attend a reasonable number and variety of these events each semester. Such attendance provides excellent opportunities for informal interaction with students and reflects support for professional colleagues and those students involved in the activity.

Campus Worship

Campus Worship Services provide one of the unique occasions for the campus community to gather for public worship as well as mutual support and encouragement. Faculty, through their participation as speakers and worshipers, have a special opportunity to interact with and support students in terms of their emotional and spiritual needs.

Full-time faculty members are encouraged to serve as *campus worship* speakers when asked, and to share the full range of their own gifts (i.e. musical, etc.) at whatever level each faculty person feels appropriate. Because the university community thrives on a variety of disciplines and perspectives, faculty participation in *campus worship* services expands the spiritual horizons and understandings of the whole university community.

Convocations

The university normally sponsors four major convocations each semester. These convocations are intended to educate students about national and global issues, and other topics of concern.

3.2.3.4 Informal Interaction with Students

Waldorf University encourages faculty members to interact informally with students. Examples of desirable faculty initiatives include greeting students in a friendly and caring manner when meeting them on or off campus; serving as a student class, club or activity sponsor; participating in the programs of campus organizations or residence halls; inviting students to one’s home; soliciting student participation in departmental activities and projects; and attending diverse campus events.

3.2.3.5 Scholarship and Creative Activity

Goal: The goal of the faculty development program at Waldorf University is to fulfill the University's mission as a lively community of learning and faith by enhancing student learning through continued professional growth and development of the faculty.

The continued professional development of our faculty will:

- Improve teaching effectiveness
- Encourage innovative methods of pedagogy
- Engage faculty in new knowledge in their discipline
- Promote a culture that values the ideal of lifelong learning
- Model academic learning and the scholarly approach to solving problems

Faculty Growth and Development through Scholarship

Within their area(s) of expertise, all full-time ranked faculty (category 1) shall be responsible for continued growth and development through scholarship. Scholarship shall be broadly defined as creative, research, or professional activity which results in a product that is shared with ones peers in a written, oral, or performance presentation and is subject to critique or review. Scholarship may originate in any one of the four ways described in the special report *Scholarship Reconsidered: Priorities of the Professoriate* (Boyer, E., 1990, The Carnegie Foundation. Princeton, New Jersey) and summarized below:

1. **Scholarship of Discovery:** This is "traditional" scholarship through which new knowledge is generated by conducting original research or creating other types of original works.
2. **Scholarship of Integration:** This involves the critical evaluation, synthesis, analysis, or interpretation of the research or creative work produced by others; it is often interdisciplinary or multidisciplinary in nature and includes the varieties of artistic interpretation and performance.
3. **Scholarship of Application:** This involves applying disciplinary expertise to the exploration and/or solution of institutional, community or social processes or problems; it involves activities that are tied directly to one's special field of knowledge and it demands the same level of rigor and accountability as is traditionally associated with research activities.
4. **Scholarship of Teaching:** This involves the use of ones expertise as a teacher to develop, transform, and extend teaching activities and other aspects of pedagogy in new and more effective ways; it includes research and other creative work which focuses on the improvement of teaching and learning.

Growth opportunities which do not fit clearly within one of the four categories listed above may be presented to the Rank & Tenure Committee for approval for any institutional funding prior to engaging in the growth activity.

To facilitate professional development, the University provides a variety of benefits and opportunities for faculty members, such as faculty workshops, and consultation and conference travel reimbursement (see 3.6.2). All full-time members of the faculty are expected to take advantage of relevant professional development opportunities, to keep the VPAA informed of their development needs, and to suggest ways to better facilitate professional development.

3.2.3.6 Training in the Area of Sexual Harassment Resolution

Faculty are required to attend periodic university provided opportunities for training in all aspects of sexual harassment.

3.2.3.7 Emergency Drills

Drills are conducted periodically. It is the responsibility of each faculty member to know the emergency procedures.

3.2.3.8 Faculty/Staff Campus Parking

Faculty and staff are required to have a parking sticker to identify their vehicles. Contact the Campus Security Office in the Campus Center or the VP for Student Life/Dean of Students to secure parking stickers.

3.2.4 Policy on Awarding of Honorary Doctorates at Waldorf University

Waldorf University awards the honorary doctorate to distinguished persons deemed to be deserving of such high recognition by the University. Any member of the Faculty, Administration, or Board of Trustees may nominate candidates for an honorary degree.

Nominations for honorary degrees will be administered by the Academic Dean, who will assist those making nominations in compiling appropriate information in support of the nomination and include rationale to support the nomination in terms of Waldorf's Mission. All nominations will be considered first by the Faculty Senate, who will recommend candidates to the faculty. The faculty will act on those nominees recommended by the Faculty Senate at the October faculty meeting. Nominations receiving a majority vote of the faculty are recommended to the Board of Trustees. Honorary degrees may be awarded only with the approval of a majority vote of the faculty and the Board of Trustees.

Criteria for selection include the following:

1. Outstanding achievement in the arts, science, commerce, government, industry, the non-profit sector, the Church, or the academy;
2. A life noteworthy for its orientation to service, either through the character of career achievements or voluntary efforts of benefit to the broader community;
3. Support for the mission of Waldorf University;

The following guidelines shall govern the awarding of honorary degrees:

1. Honorary degrees may be awarded at Opening Convocation or at Commencement, with exceptions to be determined by the Board of Trustees.
2. Current members of the faculty, administration, or Board of Trustees are not normally eligible for an honorary degree; however, exceptions may be made by a two-thirds vote of the faculty and Board of Trustees.
3. Normally, no more than one honorary degree may be awarded in any one academic year, with exceptions to this guideline to be determined by the action of the faculty and Board of Trustees.
4. The Honoree must be present in order for the degree to be awarded, except, perhaps, in cases of personal emergency.

5. A member of the faculty will prepare and present the citation, and the Chair of the Board or his/her designate and the President will present the degree.

3.3 New Faculty

3.3.1 Search Procedures

Please see the Human Resources Office and Waldorf's *Employee Search Process Handbook* (available at the President's office).

3.3.2 Appointment Policies and Procedures

3.3.2.1 Initial Faculty Appointments

The initial rank and appointment category (see below) assigned to new faculty are determined by the VPAA after discussion with the relevant division or department or program chair and the President. Initial appointments of full-time faculty will be made in one of the following appointment categories:

3.3.2.1.1 Initial Categories of Appointment

1. Tenure Track

Tenure eligible appointments are made in this category for positions which are expected to exist on a continuing basis.

Tenure is awarded only after completion of a probationary period and after favorable review by the Rank and Tenure Committee, the VPAA, and the approval of the President. The probationary period is five or six years with a tenure decision made in the fall of the fifth or sixth year. Yearly reviews are conducted by the VPAA (see section 3.7.2.2). A formative tenure review is held in the spring of the third year of the appointment to provide guidance to the person on areas of strength and of concern. This review will be conducted by the Rank and Tenure Committee.

The VPAA may offer a new hire the option of electing to shorten the probationary period if the person has held prior full-time, teaching positions at the rank of hire at other universities or has extensive professional experience in their professional field as outlined in the position posting. Any shortening of the tenure probationary period is to be specified the written offer at the time of appointment and signed by the VPAA. As a general guideline, one year may be deducted from the probationary period by the VPAA for each two years of full-time teaching at the rank of hire at another institution. However, the probationary period is never to be shorter than three years. The same guidelines may be applied by the VPAA in offering to shorten the time necessary in rank before eligibility for promotion. Individuals denied tenure may be offered an annual contract at the discretion of the VPAA in consultation with faculty of that department as long as the change in status does not eliminate a tenure track position.

2. Annual and Tenure Contracts

Annual contracts are issued for a specific period, usually one year (either 9 or 12 month) contracts whose responsibilities are listed in 3.2.2, and carry no obligation or promise of further employment. Annual contracts may be offered by the university at any time; however, continuing faculty are to receive their contracts in March of each year. A person offered an annual contract will have three weeks to accept or reject the contract. Persons appointed in this

category may continue indefinitely on a series of sequential 1-year annual contracts, but subject to annual renewal based on performance and need for the position. A faculty member requesting to move from an annual contract to a tenure eligible contract must submit the required materials to the VPAA and the Rank and Tenure Committee (see section 3.4.4.1).

Tenure status is to be recommended by the Rank and Tenure Committee and the VPAA to the President who must also give approval, but the final decision to approve tenure is made by the Board of Trustees. Tenure shall be granted by the Board of Trustees for a five year period. Tenure contracts confer no expectation of reappointment from contract term to contract term. Separation may occur as described in this Handbook within the term of the contract.

3.3.2.1.2 Initial Rank

1. The rank specified in the position description will be applied.
2. If the search committee recommends a candidate who has held faculty rank in another collegiate institution higher than the rank in the position advertised and the VPAA and President concur, the person will generally be hired at the highest rank they have held.

3.3.2.1.3 Initial Salary

1. The VPAA will be guided by the remuneration policies of the *Faculty Handbook*. Refer to section 3.12.2. The President ultimately determines the salary offered.
2. Competition for faculty in certain specialty areas may require that the VPAA move above the Faculty Handbook remuneration policies in a few cases.

After agreement with the president about all aspects of the offer, the VPAA makes an offer by phone or email. Upon acceptance, the VPAA contacts Human Resources and initiates preparation of a written contract, which is reviewed and approved by the VPAA, signed by the President, and then sent out by the Human Resources Office. Normally, no formal announcement of appointment (nor letters of regret to the other candidates) occurs until after a signed contract has been received back by the University.

3.3.2.2 Continuing Faculty Appointments

- A. Continuing faculty who are not tenured shall receive an annual contract in March specifying the following conditions that will apply in the next academic year:
 1. Rank
 2. Department or program of appointment
 3. Salary
 4. The length of the appointment
 5. Continuing faculty will have three weeks to accept or reject the contract.
- B. Continuing faculty who are tenured shall receive a term contract in March specifying the following conditions that will apply in the next academic year:
 1. Rank
 2. Department or program of appointment
 3. Salary
 4. The length of the appointment in months
 5. Continuing faculty will have two weeks to accept or reject the contract.

3.3.3 Orientation of New Faculty

The VPAA organizes a formal orientation seminar of at least a half-day for all new-faculty, to occur prior to the beginning of the academic year. Each new faculty member may choose an experienced “faculty mentor” from outside the division to provide friendship and support as desired and needed. In addition, the Department Chair organizes a special orientation program for his/her new faculty member(s) that supplements the campus-wide information presented in the VPAA’s orientation seminar and provides discussion related to departmental policies and procedures. Although part-time daytime faculty are not required to attend the orientation seminar, they are strongly encouraged to attend.

