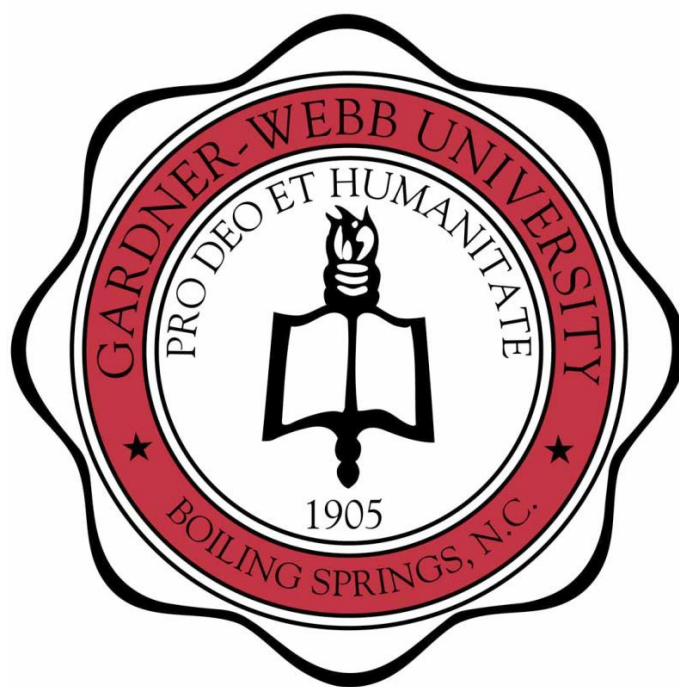# Faculty Handbook
2020-2021

Gardner-Webb University Faculty Handbook

Gardner-Webb University

Boiling Springs, North Carolina 28017

CONTAINING:

INTRODUCTION AND FACULTY CONSTITUTION

CONTRACTUAL POLICIES AND PROCEDURE

FACULTY RESPONSIBILITIES

ITEMS OF GENERAL FACULTY INTEREST

ORGANIZATION AND PERSONNEL

FORTY-SEVENTH EDITION

AUGUST 2020

TABLE OF CONTENTS

Foreword

7/18

7/15;6/16;4/18;9/20

IV. Items of General Faculty Interest

V. Organization and Personnel

7/09;08/11;7/12

I. INTRODUCTION AND FACULTY CONSTITUTION

7/05;7/18

   The Gardner-Webb University <u>Faculty Handbook</u> provides each of us with a current statement of university policies and procedures. From time to time there are new policies and procedures, and there may be further revisions of the current materials printed in the <u>Faculty Handbook</u>. You will find the <u>Handbook</u> a continuing source of information for all faculty.

  Please know that suggestions for improvement are appreciated.

           William M. Downs
           President

The focus of the <u>Faculty Handbook</u> is the instructional program and the policies and procedures related to this. Many items of a general personnel nature pertaining to Faculty* are published in the Gardner-Webb University <u>Personnel Policy Manual.</u> The University also publishes a Standard Operating Procedures Manual which contains useful information. These documents can be located on the Human Resources tab of WebbConnect. Along with certain administrative staff, faculty members are classified as exempt employees.

*(e.g., Fringe benefits)

All provisions of this handbook relating to faculty status and employment are guidelines based on policies adopted by the Board of Trustees. Gardner-Webb University's publications, including, but not limited to, its policies, procedures, website, guidelines, communications, and social media posts, do not constitute a contract between the University and any person or entity. The University reserves the right to modify all such publications and/or modify its operating practices without prior notice.

                    7/18;8/20

Mission

The mission of Gardner-Webb University is to prepare graduates for leadership and service in their professional careers and in their personal lives. Rigorous and innovative degree programs, combined with distinctive experiential learning opportunities, shape students into thinkers, doers, and world- changers. Forged within a supportive and diverse Christian community, our students emerge ready to impact their chosen professions, equipped with the skills to advance the frontiers of knowledge, and inspired to make a positive and lasting difference in the lives of others.

6/20

Statement of Values

Christian Heritage
Acknowledging One God—Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

Baptist Heritage
Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice, the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

Academic Excellence
Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

Liberal Arts
Offering broad-based exposure to the arts, humanities and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

Teamwork
Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

Student-Centered Focus
Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

Community Engagement
Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

Diversity
Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

6/07

Board of Trustees

Board of Trustees

Gardner-Webb University is governed by a Board of Trustees consisting of no fewer than twenty (20) nor more than forty (40) regular members as designated in the Articles of Incorporation. Trustees shall serve regular terms of four (4) years beginning January 1st. Trustees may serve two consecutive terms of four (4) years if agreeable to both the member and the Board.