3.3.4 Equal Employment Opportunity/Affirmative Action

See the Equal Employment Opportunity Policy Section of the *Employee Handbook*.

3.4 Promotion and Awarding of Tenure

3.4.1 Definition of Tenure

Tenure is a term designating indefinite appointment to full-time faculty members until retirement, unless otherwise terminated consistent with the procedures and the protections stated herein. It is an assertion of mutual commitment on the part of the faculty member as well as the University for the principles of academic freedom and personal professional integrity and cannot be taken lightly. It means the individual is committed to continued personal development and high levels of achievement as a member of the Waldorf University academic community.

Tenure status is granted by the Board of Trustees upon recommendation of the President, who is advised by the Rank and Tenure Committee and the VPAA.

Faculty members with tenure contract status may not be reduced in rank or contract term except for redirection, reduction, or discontinuation of a department or program, financial exigency as determined by the President, or adequate cause for dismissal, all described in 3.13.

Faculty members are assigned to department, discipline or program areas based on their education and specialization. Accordingly, tenure is herein understood to be within the department, discipline, or program areas of the primary teaching assignment at the time tenure is granted. The department, discipline or program areas in which faculty members are granted tenure shall be specified in the letter from the University to faculty informing them that tenure has been awarded.

3.4.2 Eligibility

Persons who have continuing full-time faculty status and teaching responsibilities (Category 1 in section 3.1.1) are subject to the following rules governing eligibility for tenure and promotion.

To be eligible to apply for tenure and/or promotion, faculty members must be on a tenure track appointment and must have completed the tenure probationary period specified at the time of initial appointment (Section 3.3.2.1). Faculty members may apply simultaneously for tenure and promotion as long as the eligibility requirements for both are met.

Applicants must submit a letter of application to the Rank and Tenure Committee in care of the VPAA no later than **August 1** of the academic year in which the decision will be made. The letter should state that the candidate intends to apply for tenure and/or promotion, state the number

of years of teaching experience at Waldorf University and elsewhere, and list the candidate's graduate degrees (and certifications or licenses as appropriate for the candidate's discipline).

If applicants are judged by the Rank and Tenure Committee to meet the eligibility criteria and experience and education requirements (section 3.6) for tenure, they will be so notified by the Committee and may continue in the tenure review process (section 3.4.4).

3.4.3 Selection Criteria for Tenure and Promotion

The criteria for awarding tenure and faculty promotion are the same. Tenure is not to be granted simply for fulfilling the minimum qualifications; the faculty member must be viewed as an effective teacher, advisor, and model for students in order to be tenured. Furthermore, the tenure decision involves assessment of both current and projected institutional needs. Any department may be fully tenured, but program, departmental, divisional, and University needs must be given full consideration. Annual reviews will occur during the first, second and third years of the probationary period, giving appropriate feedback to the faculty member.

The Rank and Tenure Committee will use the following criteria, listed in order of priority. Quality and effectiveness of teaching is the top priority for the institution, with the other criteria examined in context of how they contribute to student learning.

1. Quality and effectiveness of teaching
2. Educational attainment
3. Scholarship and creative activity
4. Support of the mission and objectives of Waldorf University
5. Institutional responsibility
6. Community involvement

These 6 criteria are interpreted as described in sections 3.4.3.1 through 3.4.3.6.

3.4.3.1 Quality and Effectiveness of Teaching

- A. Demonstrates mastery of subject matter.
- B. Demonstrates ability to stimulate the intellectual development of students in the applicant's discipline as well as to contribute to the institution's educational goals to encourage life-long learning.
- C. Is effective in communicating the skills, methods and intellectual content appropriate to the applicant's discipline.
- D. Is effective in student advising, informal academic contact with students, supervision of internships and independent study, and evaluation of and communication regarding student progress and work.
- E. Exhibits effectiveness in course design, course examinations and grading.
- F. Relates professional educational goals to the needs and goals of students as whole persons.
- G. Assists and supports students in engaging faith and reason in learning as appropriate.

3.4.3.2 Educational Attainment

Educational attainment shall be judged according to the standards set forth in section 3.6.

3.4.3.3 Scholarship and Creative Activity

Scholarship and Creative Activity shall be evaluated according to the definition of faculty growth and development found in section 3.2.3.5.

3.4.3.4 Support of the Mission and Objectives of Waldorf University

- A. Inspires in students a concern about their moral and ethical values.
- B. Develops, supports, or participates in programs and activities that reinforce the University mission.
- C. Supports and can articulate the University's objectives as a Liberal Arts institution in the Lutheran tradition of higher education.
- D. Encourages and supports student leadership and service activities.
- E. Exhibits commitment to the University, to its ideals and objectives and to one's colleagues.
- F. Contributes to the life of the University as a community and to strengthening the sense of community on campus.
- G. Provides leadership in achieving the goals of the University, including constructive criticism and recommendation for change.

3.4.3.5 Institutional Responsibility

- A. Promotes and exhibits effective and regular interaction with students and peers.
- B. Participates in and supports vital University programs such as chapel, convocations, concerts, lectures, athletic events, etc.
- C. Communicates positively to prospective and current students concerning the goals of Waldorf University's student recruitment and admission program.
- D. Participates in committee work, sharing in the responsibility for program development and institutional governance.
- E. Shows willingness to be a part of institutional advancement as requested.

3.4.3.6 Community Involvement

- A. Contributes to extending the resources of the University to the wider community.
- B. Models integrity, conviction and community concern.
- C. Participates in and provides leadership for church, civic, community and service organizations.
- D. Encourages community and public service.
- E. Represents the University effectively and positively in the community.

3.4.4 Process

In the first two years faculty members will be evaluated annually by the designated Associate Dean or the VPAA. The evaluation (see section 3.8.1 for a complete description) will include administration of student course satisfaction surveys, advisor evaluation surveys (if applicable), feedback from the department chair (when possible), and classroom observations and feedback by the designated Associate Dean or the VPAA, who the VPAA will meet with faculty members to review the information gathered and to begin discussion about the development of professional portfolios. A summary of the findings and recommendations for growth will be placed in faculty members' files.

The processes for third year review, awarding tenure, and promotion to another rank are initiated by individual faculty members. Written applications must be filed with the VPAA by set deadlines during the academic year (described below) in which the rank and/or tenure decisions will be made. In addition to the application, deadlines are also set for submission of a reflection

for third year review, or a professional portfolio for tenure and promotion (the portfolio is described in section 3.7.1.4).

Tenure-track faculty members must apply for tenure in either the fifth or sixth contract year, whichever the faculty member chooses. Failure to apply for tenure by the sixth year will result in the denial of tenure.

When either tenure or promotion are under consideration, the Rank and Tenure Committee determines who is eligible, reviews all available information about candidates, and makes promotion and tenure recommendations to the VPAA.

The VPAA shall forward the Rank and Tenure Committee's recommendations and his/her own recommendations to the President for review. The President shall approve or deny each recommendation and report this decision to the VPAA and to the Rank and Tenure Committee. Those approved by the President are presented by the VPAA to the Board of Trustees for action at the Board's winter meeting.

If the VPAA, President or Board of Trustees turns down the Rank and Tenure Committee's recommendation, a written explanation shall be provided to the Rank and Tenure Committee. If, at any stage, the application is turned down, the VPAA shall inform the applicant of the reasons for the denial. Faculty who have not been recommended for tenure, promotion or renewal, or who have had the committee's recommendation turned down, shall use the grievance process as outlined in section 3.14 of the Faculty Handbook.

Individuals denied tenure may receive a contract for succeeding academic years at the discretion of academic affairs.

If candidates find themselves in situations that make meeting deadlines and complying with the requirements of the tenure and/or promotion process difficult, a letter can be submitted to the VPAA and Rank and Tenure Committee. The letter should request a postponement or extension of the process, or a withdrawal from the process, explain the reasons for the request, and be submitted with any supporting documentation. The committee will meet and act on the request by the next regularly scheduled meeting. The VPAA will inform the candidate of the decision within 24 hours of the committee's meeting.

3.4.4.1 Process for Third Year Review

Submit to VPAA by **January 15** of the third year of employment the following items:

- A. A letter requesting formal review
- B. A current CV
- C. Student evaluation forms for the first two years (available from Academic Affairs)
- D. A 5- to 6-page reflection on the Six Criteria (found in section 3.4.3)

This review is intended to help faculty discover areas of strength and weakness in preparation for the formal tenure and promotion review. After receiving a formal response from the committee summarizing the review, faculty members would be able to choose whether to apply for tenure in their fifth or sixth year at Waldorf. The Rank and Tenure Committee will forward to the VPAA its recommendations for third year review with supporting reasons no later than the last class day prior to April 1.

3.4.4.2 Process for Full-time Faculty Moving from an Annual Contract to a Tenure Eligible Contract

In certain situations, a faculty member hired under an annual contract may warrant moving to a term tenure eligible contract. A faculty member, after at least two years of full-time teaching at Waldorf, may request to move from an annual contract to a term tenure eligible contract will submit the following items to the VPAA by **January 15**:

1. A letter explaining the reasons the faculty member believes such a move is warranted.
2. A letter from the faculty member's Department Chair.
3. A current CV.
4. A 5- to 6-page reflection on the Six Criteria (found in section 3.4.3).

The VPAA will bring the request to the next meeting of the Rank and Tenure Committee. Members of the Rank and Tenure Committee will follow up with performance-related review, such as viewing the candidate's teaching evaluations and attending the faculty member's classroom(s) in person similar to the process for third year review.

Upon receipt of the above information, the Rank and Tenure Committee will meet to review the request and make a recommendation to the VPAA. The committee's recommendation will be reviewed by the VPAA, who shall write his/her additional recommendation and report this evaluation to the Rank and Tenure Committee and to the University President.

The VPAA and Rank and Tenure Committee will also make recommendations regarding Faculty Rank as well as possible credit from years of full-time teaching experience towards tenure.

The President will consider the recommendations and forward the accumulated recommendations to the Academic Quality Committee of the Waldorf University Board of Trustees. After review and consideration, their recommendation will be forwarded to the full Board for consideration and action.

If an application for a tenure eligible contract is declined at the VPAA or Presidential level, the VPAA shall provide the applicant and the Rank and Tenure Committee a written explanation of the reasons for the action at that time. A copy of this letter will also be placed in the applicant's employee file.

An approved change of contract will take place at the beginning of the next Academic year.

3.4.4.3 Process for Review of Applications for Tenure and/or Promotion

Faculty members seeking promotion or tenure must submit a letter of application applying for promotion and/or tenure to the VPAA no later than **August 1** of the academic year in which the decision will be made. The letter should be accompanied by a current CV or résumé.

- A. Upon receiving the application and making an appointment to review the process with the candidate, the VPAA will submit the application, letter and CV to the Rank and Tenure Committee. This will be done no later than the first day of classes for the fall semester.
- B. The Rank and Tenure Committee will check criteria to determine eligibility, and the VPAA will inform the faculty candidate within 24 hours of the first Rank and Tenure meeting of

- the year as to whether or not she/he is eligible.
- C. The faculty member should submit the professional portfolio (see section 3.7.1.4) to the Office of Academic Affairs by **September 1**.
 - D. The Rank and Tenure Committee will review all submitted materials by **December 1**. Following the review, the Committee will meet with the candidate to discuss the application.
 - E. The Rank and Tenure Committee will forward its recommendations for promotion and tenure with supporting reasons to the VPAA no later than the last day the campus is open before Christmas break.
 - F. The committee's recommendations shall be reviewed by the VPAA, who shall write her/his additional recommendation and report this evaluation to the Rank and Tenure Committee.
 - G. The VPAA shall forward both the Rank and Tenure Committee's and his/her own recommendations to the President for review. The President shall approve or deny each recommendation and report this to the VPAA and to the Rank and Tenure Committee.
 - H. If an application for promotion or tenure is declined at the Vice Presidential or Presidential level, the VPAA shall provide the applicant and the Rank and Tenure Committee with a written explanation of the reasons for this action. A copy of this letter will also be placed in the applicant's faculty file before the winter meeting of the Board of Trustees.
 - I. If an application for promotion is approved at the administrative level, the President will make recommendation of the individual to the Board of Trustees at the winter meeting.
 - J. Formal notification and announcements of promotions in rank will be made following the winter meeting of the Board of Trustees (no later than February 15).
 - K. Each candidate's application file shall be treated with strict confidentiality by those authorized to review it – the members of the Rank and Tenure committee, the VPAA, and the President. At any time the candidate may request the VPAA to discuss the general contents of the file and the reasons for decisions that have been made.

3.4.4.4 Process for Review of Tenured Faculty

To encourage and support the continued professional development of tenured faculty, a developmental review of the performance of tenured faculty shall be conducted on a six-year cycle by the Rank and Tenure Committee. Feedback from this review shall be shared only with the tenured faculty member and the VPAA. The VPAA shall receive written notice that the review has been completed and this notice shall be entered into the faculty member's permanent personnel file.

- A. Faculty members subject to review must submit a letter (maximum length 1000 words) addressing the six criteria for tenure (3.4.3) to the VPAA no later than **August 1**. The letter should be accompanied by a current CV or résumé.
- B. Upon receiving the application the VPAA will submit the application, letter, CV, and student course satisfaction surveys to the Rank and Tenure Committee. This will be done no later than the first day of classes for the fall semester.
 - 1. The Rank and Tenure Committee will review all submitted materials and write a formal review.
 - 2. The Rank and Tenure Committee will send the formal review to the candidate

no later than the last day the campus is open prior to Christmas break.

3. The VPAA shall receive written notice that the review has been completed and this notice shall be entered into the faculty member's permanent personnel file.

Each candidate's application file shall be treated with strict confidentiality by those authorized to review it – the members of the Rank and Tenure committee, the VPAA, and the President. At any time the candidate may request the VPAA to discuss the general contents of the file and the reasons for whatever decision may have been made

3.5 Faculty Rank

3.5.1 Rank of Professor

A. *Education*

Faculty awarded Professor Rank should possess an earned doctorate or an institutionally-accepted equivalent in their field or a related field as specified in 3.6. This requirement may be waived in rare instances involving outstanding merit and distinction.

B. *Experience*

Normally, those appointed Full Professor will have a minimum of twelve years of successful University teaching with at least six years of teaching experience at the rank of Associate Professor.

3.5.2 Rank of Associate Professor

A. *Education*

Faculty awarded Associate Professor Rank shall possess the degree level specified in 3.6. This requirement may be waived in rare instances involving outstanding merit and distinction.

B. *Experience*

Normally, those appointed associate professor will have a minimum of five years of successful full-time University teaching or its equivalent that includes appropriate professional field experience, and with at least three of those years of successful university teaching being at the rank of Assistant Professor at Waldorf University.

3.5.3 Rank of Assistant Professor

A. *Education*

Faculty awarded Assistant Professor Rank shall possess the degree level specified in 3.6.

B. *Experience*

The demonstrated ability or promise of successful university teaching is the primary criterion for awarding this rank.

3.5.4 Rank of Instructor

A. *Education*

Normally, faculty assigned *Instructor* rank shall possess the degree level specified in 3.6.

B. *Experience*

Prior teaching experience is desirable but not required.

3.5.5 Professor Emerita/Emeritus

A faculty member who retires, usually after ten or more years of outstanding service at Waldorf, is eligible for promotion to Professor Emerita or Professor Emeritus. Such appointments are made by the Board of Trustees. Professors Emeriti may take part in academic processions and may, with their consent, be appointed to serve on special faculty committees. They also retain their campus e-mail accounts and library and faculty activity ticket privileges. Office space on campus may be provided on a semester by semester basis.

3.5.6 Degree expectations by Academic Field

The expectation for tenure or promotion to Associate Professor or Professor Rank is possession of an earned terminal degree in the field of one’s principle teaching activity, and that standard is expected as the general rule for most academic fields. However, a terminal degree is rare in certain professional fields, and that fact may be taken into account in making promotion and tenure decisions in these fields. The table below clarifies the degree expectation by academic field for full-time faculty. Continuing formal education beyond the Master's degree is desirable for all faculty and particularly for those in the excepted fields for a terminal degree; therefore the rank of Professor is reserved for those who demonstrate that level of commitment. For initial appointments where initial appointment requirements are not met, there will be a letter placed in their file specifying a time to reach the requirements.

Academic Field	Initial Appointment <i>Instructor</i>	Initial Appointment <i>Assistant Professor</i>	Tenure <i>Associate/Full Professor</i>
Art			
Studio	MA or MFA	MA, MFA or PhD	MFA or PhD
Graphic	MA or MFA	MA+Exp or MFA	MFA
History	MA	PhD	PhD
Biology	MS	PhD	PhD
Business			
Economics	MBA	PhD	PhD
Management, Accounting, Marketing, Finance & Operations Mgmt.	MBA	MBA +Exp, or MBA +CMA or CPA, DBA or PhD (ABD)	DBA or PhD or MBA + MA or MS, or CPA
Sport Management	MA, MS, or MBA	MA, MS, or MBA + Exp., PhD, EdD, DBA	MA, MS, or MBA + Exp., PhD, EdD, DBA
Chemistry	MS, PhD (ABD)	PhD (ABD)	PhD
Communications (Digital Media, Graphic Design, Journalism, Public Relations)			
Applied	MA, MS or MFA	MFA, (MA or MS)+Exp	PhD, MFA, (MA or MS)+Exp
Theory	MA or MFA	MFA or PhD (ABD)	PhD
Criminal Justice	MA, MS, JD or MPA	(MA, MS or MPA)+Exp., or PhD or Doctoral Degree in related field + exp	MA, MS, or MPA +Exp or PhD or Doctoral Degree in related field + exp
Cybersecurity	MBA or MS	MBA, MS, Doctoral Degree or PHD	Doctoral Degree or PHD

Academic Field	Initial Appointment <i>Instructor</i>	Initial Appointment <i>Assistant Professor</i>	Tenure <i>Associate/Full Professor</i>
Developmental Studies	MA or MS	MA or MS	EdS, EdD or PhD
Education	MA or MS	MA or MS	EdD or PhD
Emergency Management	MA, MS, or MPA	(MA, MS, or MPA)+Exp., PhD	(MA, MS, or MPA)+Exp., PhD
English			
Literature	MA	PhD	PhD
Creative Writing	MA or MFA	MFA or PhD (ABD)	(MFA or PhD)+Publications
Fire Administration	MA, MS or MPA	(MA, MS or MPA)+Exp or EFO	PhD, MS +Exp, MPA +Exp or EFO
Healthcare Management	MA or MS	PhD	PhD
Health Promotion & Exercise Science	MA or MS	MA, MS, or PhD (ABD) or Ed.D (ABD)	PhD or Ed.D.
History	MA	PhD	PhD
Homeland Security	MA or MS	MA, MS, Doctoral Degree or Ph.D.	Doctoral Degree or Ph.D.
Mathematics	MS	PhD	PhD
Modern Languages	MA or MS	MA, MS or PhD	PhD
Music			
Theory/History	MA, MMus, or MS	PhD (incl. ABD) or DMA	PhD or DMA
Performance	MA or MFA	(MFA, MA or MS)+Prof Experience	DMA+Prof Experience
Education: Curriculum & Instruction	M.Ed, MA Ed.	M.Ed, MA Ed.+Exp.	Ed.D
Organizational Leadership	MA or MS	MA or MS, EdD, DBA, or PhD (ABD)	PhD, EdD or DBA
Physics	MS	PhD	PhD
Psychology	MS	PhD	PhD
Religion/Philosophy	MA or MDiv	MA+MDiv	ThD or PhD
RN to BSN (Nursing)	MS, MSN (nursing)	MS, MSN (Nursing) +10 cr toward pursuing PhD or DNP +peer-rev. publication.	PhD or DNP+ peer-rev. Publication
Sociology	MS or MSW	MSW or PhD	PhD
Speech	MA or MS	PhD	PhD
Theatre	PhD (ABD) or MFA	PhD (ABD) or MFA	PhD or MFA

3.5.6.1 Hiring Faculty with Equivalent Experience

At times, and as an exception, faculty may be hired to teach with Waldorf University who have career or life experience equivalent to learning in higher education. The University defines this threshold of experience of normally five years or more, focused around professional activities in specific knowledge areas pertinent to the field, discipline or course needing to be taught in

accordance with the faculty handbook. The respective Department Chair will evaluate whether the individual's equivalent experience is sufficient and will make a recommendation to the VPAA.

3.6 Faculty Professional Development

3.6.1 Fall Faculty Workshop

A workshop is held the week before the start of classes each fall. Attendance is required for full-time faculty.

3.6.2 Conference Attendance

Each year faculty are encouraged to attend a local, state, regional, and/or national conference which relates to their discipline or to pedagogy. Any faculty travel funds provided by the University must be approved by the Vice President for Academic Affairs before the expense is incurred.