The Board of Trustees is responsible for the Gardner-Webb University mission statement, which it periodically reviews and approves, and for the strategic direction of the University. The Board of Trustees has the power to manage the property and business of the Corporation and shall have the power to carry out any functions which are authorized or permitted by law, except insofar as such powers may be limited by the Charter of these By-laws. In order to organize its responsibilities the Board has several standing committees. In addition, the Board may establish special or ad hoc committees. The Board relates to the Faculty and Staff through the President of the University.

8/20

Administrative Policy

The administration of Gardner-Webb University makes every effort to practice shared governance in administrative matters. The authority for the administration of the university is vested in the Board of Trustees and in its selected administrative officer, the President. The faculty, however, is given the responsibility of making the decisions which involve the teaching program of the university. Faculty committees are asked to make studies and to report to the faculty, which renders decisions within the scope of its authority. On matters beyond the authority of the faculty, the faculty may make recommendations to the President.

The administration recognizes that the most important function of the university is that of teaching. It is the aim of the administration to maintain an atmosphere of academic freedom. Under the principles of shared governance, such a freedom actually obtains only as the faculty exercises that freedom and assumes its responsibility to guard that freedom against abuses.

10/14

Statement of Academic Freedom and Responsibility

Faculty members are entitled to freedom in the classroom in presenting and discussing material relevant to the subject of courses taught. Care should be exercised not to introduce into teaching controversial material which has no relationship to the subject. Faculty members are also entitled to freedom in research and in the publication of the results. Faculty members are citizens, members of a learned profession, and representatives of an educational institution. When faculty members speak or write as citizens, they should be free from institutional censorship or discipline, but their special positions in the community impose special obligations. As persons of learning and as educators, faculty members should remember that the public may judge the profession and the institution by their utterances. Hence, the faculty members should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak for the institution.

All faculty members are entitled to all the foregoing provisions of academic freedom regardless of the nature and term of their respective contracts.

8/10

GARDNER-WEBB UNIVERSITY FACULTY CONSTITUTION

PREAMBLE

The Faculty of Gardner-Webb University recognizes that the Trustees and President SUBJECT TO THE CHARTER OF THE INSTITUTION must exercise a final, legal responsibility, and thus authority, for decision-making and the determination of university policy. But in a society organized for the advancement and transmission of knowledge, those who are professionally devoted to these activities in the various fields of learning must necessarily offer their guidance and leadership. The application of their collective professional competence is needed to assure maximum effectiveness in making the many judgments involved in the conduct of the university's affairs. The faculty has a vital responsibility for initiating, structuring, and directing the learning activities for which the university exists. It follows that they should accept and exercise this responsibility for the content of that learning, the conditions under which it is carried out, the selection of student personnel who will engage in it, and the appointment, development, and coordinated activity of those who will help to design and share in the responsibility for admission policy, curriculum, academic standards, and requirements for graduation; and for instruction, including the recruitment, professional activities, continuing education, research, remuneration, promotion, censure, dismissal, and tenure of faculty members.

Faculty members also share a concern for the instructional budget, the operation of the library, the granting of scholarships, and the selection of Departmental Chairs and major university officers.

Inseparable from these matters are those aspects of campus life, especially student life, which have a clear bearing upon the conduct of the learning process. The faculty believes, therefore, that if institutional support is to have its fullest possible meaning, it should incorporate the strength, freshness of view, and idealism of the student body. Accordingly, ways must be provided to permit significant student participation.

In order to assure the existence of the clearly defined organizations, procedures and channels of communication which are necessary if it is to discharge its responsibilities in these areas, the "Faculty" of Gardner-Webb University adopts this "Faculty Constitution." Unless specified, the term "faculty" refers to the General Faculty.

ARTICLE ONE. MEMBERSHIP AND VOTING RIGHTS

Section I. Membership

The General Faculty shall include in its membership the following:

A. The teaching faculty, that is, those full-time faculty members whose primary responsibility is teaching. "Primary responsibility" is defined as a projected fifteen-hour minimum teaching load over the two semesters of the academic year. For this purpose, release time from teaching to do other academic work, such as that performed by a Department Chair, is considered part of the teaching load. (Faculty status and rank do not necessarily confer faculty membership.)

B. The President of the University, the Provost and Executive Vice President, all Associate Provosts, the Deans of the various academic programs, the Professional Librarians, and the Director of the First Year Program.

<div align="right">10/10</div>

Within the General Faculty, the following schools or programs have faculties which meet at regular intervals, as specified in their bylaws: the Gayle Bolt Price School of Professional and Graduate Studies and the School of Divinity. The faculty of each school shall consider academic matters affecting that school and make such recommendations in accordance with the pertinent bylaws. The Dean of the school shall preside at the meetings. The actions shall be guided by Robert's Rules of Order.

Faculty status in graduate-level programs must be approved by the Graduate Council, or as specified by the particular school's bylaws.

<div align="right">9/08</div>

Section II. Voting Rights

Voting rights in meetings of the General Faculty shall be limited to members of the General Faculty as defined above.

<div align="right">9/91; 2/09</div>

ARTICLE TWO. OFFICERS

Section I. Chair of the Faculty

The Chair of the Faculty shall be a tenured professor who holds the rank of Associate or Full Professor. This faculty member shall be elected as Chair Elect two years before becoming Chair. The Chair shall have a two-year term and may not serve two consecutive terms. The Chair shall preside at faculty meetings, shall chair the Administrative Advisory Committee, and shall be the faculty liaison to the University Administration.

During the fall semester following the end of a Faculty Chair's term, the outgoing Faculty Chair will convene a committee consisting of the outgoing Chair and the members of the Committee on Committees to review the Faculty Handbook. They should give particular attention to ensure all recent amendments and policy changes have been properly included as well as to note areas of contradiction and/or confusion in the Handbook. The committee shall report its recommendations regarding the Handbook to the current Faculty Chair for consideration by the

Administrative Advisory Committee. This report should be delivered no later than the January meeting following the end of the previous Chair's term.

<div align="right">9/91; 2/09</div>

Section II. Chair Elect of the Faculty

The faculty shall elect a Chair Elect for a two-year term. This faculty member shall meet the requirements for the office of Chair. At the end of the two-year term, the Chair Elect shall become Faculty Chair for a two-year term. If the office of Chair becomes vacant, the Chair Elect shall assume the office of Chair immediately. The term served as Chair cannot exceed two years and one semester. The faculty shall elect a new Chair Elect to fill any vacancy in the Chair Elect position. The Chair Elect shall serve on the Administrative Advisory Committee, and shall meet regularly with the Chair of the Faculty.

<div align="right">8/90; 8/03; 10/04</div>

Section III. Secretary

A Secretary, elected by the faculty, is responsible for keeping records of all meetings. The Secretary may serve a maximum of four consecutive one-year terms. If the office is left unexpectedly vacant, the faculty will elect a replacement according to the method of election described in Section V except for dates.

<div align="right">10/04; 3/13</div>

Section IV. Parliamentarian

An elected Parliamentarian shall see that all meetings are conducted according to Robert's Rules of Order (latest edition) except as amended or modified in this document. The Parliamentarian may serve a maximum of four consecutive one-year terms. If the office is left unexpectedly vacant, the faculty will elect a replacement according to the method of election described in Section V except for dates.

<div align="right">10/04; 3/13</div>

Section V. Method of Election

A. Nominations by the Committee on Committees will be made at the March meeting. Additional nominations can be made from the floor at that time and at the time of election.

B. The election will be held at the April meeting. The vote will be taken by printed ballot drawn up by the Secretary of the Faculty. Those elected will be the candidates receiving the highest number of votes from those cast during the officially designated election.

<div align="right">3/13</div>

C. Electees will assume their duties on September 1st.

<div align="right">3/13</div>

D. The faculty may decide to recall an officer by majority vote at any official meeting of the faculty. Immediately following a recall, the normal procedure for nominating candidates will be followed (except for the date), with voting to take place at the next regularly scheduled meeting of the faculty.

<div align="right">10/04; 3/13</div>

Section VI. Officers of Specific Schools or Programs

Officers of faculties other than the General Faculty are governed by the relevant bylaws of their particular school or program.

ARTICLE THREE. MEETINGS

Section I. Regular Meetings

There shall be one meeting per month during the school year except as determined by the Administrative Advisory Committee.

11/14

Section II. Special Meetings

Additional meetings may be called by the President, the Provost and Executive Vice President, one of the Associate Provosts, the Administrative Advisory Committee or upon a request directed to the Administrative Advisory Committee by ten percent of the voting faculty. Seven days written notice shall be given. Less notice shall suffice in unusual circumstances. In no case should that time frame be less than twenty-four hours. A quorum must be present. In such cases, electronic mail, or voice mail may be used to give notice.