3.6.3 Recognition Awards

3.6.1.1 Waldorf Board of Trustees Outstanding Faculty Award

Criteria:

1. Faculty members must be nominated by March 1 of an academic year.
2. This nomination may be made by any member of the faculty or administration.
3. The nomination must be made in a letter which then becomes a document supporting the nominee.
4. Nominations from the previous year can be reconsidered if the committee talks to the previous nominator.
5. The decision will be based on:
 - a. Excellence in teaching as evidenced by the methods outlined in 3.7.
 - b. Creativity and innovation in the process of teaching.
 - c. Dedication to Waldorf University as evidenced by participation in University activities.
6. The Rank & Tenure Committee will assist the Vice President for Academic Affairs in making the decision.
7. The award of \$500.00 will be presented to the honored faculty member at the annual employee recognition event.

3.6.1.2 Holmen Faculty/Staff Excellence Awards

The Holmen Faculty/Staff Excellence Awards are given by Dr. Kenneth and Linda Holmen, in honor of his parents, Dr. Holger (Hap) and Sylvia Holmen. Hap Holmen served Waldorf as a faculty member in the Industrial Education department from 1949 to 1970.

The Holmen Faculty/Staff Excellence Awards will be presented annually to deserving faculty and staff members. Two awards may be presented annually, although this is not required, and sharing of the award is permitted if the selection committee is unable to choose one person over another. The two different categories for the award and criteria for each are listed below.

Selection of award recipients will be made by a committee of five members of the faculty and staff and two students. Only two of the five faculty/staff members shall carry over for

a second year. Normally, current award winners serve as selection committee members the following year.

- ***The Holmen Professional Excellence Award***

This award is presented to faculty or staff members who exhibit excellence in professional development, quality of professional knowledge and performance, professional integrity and manner, leadership in their field, and/or publication and scholarship. Their service and leadership to professional organizations on a regional or national level is taken into consideration.

- ***The Holmen Community Service Award***

This award is presented to faculty or staff persons who are distinguished in their service to Waldorf, the Forest City community, the church, civic organizations, service organizations and volunteer efforts.

These awards may be presented as a recognition of one's accomplishments or as a stipend to cover costs of further study, service, or professional involvement.

3.7 Faculty Evaluation

Faculty evaluation will be conducted as a way of improving student learning and fostering growth in members of the faculty. Evaluation will be both formative and summative. The formative evaluation will provide feedback for faculty members as they grow in their professions. The summative evaluation will be used to make decisions about tenure and promotion applications and to make judgments in determining continuation of a faculty member's contract. Faculty members will be evaluated on the six criteria found in section 3.4.5 of this Handbook. They include quality and effectiveness of teaching, educational attainment, scholarship and creative activity, support of the mission and objectives of the University, institutional responsibility and community involvement.

The General Policy and Philosophy on University Personnel Evaluation can be found in section 3.7 of the Employee Handbook.

3.7.1 Evaluation Indicators

Effective evaluation of faculty members includes a self-evaluation, student evaluation, and peer review (1997, Scholarship Assessed by Glassic, Huber, Maeroff). At Waldorf University, tools used in the evaluation of members of the faculty will include student course satisfaction surveys, advisor evaluation surveys, teaching observations, and other components of the professional portfolio. (See 3.8.1.4 for a complete description.)

3.7.1.1 Student Course Satisfaction Surveys

Student satisfaction course surveys will provide information about student perceptions of the faculty member's classroom effectiveness. Faculty without tenure will be surveyed each semester. Tenured faculty members will be surveyed the fall and spring semesters prior to post tenure review, at his or her own request, and/or at the request of the VPAA. The Administrative Assistant for the Vice President for Academic Affairs will oversee electronic distribution of the surveys to students.

For residential faculty: The surveys will be sent out two weeks before the end of a semester. In order to get a better response rate, faculty should set aside 10-15 minutes of a class session to which students bring their laptop computers for completing the survey. The faculty member should exit the room while students engage in the survey. An appointed student will let the faculty member know that it is complete if the class is still in session.

For online faculty: One week before a course is ended, students are recommended to do the electronic survey as part of the expectation for course completion. Survey results will be accessible to online faculty members.

3.7.1.2 Advisor Evaluation Surveys

To provide feedback to advisors and to assess their effectiveness, advisor evaluation forms will be administered for all students during the spring semester. The Academic Affairs Office will send a link to faculty to forward to students during the registration process. The advisor evaluations will be used during the promotion and tenure process and during yearly reviews.

3.7.1.3 Teaching Observations

The VPAA, members of the Rank and Tenure Committee, and/or members of the individual's department will observe a class and review the instructional approaches used by the faculty member. Class organization, instructional strategies, communication skills and overall effectiveness of the class will be evaluated with observations recorded. The record of the observation will be used during the promotion and tenure process and during yearly reviews.

3.7.1.4 Professional Portfolio

The professional portfolio is documentation that gives evidence of the quality and effectiveness of a faculty member's contributions to the University and his/her discipline. The portfolio will be used as part of promotion and tenure process. It is recommended that faculty members begin building this portfolio when they are first employed and that they update it periodically. Areas to include in the portfolio are as follows:

1. Up-to-date curriculum vitae
2. Exhibits that demonstrate effectiveness of teaching
 - a. Course syllabi
 - b. Sample teaching materials, which may include online course development
 - c. Summary of student course satisfaction surveys with interpretive comments (provided by the Office of Academic Affairs).
 - d. Advising evaluation summaries (provided by the Office of Academic Affairs)
 - e. Classroom observation reports and summaries
3. Exhibits that demonstrate scholarship and creative activity that could include, but are not limited to, copies of publications or conference presentations, programs from performances, letters from peers evaluating professional contributions, and copies of creative works.
4. Self-evaluation related to the six criteria. This should include strengths, areas where growth is needed, a plan for professional growth, and a summary of activities completed in response to previous feedback from the VPAA, Department Chair and/or the Rank and Tenure Committee. Use of peer mentor input is recommended in

preparing the self-evaluation.

5. An applicant for promotion and/or tenure must request at least four letters, including letters from all full-time faculty who teach in the applicant's department and at least one outside of the department. Letters from outside the University are optional.

Note: Based on AAUP's recommendation, applicants will have access to letters of support written for them.

3.8 Workload

3.8.1 Faculty Load

Residential Faculty workloads include teaching and institutional responsibilities as follows:

A. Teaching Responsibilities

Teaching responsibilities will vary among disciplines and departments with the goal of achieving a balance between providing freedom to faculty and departments to design curriculum and courses that best provide for their students' needs while maintaining a proportional workload and standards among the whole faculty. The time devoted to each of the following may differ based on discipline, department, individual course design, and number of students enrolled. It is up to individual faculty to manage these variances in planning their programs, courses, and semester workloads. The standard teaching responsibilities include:

- All in-person instruction within the classroom on the assigned days and times (see 3.2.2.1)
- All grading and reporting of grades
- Office hours and effective communication with students outside the classroom
- Development of course design, assignments, and materials
- Acquiring and preparing any resources needed to run a course (including grant writing)
- Maintaining course records including grades and attendance (see 3.2.2.1)
- Assessing courses according to university policies developed by the Assessment Committee

B. Institutional Responsibilities

As a faculty governed university all Category 1 faculty (see 3.1.1) are expected to contribute to the institution outside of teaching responsibilities. Some institutional responsibilities are considered duties of all faculty members and include:

- Attending all Faculty Meetings
- Attending Convocation, Baccalaureate, and Commencement Ceremonies

Other institutional responsibilities are those shared by the faculty, to be fulfilled by individual faculty members. Individual loads of these responsibilities may vary based on discipline, department, experience, teaching workloads, and institutional needs. It is the individual faculty members' responsibility to ensure a moderate contribution and the distribution of responsibilities as applicable (such as committee/chair appointments). These institutional responsibilities include the following:

- Serving on committees
- Serving as a department chair, division chair, or program director
- Student advising/mentoring (see 3.2.2.2)
- Advising student clubs/organizations
- Program development/revision and assessment
- Developing and creating new residential/online courses
- Organizing public department events (concerts, performances, recitals, etc.)
- Participating in university programs (Campus Ministry, Faculty Inquirere, new faculty orientation/mentoring, etc.)
- Grant writing

C. Normally, adjunct faculty will have no out of class responsibilities.

Online Faculty workloads are determined as follows:

The balance of teaching and other responsibilities for online faculty will be computed at 80% teaching and 20% institutional/departmental support. Responsibilities would include the following:

- i. Feedback on assignments – 80%
- ii. Course writing, course revision, and course review – 10%
- iii. Committee, departmental and institutional responsibilities, and program assessment – 10%

3.8.2 Computation of Faculty Teaching Load

To account for the variance in faculty loads across different disciplines and departments several factors are considered by the VPAA in consultation with the individual faculty member(s).

3.8.2.1 Normal Credit Load

A full-time credit load is 24 credits per academic year.

The normal faculty credit load is one hour per credit hour of the course/section taught.

The online faculty load is determined by the number of students per course and an institutional credit matrix is used to calculate equivalencies to the normal residential faculty load as outlined in the Waldorf University Teaching Load Policy.

Faculty may request once per academic year up to a 3-credit release with the approval of the department chair and VPAA (if the applying faculty is the department chair the approval of the division chair is required). The credit release may be requested for any one of the following:

- o Professional development
- o Professional research and/or creative endeavors
- o Recruitment activities

The criteria for awarding a credit release include the following:

- The need for professional growth or research furthering one's expertise and/or eligibility for promotion/tenure

- The department/program goals to be accomplished through the credit release and their relationship to the needs of the university
- Frequency of request (or time since last individual/department awarding)
- The length of service to the university and credit load

If a 3-credit release for professional development or research/creative endeavors is approved faculty are expected to organize a public presentation (or present at Inquirere) on how the resources were used and/or results of the project. This may also be combined with a professional development mini-grant.

3.8.2.2 Exceptions in Computing Faculty Credit Load

- Time on Task* – Faculty will be given credit for the lecture credit once if shared with another section. For laboratories where the time in the lab is not the same as the course credit number, credit load will be 3/4, or .75 for each scheduled hour of lab time. (Example: 3 scheduled lab hours would be calculated as 3 x 0.75, or 2.25 credits)
- Team Teaching* – When two or more faculty collaborate in teaching a course, after receiving approval from the VPAA, credit load shall be a portion of the normal full load for the course. Team teaching includes two or more instructors teaching independent sections that meet in the same room at the same scheduled time or two or more instructors teaching one scheduled course.
- Greater than normal advising load* – Normal academic advising load for full-time faculty is an average of 20 students/year. Faculty advising more than twenty advisees will be compensated at \$20 per advisee per year (averaged between fall and spring semesters).
- Independent/Directed Study* – An independent study provides an opportunity for a capable student to do special work under individual supervision in an area not covered by regular course offerings. Students should be able to demonstrate the qualities necessary for interested and intensive inquiry where extensive research and/or project work can be completed. The student has the primary responsibility for the course and the course work involved. (See University Catalogue section IV for qualifications, limitations, and policies.) Independent studies do not count toward load but are compensated per credit at the Independent/Directed study rate set by the VPAA, to be paid at the end of the academic year and end of summer term.