8/90; 10/04

Section III. Procedure

A. Robert's Rules of Order (latest edition) shall be observed unless otherwise specified.

B. Special Rules

1. Copies of committee reports and recommendations shall be circulated to all members of the faculty at least one day in advance of the meeting at which they are to be considered.

2. No new measure will, except by consent of three-fourths of the faculty present, be put to final vote at the meeting at which it is first proposed, unless circulated as prescribed in (1) above.

C. Intra-Faculty Communication

Suggestions, inquiries, comments, or recommendations may be submitted to any committee or department of the university by any individual or group within the university community. Any individual, group, or committee making a recommendation should make it in writing.

D. Quorum

A simple majority of the faculty is necessary for a quorum.

E. Voting

Routine votes will be taken by show of hands. The presiding officer or a faculty member may request a standing vote at any time. Ten percent of the faculty present can request a secret ballot on any issue. Voting on all major issues, including elections, will be by secret ballot on any issue. Decisions are determined by a simple majority of the quorum unless otherwise specified.

11/15

F. Order of Business

The Administrative Advisory Committee will determine the order of business.

G. Attendance

If a member must miss a regularly scheduled meeting, the member will notify the Dean/Department Chair. Repeated absences will be reported to the appropriate Associate Provost.

10/04

H. Minutes

The Secretary will distribute the minutes for each meeting prior to the following meeting.

3/13

I. Executive Session

In instances where the faculty needs to address confidential or controversial issues, a faculty meeting may go into executive session (i.e. limit attendance only to voting members) as per the relevant stipulations of *Robert's Rules of Order*.

3/09

Section IV. Bylaws

A majority of the faculty will establish bylaws as needed.

ARTICLE FOUR. FACULTY JURISDICTION

Section I. Responsibilities

Faculty responsibilities are granted to the General Faculty by the Trustees, according to the Charter of Gardner-Webb University. These responsibilities most directly pertain to the educational process, and to a lesser degree those areas related to the educational process. These include the following:

1. The curriculum of the programs under their jurisdiction;
2. The conduct of work in courses, including grades, assignment of credits and absences;
3. The conditions for graduation and the nature of the degrees to be conferred by Gardner-Webb University;
4. Requirements for admission to programs under their jurisdiction;
5. Matters affecting the social, academic, cultural, and religious activities of students.

3/98

Section II. Limitations

Faculty decisions are limited by the Gardner-Webb Charter and Bylaws, the Statement of Purpose, this Faculty Constitution, as well as veto action by the President or the Board of Trustees.

A. The President may veto faculty action, with a written explanation, within thirty days.

B. Appeal to Trustees

If, after the President has vetoed the faculty action, and given the reasons(s) for doing so, the faculty by majority vote upholds its own action, the following steps shall be taken, in the order given:

1. The matter shall be resubmitted to the President for further consideration.

2. If, within twenty days, the President approves the faculty action, no further steps need be taken by the faculty.

3. If, within twenty days, the President takes no action, or again vetoes what has been affirmatively voted upon by the faculty, the faculty may ask the Provost and Executive Vice President, the Associate Provosts, and/or the Chair of the Faculty, to make an appeal to the Board of Trustees within the next twenty days.

4. The Provost and Executive Vice President, the Associate Provosts, and/or the Chair of the Faculty, will make the appeal as directed.

5. The faculty may designate a representative, or representatives, to appear and speak at the Board meeting considering the matter.

6. The decision of the Trustees shall be final.

8/90; 8/03; 10/04

ARTICLE FIVE. ACADEMIC ORGANIZATION

Section I. Schools

A school is an academic entity comprising multiple disciplines and/or awarding multiple degrees. The determination of whether an academic entity is a school shall be made by the Administrative Advisory Committee in consultation with the Provost and Associate Provosts and approved by the general faculty, the President, and the Board of Trustees. The Provost and Associate Provost for Professional and Graduate Studies shall bring a proposal for the structure of the school to the Administrative Advisory Committee for approval.

A. Appointment of Deans

The Dean of a school within the University is appointed by the President upon the recommendation of the Provost and the Associate Provost for Professional and Graduate Studies. Each Dean of a school shall be responsible to the Associate Provost for Professional and Graduate Studies. (See appointment and duties of Chairs under Section IV.)

B. Duties of Deans

1. Supervise faculty, curricular, and school matters.
2. Serve as liaison between the school and the Associate Provost.
3. Serve as the chief representative of the school.