A directed study is a permanent catalogue course delivered on an individual basis when the course is not offered during a specific semester. Directed studies may be approved under extenuating circumstances to provide an opportunity to complete a required course. Students must demonstrate that they are unable to participate in the course prior to their expected graduation date if it is not taken when normally offered. (See University Catalogue section IV for qualifications, limitations, and policies.) Directed studies do not count toward credit load but are compensated per credit at the Independent/Directed study rate set by the VPAA, to be paid at the end of the academic year and end of summer term.

A directed research provides an opportunity for a capable student(s) to design and carry out an individual or group research project under the direction of a faculty member. Directed research should align with a student's degree program and be completed using university resources.

Directed research may be taken for variable credit as determined by the supervising instructor. (See University Catalogue section IV for qualifications, limitations, and policies.) Directed research does not count toward credit load but is compensated per credit at the Independent/Directed study rate set by the VPAA, to be paid at the end of the academic year and end of summer term.

- E. *Supervision of Field Experiences, Practicums, and Student Teaching* – Supervision will be paid according to the Education Load Sheet on file with Academic Affairs Office.
- F. *Internships* – Internships will be credited or compensated based on when they take place (during academic year or summer). Faculty or academic staff may both serve as academic advisors for students participating in internships. During a residential semester or online term, faculty involved in direct instruction will receive one credit of release or overload for each ten students they advise. Academic staff will be compensated either through substitution for other responsibilities or a separate internship advising contract computed at one credit for each ten students. Internships at all other times for all advisors will be calculated at the same rate, prorated when there are fewer than ten students.
- G. *Designing online courses* – When a faculty member is asked to serve as a course writer or reviewer for an online course, this may be negotiated as part of the administrative load and/or course release. When faculty members serve as course writers or reviewers above and beyond their regular, assigned responsibilities, they will be compensated at the current established rate for these tasks set by Academic Affairs.
- H. *Other considerations—the following course types are adjusted for load consideration*
- Capstone courses: paid 0.5 credit per student enrolled, up to the course credit load.
Example 1: 3-credit course with four students ($4 \times 0.5 = 2$ credits)
Example 2: 3-credit course with seven students ($7 \times 0.5 = 3$ credit maximum)
 - Thesis courses: paid at 0.25 credit per student enrolled, up to the course credit load (Example: 3-credit course with four students— $4 \times .25 = 1$ credit).
 - Any combination of courses (i.e. course I, II, and/or III) that meets in the same classroom at the same scheduled time will treat as one course per semester if taught in the same semester unless special exemption is granted by the VPAA.
 - Cross Listed Courses: A faculty teaching one section of a course that is cross listed under two departments will only receive credit for one course. Although listed twice, it is still only one course. If the section is team taught, it will be paid accordingly (see 3.8.2.2.B)
 - Minimum Capacity Courses: When a course regularly scheduled to be taught has enrollment below the minimum generally required to run as determined by course structure, historical enrollment, average university course enrollment, and financial sustainability, at the discretion of the department chair and VPAA the course may run as “minimum capacity”, whereby load will be calculated at 0.5 credit per student enrolled, up to the course credit load.
Example 1: 3-credit course with three students ($3 \times 0.5 = 1.5$ credits)
Example 2: 3-credit course with four students ($4 \times 0.5 = 2$ credits)

3.8.2.3 Credit for Non-Classroom Activities

At the discretion of the VPAA, contracts for faculty serving in areas or taking responsibilities outside of direct instruction may include the equivalencies listed in the table below as release time or overload credit. When these equivalencies become part of a faculty contract, a revised letter of understanding and contract would be issued. Load equivalencies will be reviewed by the Faculty Senate once every 5 years for rationale and revision on a rotating basis.

Area/Position	Credit load equivalent
Music	
Full-time Band Director	10 per year
Full-time Choir Director	10 per year
Lessons (vocal or instr.)	1 per 3 student semester hours
Theatre	
Direct major production	3 per production
Costume design/mngmt	3 per year
Scene design/mngmt	3 per year
Lighting design/mngmt	3 per year
English	
Writing Center Director	6 per year
Media Practicum	
Magazine	3 per year
Newspaper	3 per year
Radio Station	3 per year
TV Station	3 per year
Governance	
Faculty Chair	6 per year
Administrative	
Honors Director	12 per year
Art Gallery Director	3 per year
Assistant Dean	3-6 per year
Associate Dean	6-12 per year

3.8.2.4 Additional Overload or Release Credit

Additional compensation, credit or release time may be granted by the VPAA for additional responsibilities, like the following:

- Affinity Group coordination
- Coordinating and/or organizing campus events
- When enrollment caps are lifted to increase class size by 50% or more
- Special research and scholarship products that are requested by the university
- Additional department, division, or university responsibilities that are requested by the university
- Development of new bachelor’s programs requiring additional licensures or accreditation

3.8.3 Outside Employment/Consulting

This policy for outside and supplemental employment shall apply to faculty members while under contract at Waldorf.

Full-time faculty should not accept any regular or continuing employment, or engage in self-employment in excess of 10 hours during a contract week without prior written consent from the VPAA, and should not consider accepting any position which would result in the reduction of the level of performance in their regular faculty contracted responsibilities. No full-time faculty member shall teach in a credit program for another institution without permission from the VPAA. Part-time faculty are expected to inform the VPAA of teaching responsibilities for other institutions.

The outside activities should be related to the faculty member's discipline or to her/his special needs or interests and/or should benefit the University. The time and energy required to perform these tasks will be the primary basis for allowing the exception. The same guidelines may be used to evaluate involvement in professional associations.

The following procedure will apply for faculty to receive approval for those activities:

For regular or continuing outside employment, the faculty member should submit a proposal to the VPAA. The VPAA shall annually evaluate each request on its own merit and its benefits to the faculty member and the university. If approved, the faculty member will be given a letter of approval for that activity. The letter will be signed by the VPAA and shall detail any special limits to the involvement in the activity. If the activity is not approved, a letter will be sent to the faculty member by the VPAA, stating the reasons for the denial. If a faculty member's request is denied, the faculty member may submit an appeal to the President.

3.9 Other Work-related Policies

3.9.1 Scheduling Events and Scheduling Facilities

All events and activities on campus must be placed on the Activities Calendar maintained in the Dean of Students' Office. This is required whether the activities require campus facilities or not. This procedure is necessary to avoid activity and/or facility conflicts. Activities are scheduled by contacting the Student Services Secretary. Normally, facilities will be scheduled on a first-come-first-serve basis. Conflicts will be resolved by the Dean of Students.

- Activities in the field house should also be scheduled with the Athletic Office.
- Activities in the Hagen Recital Hall should also be scheduled with the Music Department Office.
- Activities in Smith Theatre should also be scheduled with the Theatre Department.
- The Atrium Conference Room is reserved through the President's Office.

3.9.2 Weather and Other Emergency Warning System

See Weather and Other Emergency Warning System Section of the *Employee Handbook*.

3.9.3 Closing of Campus Due to Inclement Weather or Other Emergencies

Severe weather, natural disaster or other emergencies may result in classes being canceled for a day or part of a day. In addition to the announcements described in Section 3.9.1, if the cancellation and/or closure of the university occurs prior to or during the working day, announcement will be made over radio, emergency text notification system and e-mail. If a severe winter storm is in

progress in the morning, announcements affecting the normal operations of the university will be broadcast on radio and e-mail. The decision to cancel classes will be made at the discretion of the VPAA.

3.9.4 Academic Regalia

Attendance at the opening convocation prior to the beginning of classes in the fall, and at Baccalaureate and Commencement in the spring is required of all full-time faculty members, with exceptions granted for faculty living outside of a reasonable commuting distance to campus. Each person must have appropriate academic attire, including cap, gown and hood of the appropriate degree, discipline, and graduate institution of highest degree. The university will provide rental apparel at no charge for those who do not have their own appropriate academic regalia.

3.9.5 Ownership of Scholarly Products

It is the policy of Waldorf University not to interfere with long-standing and traditional rights of the faculty and staff to write, create, produce or otherwise generate works or products which have copyright, are patentable, or of commercial value, on their own initiative. Any such materials written, created, produced or otherwise generated by a member of the faculty or staff shall remain the exclusive property of the faculty or staff member, and that person shall have the sole right of ownership and disposition, unless the materials are written, created, produced or otherwise generated "for hire."

The rights to the online course shall be shared between Waldorf University and the course writer. Waldorf University retains the right to offer the online course whenever it deems necessary without the need for approval from the course writer. The course writer retains the right to use the course materials, which include but are not limited to notes, slides, readings, exercises, assignments, test questions, for other purposes, including but not limited to residential classroom teaching, online teaching, and professional publications and presentations at Waldorf University or another institution without the need for approval from Waldorf University.

Materials written, created, produced or otherwise generated "for hire" are defined as inventions, creations, manuscripts, software, or other works or things of commercial value which are written, created, produced or otherwise generated by persons, including but not limited to faculty and staff members, who are engaged by the university specifically to write, create, produce or otherwise generate such materials or to conduct the research or other activity which produced anything included in the material(s); are released from other university responsibilities in order to write, create, produce or otherwise generate the materials; or engage a substantial use of university resources in the writing, creation, production, or generation of the materials. Any copyrighted, patented or otherwise commercially valuable materials written, created, produced or otherwise generated "for hire" shall belong completely and exclusively to the University subject to this policy.

Copyrighted materials include but are not limited to books, pamphlets, brochures or other printed materials; films; video or audio tapes; computer programs or computer-based instructional materials; musical compositions; and any and all copyrighted materials covered by the copyright laws of the United States or any foreign government, as amended. Patented works include but are not limited to inventions, creations and any and all things patentable under the patent laws of the United States or any foreign government as amended. Materials of commercial value are any materials which the University in its sole discretion, determines to have commercial value.

Materials written, created, produced or otherwise generated pursuant to or under the sponsorship of an outside agency or governmental grant shall be subject to the copyright, patent and

exploitation terms and conditions of said grant, contract or agreement. If no such terms and conditions are stated, then the materials produced by the faculty or staff member shall be subject to the terms of this policy.

Faculty or staff members who write, create, produce or otherwise generate copyrighted, patentable or other commercially valuable material using University resources shall be governed by the following principles in determining what constitutes substantial use of resources:

- A. The following resources may be used by faculty and staff members for their creative and/or intellectual pursuits at institutionally authorized levels without accounting for "substantial use" under this policy:
 1. Personal office space
 2. Local telephone calls
 3. Personal computers
 4. Word processors
 5. Library facilities
 6. Other faculty or staff members as consultants
- B. The following university resources, when used by the faculty or staff members for the writing, creation, production or generation of copyrighted, patentable materials are substantial use of university resources and the faculty or staff member shall keep accurate and detailed records reflecting his/her use of the resources. Records of utilization must include actual hours or quantity of use and estimated or actual cost or value of each resource used:
 1. University secretarial services
 2. Plant and animal specimens
 3. University supplies including but not limited to paper, copying cost, etc.
 4. Chemical supplies
 5. Long distance telephone calls
 6. Video and movie cameras
 7. Postage
 8. TV studio (personnel and supplies)
 9. Computer software (other than that normally included on University personal computers),
 10. Blank diskettes, blank film, blank video/audio tapes
 11. Electronic music synthesizers
 12. University vehicles
 13. Any other University resource not included in Section A above, or any resources used at greater than institutionally authorized levels.

Any faculty or staff member who writes, creates, produces or otherwise generates any copyrighted, patentable, or potentially commercially valuable materials while in the employ of the university, shall submit a written statement to the VPAA describing the circumstances under which the materials were generated and circumstances under which the University resources have been or will be utilized, the extent of the utilization, and the necessity of the use.

The VPAA shall, within thirty (30) calendar days following submission of the written description, make a decision and notify in writing the faculty or staff member whether the materials were written, created, produced or otherwise generated "for hire." If the VPAA finds that the materials were written, created, produced or otherwise generated as works "for hire," the material then shall become the property of the university according to the terms and conditions of this policy. The faculty or staff member, upon such assignment of rights, shall be entitled to receive a fixed percent

of the net profits, as defined herein above, if any, derived from the commercial exploitation or dissemination of the materials.

While the university has obtained rights of whatsoever kind or nature in copyrighted, patentable, or commercially valuable materials which have been written, created, produced or otherwise generated by faculty or staff members, then the terms of this policy shall be binding upon all parties in regard to the copyrighted, patented or commercially valuable materials until all of the following conditions have been met:

1. For a minimum of two calendar years from the date of assignment
2. Until such a time as the university has recovered all the expenses and costs attributable to the writing, creation, production, generation and/or exploitation of the materials
3. For so long as the faculty or staff member is employed by the university plus an additional two calendar years from the calendar date of cessation of employment for whatever reason
4. Until the university's copyright, patent, or contract rights expire

The Faculty Senate and Graduate Program Council shall review this policy periodically and recommend changes.

3.9.6 Sale of Employee-Created Materials to University Students

Faculty and staff members sometimes create materials in which they hold commercial interests and which might be used in courses or programs which the faculty or staff member is teaching or administering for the university. It is the policy of the university that faculty or staff members may require students to purchase materials in which the faculty or staff member holds a commercial interest for courses taught or programs administered by that faculty or staff member. In this situation, however, the faculty or staff member shall assign all income rights for all the materials sold to the university. Any income thus received shall be credited to the budget of the department which produced the materials.

3.9.7 Fundraising Policy

Policies on fundraising for the university and receiving gifts for the university are covered in the *Employee Handbook*.

3.9.8 Use of the University Name and Seal

The university's name and seal are the exclusive property of the University and, consequently, may not be used in connection with goods or services offered or bank accounts held by any outside organization or individual without the prior permission of the President. Faculty members publish a considerable number of reports in the forms of bulletins, circulars, scientific articles, monographs, and books, some of which are copyrighted and others of which are not. Material from such recognized publications is, of course, quotable, and proper recognition should be given to both the individual author and to the University in connection with the quotations.

University stationery may not be used in connection with "outside activities" except with respect to those academic and scholarly activities described.

3.9.9 Promoting and Fundraising for Outside Groups

In order to minimize personal inconvenience and interference with orderly university operations, no employee shall sell, solicit, or promote subscriptions, pledges, memberships or other types of support for any drives, campaigns, causes, or organizations on institutional property during working

time unless prior university approval is received from the President, VPAA, or Dean of Students. Distribution or circulation of leaflets, pamphlets, circulars, cards or other literature is not permitted during working time or in work areas, unless specifically authorized by the University President or his/her designated representative.

3.9.10 Protection of Human and Animal Subjects in Research

Waldorf University accepts its responsibility to safeguard the rights and welfare of human and animal subjects involved in all research projects conducted at this institution either a) under the direction of any employee or agent of this institution in connection with her or his institutional responsibilities, or b) research conducted at the university by an outside agent. It is recognized that the establishment and maintenance of acceptable ethical practice remains the primary responsibility of the individual investigator who is responsible for collaborators, assistants, employees, and students, all of whom incur parallel obligations.

Faculty members proposing to conduct research, or have students conduct research (e.g., through an independent study project) that will involve human or animal subjects shall have their proposal approved by the Institutional Research Board and/or the Institutional Care and Use of Animals Committee (see section 2.5.2.7).

3.9.11 University Property

University equipment is purchased and maintained for the sole use and education of university students.

3.9.12 After Hours Use of a Classroom

Classrooms are closed to students after the building for the classroom has closed. If an instructor feels that such use of a classroom is necessary, the instructor must be present to oversee its use, to make certain all students vacate the premises when the class is completed, and to make certain the building and classroom are locked when she/he leaves.

Prior approval for such after-hours use must be requested by the instructor, via a phone call and submittal of a designated form to the Director of Buildings and Grounds, so that the security service can be properly informed.

3.9.13 Guidelines for using University-owned Vehicles

- A. Vans and cars must be reserved through Facilities and are housed there. Vans will be assigned on a first-come, first-served basis with the exception that vans may not be reserved in advance beyond the current school year.
- B. If there are insufficient university-owned vehicles to meet the needs of all departments on a particular day, rental of additional vehicles may be possible. Such rentals will be charged at the prevailing rate and will be arranged through the Maintenance office if the vehicles are available.
- C. Gas cards are available for long trips.

3.10 Faculty Leaves

3.10.1 Sabbatical Leave

3.10.1.1 Purpose

A sabbatical leave is intended to provide permanent faculty members with opportunities for intellectual refreshment and renewal, professional growth, research, writing, professionally related travel, and/or career related experiences.

3.10.1.2 Eligibility

Every permanent faculty member who has completed six academic years of continuous service to the university is eligible to apply for a sabbatical.

3.10.1.3 Length

A sabbatical may be for a maximum of one residential semester.

3.10.1.4 Related Issues

- A. If multiple requests for sabbaticals for the same semester come from the same division or department, the university may require them to be taken in alternate semesters.
- B. The number of sabbaticals, if any, granted each year will depend upon the university's ability to fund them. This is determined by the President and the VPAA.

3.10.1.5 Criteria for Selection

A. Primary criteria will include the following:

- 1. The need for professional rejuvenation and growth, for research and furthering one's expertise, or for work on one's terminal graduate degree.
- 2. The length of service to the University.
- 3. The goals to be accomplished through the sabbatical and their relationship to the needs of the University.

B. Related considerations:

- 1. Replacement. The ability of the University to find a competent replacement for the time of the absence or to make other appropriate arrangements.
- 2. Prior sabbatical leave and/or field experience leave. If the number of years since the last sabbatical are greater for one applicant than for another, the former may be given priority.
- 3. Previous commitments. The applicant may be expected to complete projects already begun at the University before taking a sabbatical.

3.10.1.6 Conditions to be accepted

A. By the applicant:

- 1. To submit an acceptable application as outlined in 3.10.1.7.
- 2. To return to and teach at the university for at least one full academic year.

- i) If the faculty does not return for at least one full academic year, salary and the university's cost of fringe benefits and other support received during the sabbatical must be repaid on a prorated basis within one calendar year of departure unless special circumstances warrant an exception.
- ii) If the recipient cannot do so due to death or permanent or total disability, the above (i) shall not apply.
- iii) All exceptions must be negotiated with the university prior to the granting of the leave.

B. By the university:

- 1. To pay an agreed upon amount of compensation and maintain medical benefits based on the applicable fringe benefit policy for the duration of the sabbatical.
- 2. To treat the faculty member in all matters exactly as she/he would have been treated if she/he had not been on a sabbatical.

3.10.1.7 Process for Selection

A. Pre-Application

An applicant should submit an outline of the proposed sabbatical 16 months in advance of the sabbatical year. The VPAA will notify the applicant within 30 days whether or not to submit a formal application.

B. Application

- 1. It shall be made one calendar year preceding the beginning of the sabbatical.
- 2. It shall be presented in written form to the VPAA
- 3. It shall normally include:
 - a. A concise description of the purpose of the sabbatical
 - b. A complete description of the study or the project to be undertaken
 - c. A brief explanation of the future benefits for the applicant and for the university.

C. Procedure

- 1. The Rank & Tenure Committee shall review all pre-application and application material. This review shall be completed within two weeks and the recommendations forwarded to the President.
- 2. The President shall make recommendations for actions to the Board of Trustees at its next meeting.
- 3. The applicant shall be notified as soon as it is practical following this meeting of the Board of Trustees.

3.10.2 Field Experience Leave

3.10.2.1 Purpose

Field experience leave is intended to offer faculty members practical opportunities through outside employment which will provide growth and/or experience in their related discipline.

3.10.2.2 Eligibility

Faculty who are full-time or part-time and have completed three full years at Waldorf shall be eligible.

3.10.2.3 Length

Normally, a field experience leave may be for one semester or for up to two academic years.

3.10.2.4 Pay and Fringe Benefits

Because a field experience leave is intended to provide alternative employment to Waldorf, and therefore compensation, it is expected the field experience employer will provide adequate or better salary and fringe benefits.

- A. The salary will be paid by the field experience employer directly to the faculty member.
- B. Fringe benefits provided by Waldorf will be based on the applicable fringe benefit policy.

3.10.2.5 Process and Criteria

Applicant must submit to the VPAA an acceptable written application describing how the field experience will be used. This should be submitted a full academic year in advance, but in no case less than three months in advance.

- A. Applicant will return to the University for at least one year of full-time service following the field experience.
 1. If this is not done, the University's cost of fringe benefits received during the leave must be repaid on a prorated basis within one calendar year of departure unless special circumstances warrant that an exception be made to a shorter time period for which payment is required.
 2. If the recipient cannot do so due to death or permanent or total disability, the above (1) shall not apply.
 3. All exceptions must be negotiated with the university prior to the granting of the leave.
- B. Consideration may be given to prior field experience leave.
- C. The faculty members shall list his/her field responsibilities to be reviewed by the selection committee.
- D. The review/selection committee shall be the Rank & Tenure Committee.
- E. The President shall make recommendations for actions to the Board of Trustees.
- F. The applicant shall be notified as soon as it is practical following this meeting of the Board of Trustees.