4. Preside at school faculty meetings; either coordinate or oversee those chairs or director coordinating such activities as course offerings, hours taught, and scheduling.
5. Preserve school records, particularly meeting minutes, proposals and actions.
6. Encourage academic and teaching excellence.
7. Submit budget requirements for the school and supervise expenditure of funds.
8. Be actively involved in establishing and enforcing entrance requirements and academic standards within the school.
9. Make written annual reports to the Associate Provost for Professional and Graduate Studies concerning matters such as faculty evaluations, budget, statistical summaries, and other required data.
10. Provide documentation relevant to the school's faculty members who are under consideration for promotion or tenure.
11. Bring school recommendations to the Graduate Council or other appropriate committees.
12. Serve as liaison between the school and the Associate Provost for Extended Campus Programs (for applicable Distance Learning Programs and courses)
13. Serve as liaison between the school and the Associate Provost for Student Success for academic services programs.
14. Coordinate accreditation, University, school and program assessment activities, including Assessment Days and Five Year Reviews (if applicable).
15. Supervise the hiring and evaluation of adjunct faculty members.
16. Supervise school secretaries, administrative assistants, graduate assistants and work study students.
17. Cooperate with the Associate Provost for Professional and Graduate Studies and Human Resources on filling faculty vacancies.
18. Supervise selection of departmental representative to the General Education Committee and appointment of coordinators of programs within the school.
19. Supervise and assist coordinators of programs within the school.

9/08;8/17

Section II. Council of Schools

A. Membership
Voting members of the Council of Schools shall be composed of the deans of each school, Dean of the Library, and of the Directors or Chairs within the schools with staffing and scheduling responsibilities and who report directly to the Associate Provost for Professional and Graduate Studies (Chair of the Council).

2/19

B. Meetings

The Council of Schools will meet monthly or when requested by the Chair. A called meeting may also be requested by at least two Council members.

C. Responsibilities

1. Provides a forum for disseminating information and for discussion of all matters affecting the academic life, structure, and environment of the schools.

2. Considers academic matters affecting two or more schools and makes recommendations to the appropriate bodies.

3. Reviews and evaluates educational policies and practices of the University concerning academic standards, admissions and graduation requirements, faculty standards and welfare, professional ethics, and similar matters and makes recommendations to the appropriate bodies.

Section III. Council of the College of Health Sciences
A. Membership

Voting members of the Council of the College of Health Sciences shall be composed of the Deans of each School and of the Directors or Chairs within the College with staffing and scheduling responsibilities and who report to the Associate Provost for the College of Health Sciences (Chair of the Committee).

2/19

B. Meetings

The Council of the College of Health Sciences will meet monthly or when requested by the Chair. A called meeting may also be requested by at least two Council members.

C. Responsibilities

1. Provides a forum for disseminating information and for discussion of all matters affecting the academic life, structure, and environment of the schools.
2. Considers academic matters affecting two or more schools and makes recommendations to the appropriate bodies.
3. Reviews and evaluates educational policies and practices of the University concerning academic standards, admissions and graduation requirements, faculty standards and welfare, professional ethics, and similar matters and makes recommendations to the appropriate bodies.

4/18

Section IV. Departments in the College of Arts and Sciences

A department comprises a faculty, led by a Chair, and offers one or more primarily undergraduate major course(s) of study in a recognized academic discipline or related disciplines. The determination of whether an academic entity is a department shall be made by the Administrative Advisory Committee in consultation with the Provost and the appropriate Associate Provost and with the approval of the general Faculty, the President, and the Board of Trustees. The Provost and the Associate Provost for Arts and Sciences shall bring a proposal for the structure of the department to the Administrative Advisory Committee for approval.

Section V. Department Chairs

A. Appointment of Department Chairs

The Chair of a Department is the head of the Department, and is appointed for a five-year period by the President, upon the recommendation of the Provost and the Associate Provost. Department Chairs may serve more than one five-year appointment.

Re- appointment of Department Chairs or appointment of Chairs-elect will be made as soon as feasible, ordinarily no later than December of the fifth year of the current Chair's tenure. When a change occurs in a Chair, the Associate Provost will meet with all

members of the department. The Department Chair must have faculty status at the University.

B. Duties

1. Supervise faculty, curricular, and departmental matters.
2. Serve as liaison between the department and the Associate Provost.
3. Serve as the chief representative of the department.
4. Preside over department meetings; coordinate and direct department duties, including course offerings, hours taught, and scheduling.
5. Preserve departmental records, particularly meeting minutes, proposals and actions.
6. Encourage academic and teaching excellence.
7. Submit budget requirements for the department and supervise expenditure of funds.
8. Provide guidance for majors within the department.
9. Submit annual written evaluations of each member of the department to the Associate Provost.
10. Provide documentation relevant to departmental faculty members who are under consideration for promotion or tenure.
11. Bring departmental recommendations to appropriate Faculty committees.
12. Serve as liaison between the department and the Dean of Adult and Distance Education (for applicable Distance Learning Programs and courses).
13. Serve as liaison between the department and the Associate Provost for Student Success for academic services programs.
14. Coordinate accreditation (if applicable), University, department and program assessment activities, including Assessment Days and Five Year Reviews.
15. Supervise the hiring and evaluation of adjunct faculty members.
16. Supervise departmental secretaries and work study students.
17. Cooperate with the Associate Provost and Human Resources on filling faculty vacancies.
18. Supervise selection of departmental representative to the General Education Committee and appointment of coordinators of programs within the department.
19. Supervise and assist coordinators of programs within the department.

9/08;8/17

Section VI. Program Coordinators

Deans and Department Chairs will appoint a qualified program coordinator for each of the majors or degree programs offered by the School or Department. It is the responsibility of the program coordinator, in consultation with the appropriate Dean or Chair, to

1. Advise the School or Department on appropriate curriculum content and pedagogy for the program,

2. Advise the School or Department on appropriate assessment of the program and its curriculum,

3. Advise the School or Department on changes to the program that may be necessary to improve or maintain quality, and

4. Provide consultation to the Undergraduate Curriculum Committee and/or the General Education Committee on proposals or issues relevant to his or her designated undergraduate program and to the Graduate Council or school of divinity faculty as appropriate on proposals or issues relevant to graduate programs.

Section VII. Council of Arts and Sciences

A. Membership
Voting Members of the Council of Arts and Sciences shall be composed of the Deans, Chairs, and Program Coordinators within the College of Arts and Sciences along with any directors or coordinators within the College with staffing and scheduling responsibilities who report directly to the Associate Provost for Arts and Sciences (Chair of the Committee).

9/08;2/19

B. Meetings

The Council of Arts and Sciences will meet monthly or when requested by the Chair. A called meeting may also be requested by at least two council members.

C. Responsibilities

1. Provides a forum for disseminating information and for discussion of all matters affecting the academic life, structure, and environment of the departments and programs in the College of Arts and Sciences.

2. Considers academic matters affecting two or more of the member departments and programs.

3. Reviews and evaluates educational policies and practices of the University concerning academic standards, admissions and graduation requirements, faculty standards and welfare, professional ethics, and similar matters and makes recommendations to the appropriate bodies.

10/04

ARTICLE SIX. FACULTY COMMITTEES

Section I. Structure of Faculty Committees

A. Committee Membership

1. Ex officio members of committees (as per *Roberts Rules of Order*) are members by virtue of their office. Ex officio members, unless otherwise indicated, do not have voting rights. Ex officio members may designate someone to represent them on committees as needed.   10/04; 9/08;3/13

2. Student members of committees will have voting rights.

3/13

3. Faculty committee membership will consist of those nominated by the Committee on Committees, or nominated from the floor, then elected by a vote of the Faculty (See Committee on Committees) unless otherwise specified in this Constitution.

3/13

4. Faculty members are not eligible to serve on elected constitutional committees during their first twelve months of service.

4/18

B. Election of Committee Members

1. A slate of nominees for each committee requiring elected faculty members will be

presented by the Committee on Committees at the March faculty meeting. In each case the slate will be equal in number to at least twice the number of committee members to be elected. Additional nominations will be accepted from the floor of the faculty without limitation as to number. Those elected will be those receiving the highest number of votes. Voting will occur at the April meeting.

8/90; 9/97; 3/13

2. Each year the Committee on Committees will make nominations for faculty committee membership and for faculty offices as indicated elsewhere in this Constitution.

8/03; 3/13

3. Unless otherwise stated in the Constitution, nine faculty members will serve on each of the faculty committees and they will serve three-year terms. On each committee, terms will be staggered so that in a given year approximately one-third of the elected faculty membership will be replaced. When a new committee is created, nine members will be elected. Length of terms will be determined by the drawing of straws among the members.

3/13

4. In case of an unexpected vacancy, the Chair of the Faculty, in consultation with the Committee on Committees, will appoint a replacement.