3.10.2.6 Leave and Term Contracts

Unless prohibited by law, for any leave in excess of a semester, time on leave will not be deducted from remaining years left on a term tenure contract.

3.10.3 Leave without Pay

3.10.3.1 Purpose

Leave without pay provides opportunities for faculty members to pursue limited-term projects without jeopardizing a continuing relationship with the University.

3.10.3.2 Conditions

- A. Where the purpose of the leave falls under the Family Medical Leave Act (see the *Employee Handbook*), the provisions of the act shall apply.
- B. Plans shall be made with the VPAA in consultation with the appropriate Department and Division Chairperson well in advance of the requested leave (preferably a full academic year in advance.)
- C. Normally the usual fringe benefits shall continue during the leave, subject to applicable fringe benefits policies. If the leave is financed by a government or foundation grant, the applicant may be required to contribute toward certain fringe benefits.
- D. As with all leaves, the administration of the university reserves the right to grant, to modify, or to reject the application.
- E. As with all leaves, normal channels of appeal shall be available to the applicant.
- F. Normally a leave of this type shall be for no longer than one academic year. Exceptions may be made, such as for a research project financed by a foundation which requires more than one year to complete.
- G. Applicant will return to the university for at least one year of full-time service following the leave. If the applicant does not return for the specified time, the university's cost of fringe benefits received during the leave must be repaid on a prorated basis within one calendar year of departure unless special circumstances warrant that an exception be made to a shorter time period for which payment is required.
- H. If the recipient cannot do so due to death or permanent or total disability, the above (G) shall not apply.
- I. All exceptions must be negotiated with the university prior to the granting of the leave.

3.10.3.3 Process

- A. The Rank & Tenure Committee should review applications for leave without pay and make recommendations to the President through the Vice President for Academic Affairs. If a member of this committee is applying for a leave without pay, that member must recuse herself/himself from the deliberations regarding that application.
- B. The President shall make recommendations to the Board of Trustees for action.

3.10.3.4 Fringe Benefits While On Leave

Retirement Plan

- A. The university will not make any contributions during the period of the leave, subject to the terms of the retirement plan.
- B. The individual on leave may make personal contributions into the retirement plan; however, the contract is vested and will remain in place without further contributions.
- C. Fringe benefits provided by Waldorf will be based on the applicable fringe benefit policy.

3.10.4 Terminal Leaves

Under special circumstances, the university may grant a terminal leave with or without pay. Terminal leaves may be for up to one year.

Terminal leaves convey no expectation of continued relationship to the university beyond the period of the leave, even if the period of terminal leave extends beyond the seven years probationary period for the faculty member involved.

All terminal leaves will be reviewed by the Rank and Tenure Committee.

The conditions regarding fringe benefits in Section 3.10.2.4 shall apply.

3.10.5 Sick Leave

See Employee Handbook FMLA, Other Leaves of Absence.

3.10.6 Bereavement Leave

See Employee Handbook.

3.10.7 Civil Duty Leave

See Employee Handbook Other Leaves of Absence and State Addendums.

3.10.8 Military Leave

See Employee Handbook Other Leaves of Absence.

3.10.9 Disability Leave

See Employee Handbook Other Leaves of Absence.

3.11 Fringe Benefits

See Employee Handbook, with the addition of reimbursement for approved moving expenses for campus-based positions at the following rates:

Adjunct/part-time instructors:	No moving expenses.
Full-time Instructors:	Up to \$1000
Assistant Professors:	Up to \$3000
Associate Professors:	Up to \$4000
Professors:	Up to \$5000

3.12 Remuneration Policies

3.12.1 General Policies

All academic personnel work under term contracts with the University.

The contract period for residential faculty is a 9-month contract for one academic year, generally from August 1 to May 1 of the following calendar year. Nine-month residential faculty shall be required to teach only during the fall and spring semesters as stated in the university calendar.

The contract period for online faculty is a 12-month contract for one academic year., generally from July 1 to June 30 of the following calendar year, with some terms ending after June 30.

The contract period for all academic staff who are not faculty is a 12-month at will contract.

Contracts for tenured and tenure eligible faculty are normally presented in March. The original copy of each contract is held by the university, and a duplicate by the employee. Salaries for tenured and tenure-eligible faculty are paid monthly over a twelve month period, on the 25th day of each month.

3.12.2 Full-time Faculty (category 1, see section 3.1.1)

The VPAA will assign raises to faculty from money in the Salary Pool. Except as may be otherwise determined by the Board of Trustees, this money is to be assigned using the following priorities:

- 1) *Promotion Increases* – These would be given in priority to any cost of living or benchmark pay. There will be a 5% increase in pay for promotion from Assistant Professor to Associate Professor and a 4% increase in pay for promotion from Associate Professor to Professor.
- 2) *Inflation Raises* – Upon approval by the Board of Trustees, all faculty members would receive an across-the-board-percentage raise up to the cost of living for the year. If the pool funds that remain after the rank pay increases are insufficient to provide a cost of living raise, each faculty member will receive a raise that is proportional to their salary from the previous year.
- 3) *Equity Adjustment* – Adjustment for equity within the University can be made at the discretion of the VPAA provided the obligations under the first two priorities are met. Every year the VPAA will review faculty salaries to determine if there are inequities. These inequities may have arisen from higher salaries needed to compete in the marketplace or other factors. The VPAA may use discretionary judgment to adjust the salary of affected faculty members.
- 4) *Benchmark adjustments* – Adjustments to raise Waldorf salaries closer to the average salaries among our peers at other Iowa private colleges and universities. Each year the mean salary of the Associate Professor rank would be compared to the mean of Associate Professor rank in the Iowa Private University's benchmark. This information would be made publicly available to the campus community. Waldorf's status would be shown as a percent of the mean of the Iowa Privates. The goal is to achieve and maintain salary funding equivalent to 100% of the mean benchmark score or better.
- 5) *Professional Development Grants* – As funds allow, faculty may apply for professional development grants.

The assignment of raises will be done by the VPAA on or before March 31 in consultation with the faculty chair in regard to allocation of benefits.

3.12.2.1 Placing New Faculty Members on the Scale

A record of the average, median and range of each rank will be maintained. Faculty are to be hired at the lower end of the range in the rank in which they are hired unless the VPAA makes an exception based on the experience level or need of the new faculty member.

3.12.3 Part-time Adjunct Faculty (category 3, see section 3.1.1)

Part-time contracts are written solely in terms of the number of semester hours of teaching load, and are issued on a term-by-term basis, approximately two months in advance of the beginning of each semester. Part-time adjunct faculty are compensated over the four month period of the semester, according to the part-time faculty salary schedule in section 3.12.2.

3.12.4 Compensation of Faculty on Overload

Faculty on nine-month contracts teaching a load in excess of 24 credit hours qualify for overload compensation.

The VPAA may, in consultation with the faculty member, choose to compensate for overload responsibilities via release time (credit hours less than 24) in the following academic year or semester, or via pay per credit at the adjunct faculty rate. Overload pay is calculated by the VPAA and paid at the current adjunct faculty rate in a single lump sum at the end of the academic year. Overload pay may qualify for institutionally matched retirement funds as provided in the retirement plan.

3.12.5 Faculty on Nine Month Contracts during Summer Semester

Participation in the summer semester is by separate contract and is not part of a faculty member's normal academic load calculation. Remuneration will be at the current rate for part-time adjunct faculty.

3.13 SEPARATION

At times, it may be necessary for the University and individual faculty members to sever their employment relationships. In order to protect the interests of both parties, the University has adopted the policies described below relative to separation of faculty members.

3.13.1 Non-Renewal of Faculty with Annual or Probationary Contracts

Some faculty, as defined in this Handbook, are issued annual contracts, including tenure-track probationary contracts. These contracts carry no obligation or promise of further employment, and faculty serving on these contracts have no right to appeal an administrative decision not to offer another contract or to make a change in the terms or conditions of further contracts offered. In addition, all other University staff and employee policies relative to resignation, dismissal, and termination or layoff apply to annual, including tenure-track probationary, contracts.

- A. Non-tenured faculty members who will not be re-employed in the following year will be so informed in writing by February 15. The VPAA will write the letter after consulting with the Division Chair, the Rank and Tenure Committee, and the President, and explain it during a confidential meeting between the VPAA and affected faculty member.

- B. Notice of non-reappointment does not necessarily reflect poor performance or personal failure on the part of the instructor or professor involved. Positions may be terminated because of low enrollment, high costs of the program, or a change in institutional priorities, or based on other factors or considerations.

3.13.2 Termination of Tenured Faculty

Once tenure is granted, faculty will only be terminated for cause as defined and in accordance with Section 3.13.6; for Financial Exigency defined in and in accordance with Section 3.13.2.1; or for Redirection, Reduction or Discontinuance of a department or program as defined in and in accordance with Section 3.13.2.2. Termination of a tenured faculty member is generally, but not always, related, directly and substantially, to the fitness of faculty members in their professional capacities as teachers or researchers. Termination will not be used to restrain faculty members in their exercise of academic freedom or other rights as American citizens.

3.13.2.1 Financial Exigency

A loss of tenure and employment with Waldorf by a tenured faculty member may result from circumstances unrelated to the faculty member's conduct, such as financial exigency.

3.13.2.1.1 Board of Trustees Declares a State of Financial Exigency

If the Board of Trustees declares a state of financial exigency, the following steps shall be taken before any adjustments in faculty are made:

- a) The President and the VPAA, following the Board's declaration of financial exigency, shall present data relevant to the exigency at a meeting of the faculty. The faculty may request that the Board make available a report of the results examining the claim of exigency.
- b) The President and the VPAA may bring an outside consultant to campus to assist the University in planning necessary changes in the program of the University. The use of outside consultant is at the discretion of the Board.
- c) Adjustments required in each department shall be prepared by the President and VPAA and reviewed both by the Department Chair and the Rank and Tenure Committee.
- d) Following these reviews, the President and VPAA shall prepare a general plan to adjust the staff, indicating the number of needed changes in the different areas of the University. Final approval of this plan must be made by the Board of Trustees.

3.13.2.1.2 Termination Due to Financial Exigency

In cases of termination due to financial exigency, the tenured faculty member involved will be given notice according to the schedule for non-reappointment as outlined in Section 3.3.2.2. Where notice is not given according to this schedule, severance salary shall be paid to the completion of the current contract year, plus an additional twelve months' extra salary.