8/03

5. Both selection of nominees for committees and appointment of members of committees should reflect the diversity and various constituencies of the faculty. Therefore, no more than two faculty members per department or school should be nominated for election to a committee. Typically no individual faculty member will be nominated for election (as opposed to appointment or ex officio membership) to more than one committee.

10/04;3/13

C. Period of Service
  1. Each year of service will be from September 1 through August 31.
  2. In no case will an elected faculty member serve two consecutive terms on the same committee.
  3. All elected committee positions, unless otherwise indicated, carry a three-year term in office.   3/13

D. Election of Committee Officers

Unless otherwise specified in this constitution, each committee will elect its own Chair and other necessary officers from faculty members elected to that committee. In August of each year it will be the responsibility of the outgoing Chair to call a meeting of the new committee for the purpose of electing new officers.

3/13

Except in unusual circumstances such as electing the chair of a newly created committee, committee members are not eligible to chair committees unless they served on the committee in the prior year.

E. Disposition of Recommendations and Reports

1. Each committee will report, in writing, at each scheduled faculty meeting. Such reports will go to the Office of the Associate Provosts within one week of the regularly scheduled Friday committee meeting time. In months where there is

    only one week between regularly scheduled committee meetings and the faculty meeting, committee reports are due to the Office of the Associate Provosts by noon on Tuesday following the scheduled Friday committee meeting time. Copies will be distributed to faculty members at least 24 hours in advance of the faculty meeting.

                                                               2/09: 3/13

2. Upon motion, the faculty, by simple majority vote of those present, will approve or reject actions or recommendations of its committees. In the absence of a motion and vote by the faculty, decisions reported by committees to the faculty are considered approved. If affirmative action is taken on a recommendation, the committee Chair will be responsible for facilitating the implementation of such recommendations (e.g., inclusion of policy changes in handbooks, inclusion of changes in catalogs, or communication of decisions to relevant parties).

                                                               9/97; 3/13

3. Committee Chairs, in their end-of-the-year reports, will include a status report of all decisions requiring follow-up.

                                                                    3/13

F. Participation by Committee Members

Committee service is an integral part of shared governance, and as such, faculty members elected to committees are expected to serve actively. This may take many forms including chairing or serving on subcommittees, writing proposals, taking minutes, engaging in discussions of issues or any other activity deemed necessary for the committee's work. The minimum expectation of membership is regular attendance at committee meetings. Committee Chairs should encourage and facilitate participation by each committee member.

1. Addressing Non-Attendance by Committee Members

    If a committee member finds good reason that he or she is unable to fulfill his/her duties with a particular committee, he/she should voluntarily resign. The resignation should be tendered to the Chair of the Faculty in order to facilitate the process of filling the newly created vacancy.

    a. Informal Procedure

        If a member is not attending meetings, the committee Chair should make a conscientious effort to encourage the member to participate. If this is unsuccessful, the committee Chair should contact the Chair of the Faculty who will encourage the committee member to either participate or resign.

    b. Formal Procedure

        If informal efforts are unsuccessful in encouraging either attendance at

meetings or resignation, the committee Chair may request a vote on declaring the elected member's position as vacated. The vote will be conducted by the Chair of the Faculty either in person or via email. The position is declared vacant upon a two-thirds majority vote of the elected faculty member on the committee (excluding the non-participating member). The Chair of the Faculty will submit the results of the vote for verification to the Provost and Vice Chair/Chair Elect of the Faculty and then communicate them to the committee Chair and the faculty member who failed to exercise her/his committee obligations.

c. Ex Officio Members

In instances where ex officio members are not attending, committee Chairs may, if the issue cannot be resolved directly, report the situation to the individual's supervisor.

2. Meritorious Service

Conversely, in cases where committee members have performed exemplary service, Chairs are strongly encouraged to indicate such contributions in their annual reports to the Provost's Office. Chairs should also inform the member's Dean/Department Chair of these instances of extraordinary service.

3/09

G. Meeting Times

Course schedules are designed to leave Friday afternoons after 2:00 pm open for meetings, including those of faculty committees, necessary for shared governance of the University. Because they are composed primarily of elected faculty members, and address the major regularly occurring university-wide issues involving faculty participation in university governance, Administrative Advisory, Faculty Development and Improvement of Instruction, Student and Campus Life, Educational Policies and Standards, Undergraduate Curriculum, Technology and Facilities, Athletics, and Library Committees **normally** meet during these reserved times. Other committees may utilize this time as well if members' schedules permit or may schedule alternate meeting times.