3.13.2.1.3 Replacement of Faculty

In every case of financial exigency, the released faculty member's place shall not be filled by a replacement within a period of two years unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

3.13.2.2 Redirection, Reduction or Discontinuance for Reasons Other than Financial Exigency

In the event of the redirection, reduction, or discontinuance of a department, major, minor or program of instruction for reasons other than financial exigency, reasonable attempts shall be made to first release non-tenured faculty members before tenured faculty members. (3.13.5)

3.13.2.2.1 Termination of Tenured Faculty

In the event of the redirection, reduction, or discontinuance of a department or program of instruction, the termination of a tenured appointment within that department or program shall, whenever it is practicable, be made unnecessary by arranging for a horizontal shift of responsibility (from one academic department to another or from an academic department to an administrative office). The VPAA shall meet with the Rank and Tenure Committee, and the faculty member in question to determine practicability of such a shift. The faculty member, at their discretion, may be accompanied by a faculty colleague for support and advice. The following will be considered in the determination of the practicability of a horizontal shift:

- The availability of vacant positions in other academic or administrative departments.
- The faculty member's background and experience as it relates to vacant positions in other academic or administrative departments.
- The financial feasibility of a horizontal shift.

If a faculty member moves to a different teaching position, they retain their tenure, rank and salary level. If a faculty member moves to an administrative position, retention of tenure, rank and salary level are negotiable depending on the shift.

In keeping with the sense of mutual concern and shared responsibility that underlie the University's tenure system, faculty members and administrators are urged to enter the discussion of horizontal shifts in the spirit of cooperation. Whether a horizontal shift is practicable is ultimately in the sole discretion of the VPAA.

3.13.2.2.2 Termination Notice

In cases of termination due to discontinuance or reduction of a department or program, the faculty member involved will be given notice according to the schedule for non-reappointment outlined in Section 3.3.2.2. Where notice is not given according to this schedule, severance salary shall be paid to the completion of the current contract year and the faculty member shall receive twelve months' extra salary.

3.13.2.2.3 Replacement of Faculty

In every case of discontinuance or reduction of a department or program of instruction, the released faculty member's place shall not be filled by a replacement within a period of two years unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

3.13.3 Resignation

Resignation is an action through which faculty members choose to sever their professional relationship with the University. Faculty members serving under annual or tenure contracts may resign at the end of an academic year provided they provide notice in writing at the earliest

opportunity, but not later than three weeks from the date the contract was issued. The faculty member may request an extension of this time period in case of hardship.

3.13.4 Retirement

There is no mandatory age for retirement. Faculty members are encouraged to consult with the Human Resources Director about retirement benefits from Social Security and University retirement plans. As with resignation, faculty members should inform their department chairs and the VPAA as early as possible of the intent to retire.

3.13.5 Termination or Layoff

Termination or layoff is an action of separation through which the University terminates the service of a faculty member before the expiration of his or her contract without prejudice as to performance.

Termination or layoff may occur as a result of the formal redirection, reduction, or discontinuation of a position, program, or department of instruction. Decisions to redirect, reduce, or discontinue a position, an academic department, or program are integral to the long range planning processes of the University.

Recommendations to redirect, reduce, or discontinue a position, department, or program may be made based on one or more of the following considerations:

- Over a period of several years, a program has lost students to the point that faculty are underutilized, i.e., are bearing student loads under what the program can reasonably handle based on past enrollments.
- A program is not effectively producing marketable graduates.
- The financial health of the University will be improved by the redirection, reduction, or discontinuation of the position, department, or program.

The process relative to redirection, reduction, or discontinuation is as follows:

- A. A proposal to formally redirect, reduce, or discontinue a position, department, and/or or program may be initiated by any of the following:
 1. Board of Trustees
 2. President
 3. VPAA
 4. Faculty Senate
 5. Academic Department responsible for the program
- B. The proposal should include a rationale for the proposal based on quantitative and qualitative assessment of the program, department and/or position, and a timeline for implementing the change.
- C. The proposal to formally redirect, reduce, or discontinue a position, department, and/or program is directed to the VPAA.
- D. The VPAA informs the faculty in the department or program of the intent to redirect, reduce, or discontinue.

When there is a program phase-out or enrollment decline, every attempt shall be made to release non-tenured faculty members before tenured faculty members in the department/discipline(s) or program area(s) in which they are tenured.

The final decision to redirect, reduce, or discontinue a position, department, and/or program is made by the Board of Trustees upon recommendation by the President.

3.13.6 Dismissal for Cause

Dismissal for Cause is a severance action by which the university ends its professional relationship with a tenure status faculty member for Cause. Cause is defined to mean one or more of the following reasons:

- A. Serious and demonstrable professional incompetence, including, but not limited to, consistent and prolonged distribution of misinformation to students; failure to incorporate into courses important new theories, findings, or procedures in the field of inquiry; failure to communicate course materials effectively to student populations; failure to assess student learning fairly and effectively.
- B. Serious and demonstrable neglect of academic duties, including, but not limited to, consistent and prolonged failure to meet classes, failure to make oneself accessible to students, failure to grade and return student assignments, failure to prepare and report student grades, failure to meet course objectives as stated in the catalog or in the course syllabi, failure to follow the policies and procedures of the university, failure to meet contractual obligations outlined in this *Handbook*.
- C. Falsification of credentials or experience.
- D. Fraudulent or unethical behavior associated with teaching or scholarly pursuit, i.e., plagiarism, falsification or misrepresentation of experimental evidence, misuse or abuse of experimental subjects.
- E. Misappropriation or misuse of University resources, including financial resources, physical resources, and/or human resources.
- F. Violation of the University anti-discrimination, anti-harassment, anti-retaliation, and/or Title IX/sexual harassment policies or statements.
- G. Exploitation of students, staff, other faculty members, or their families for personal benefit or gain.
- H. Verbal or physical abuse directed toward students, staff, other faculty members, or their families.
- I. Violation of the University's Policy on Consensual Relationships.
- J. Private conduct which compromises the fulfillment of professional duties and/or demonstrably and seriously harms the reputation of the university and/or the profession.
- K. Conviction of a felony or any other crime which compromises the fulfillment of professional duties and/or demonstrably and seriously harms the reputation of the University or the profession.
- L. Violation of University policies relative to campus safety and/or substance abuse.
- M. Any other unprofessional behavior wrongful conduct.

- N. Insubordination.
- O. Any other demonstrable cause warranting dismissal in line with the University’s mission, expectations, and policies & procedures.

Dismissal proceedings may be initiated by the VPAA or by the president. In either case, the faculty member shall be notified in writing that dismissal procedures have been initiated and shall be given justification for dismissal based on reasons outlined above. The faculty member will have one or more meetings with the VPAA and/or the president to discuss the grounds for dismissal and to allow the faculty member opportunity to provide reasons why dismissal proceedings should not be instituted.

Following these discussions, the VPAA and/or president may (a) elect to drop the proceedings; (b) elect to impose less severe sanctions; or (c) elect to continue with dismissal. The VPAA and/or president will inform the faculty member of his or her decision.

3.14 Grievance Policies and Procedures

As emphasized elsewhere in this document, Waldorf University seeks to be a caring, concerned community that at all times desires what is best for each individual as well as what is best for the University and community as a whole. Therefore, every attempt is made to be fair, consistent, and prompt when working with faculty members during cases of dispute or misunderstanding. Adhering to orderly procedures helps to correct misconceptions or mistaken assessments and to settle grievances amicably and quickly.

Three levels (or stages) of review and appeal are available to faculty members who feel their treatment has been unjust or not in accordance with proper University policies or procedures. These levels of review in no way limit faculty members’ rights to seek legal counsel or redress at any point during the procedure.

3.14.1 Grievance Defined

A grievance is defined as an alleged breach, misinterpretation or misapplication of a written policy, procedure, guideline, law, or other standard of Waldorf University, or a complaint over a matter not specifically covered by the University's existing policies. Notwithstanding the grievance resolution procedures, the right of Waldorf University to take any action with respect to any faculty member shall not be limited, abated, terminated or otherwise affected during the grievance process.

3.14.2 Procedure for Resolving a Grievance

3.14.2.1 Level 1 – Informal Resolution

The faculty member with a grievance should exhaust informal possibilities for resolution of the grievance. At a minimum, the attempt at informal resolution must include good faith discussions with the division and/or department chair, the VPAA, and the President.

3.14.2.2 Level 2: Consideration by the Rank and Tenure Committee

If faculty members are unable to resolve grievances to their satisfaction through informal resolution (Level 1), and wish to pursue the grievance further, the matter may be brought before the Rank and Tenure Committee. Faculty members should address the issue in writing to the co-chairs of the committee, describing the grievance, any evidence regarding the grievance, the remedy sought, and requesting a personal appearance and hearing before the Committee. If

the grievance directly involves the VPAA, the faculty serving as co-chair shall act as sole chair of the Rank and Tenure Committee. The Rank and Tenure Committee is then obligated to hold the requested hearing within fifteen days.

When a faculty member's grievance is directed at the Rank and Tenure Committee itself, this level of review and judgement is bypassed and the faculty member moves directly to Level 3: Consideration by the Board of Trustees.

The Rank and Tenure Committee will conduct the hearing, endeavoring to gather whatever evidence bears on the grievance at issue, and hear from parties to the grievance. Following its decision, the committee will make a written recommendation, including its detailed rationale, to the president normally within seven calendar days after the hearing. A copy of the recommendation will simultaneously be mailed or hand-delivered to the person bringing the grievance.

Following receipt of the recommendation from the Rank and Tenure Committee, the President will, within seven calendar days, respond in writing to the recommendation of the Rank and Tenure Committee, with copies of the response provided to the person bringing the grievance and to the members of the Rank and Tenure Committee.

3.14.2.3 Level 3: Consideration by the Board of Trustees

A faculty member who is still unsatisfied after Level 2 of the Grievance Process has fifteen days after the written response from that level to make a written appeal to the Board of Trustees through the President of the University. The president shall distribute any written report(s) from the Rank and Tenure Committee, the VPAA or any other members of the University administration. The president would also provide his/her own decision to the members of the Board of Trustees.

A meeting of the Board of Trustees (or its Executive Committee or a sub-committee appointed by the Executive Committee) must occur within fifteen days of the mailing of the findings and recommendation(s) to the Board. At this meeting, the faculty member bringing the grievance will be invited to respond orally to Board members' questions or comments regarding the case. The Board or committee of the Board may accept, reject or modify the judgments and/or recommendation(s) brought before it.

The President shall inform the faculty member bringing the grievance of the decision of the Board of Trustees (or its Executive Committee), which serves as the decision of the university; the decision of the Board of Trustees is final and must be made within 30 days of the mailing of the findings and recommendation(s) to the Board.