10/14

Any committee which typically addresses student appeals (e.g. EPSC, General Education Committee) should make arrangements prior to the adjournment of its final meeting during Spring Semester to address any such matters that arise during the summer months. Designated sub-committees or arrangements for electronic voting are both acceptable formats, but members entrusted with addressing appeals during the summer should be prepared to address these matters expeditiously.

Committees may continue unfinished business during the summer months by establishing a sub-committee (or when relevant an ad hoc committee). As with all such bodies, they operate on behalf of the larger committee but with clearly established boundaries of the scope of their work. Such groups may be authorized by vote of the full committee to be entrusted with making decisions within the specific purview with which they are charged, or the committee may reserve right to approve the smaller body's actions either by electronic vote or a full meeting (either called in summer or regularly scheduled in the fall).

Section II. Committees Responsibilities, Membership, and Duties   4/18

    A. Administrative Advisory Committee   1/14

        1. Responsibility

The Administrative Advisory Committee is charged with representing the opinions and concerns of the faculty in matters relating to the purpose, direction, administration and overall governance of the University and in general matters pertaining to the faculty as a whole.

        2. Membership

            a. Nine faculty members
            b. President of the University
            c. Provost and Executive Vice President
            d. Chair of the Faculty (committee Chair)
            e. Chair- Elect
            f. Director of Human Resources

                                                4/13

        3. Duties

            a. Provides general advice and guidance to the administration regarding policies, programs, academic structure and long-range and/or strategic planning.

            b. Provides advice and guidance to the administration regarding budget priorities and concerns.

            c. In case of a major administrative vacancy, represents the desires and concerns of the faculty to the President or, in the event of a Presidential search, to the Board of Trustees.

            d. Reviews the overall functioning of the committee system and makes recommendations accordingly to committee Chairs and, when appropriate, to the faculty at large.

            e. Sets agenda for general faculty meetings.

                                        3/98; 8/03;10/04

B. Faculty Development and Improvement of Instruction Committee

    1. Responsibility

    The Faculty Development and Improvement of Instruction Committee is charged with endeavoring to bring about continuous improvement in instruction, to promote the professional development of the faculty, and to enhance faculty morale and well-being.

<div align="right">1/14</div>

    2. Membership

        a. Nine faculty members
        b. Associate Provost for Academic Development

<div align="right">3/09:1/14</div>

    3. Duties

        a. Develops and conducts an effective program of faculty development, to include overseeing the sabbatical and mini-sabbatical program.
        b. Continually reviews the faculty development program and makes necessary improvements and changes.
        c. Plans and implements the annual faculty retreat in consultation with the Provost.
        d. Serves as an advisory committee to the Provost in all matters pertaining to improvement of instruction, including orientation of new faculty.
        e. Works to encourage full participation by faculty members in the faculty development program and promote excellence in teaching, high standards of professionalism, and high faculty morale.
        f. Upon request, serves in appeal process for non-tenured faculty who are appealing notice of non-reappointment or dismissal, and, upon request, serves as the hearing committee for contested cases of tenured faculty dismissed for cause. Hearings and/or appeals under these conditions will be conducted according to the terms and guidelines published in the most recent edition of the document: "Recommended Institutional Regulations on Academic Freedom and Tenure" (AAUP Redbook). See Faculty Handbook, II-9, Procedure for Dismissal.

<div align="right">4/94; 3/98; 01/14</div>

C. Student and Campus Life Committee

    1. Responsibility

        a. Works to promote a campus atmosphere conducive to the academic, religious, social, emotional, physical, and cultural growth of our students.

<div align="right">11/13</div>

    2. Membership

        a. Nine faculty members
        b. Vice President of Student Development
        c. Provost

      d. Six students representing a cross section of the student body and selected by the Student Senate.

<div align="right">8/90; 3/98; 10/04; 11/13</div>

3. Duties

      a. Serves as a liaison for the faculty, students, staff, and administration in addressing issues pertaining to student and campus life.

      b. Makes recommendations to appropriate elements of the University community on matters pertaining to student and campus life.

      c. Advocates fair, reasonable, and responsible policies and procedures in matters pertaining to student and campus life to insure that the needs of all students – particularly groups such as the handicapped, commuter, married, minority, and international students and students with disabilities – are met.

      d. Nominates one faculty member per year to represent the committee on the University Appeal Board.

      e. Promotes environmental sustainability on campus.

<div align="right">11/13</div>

D. Educational Policies and Standards Committee

1. Responsibility

The Educational Policies and Standards Committee is charged with constant oversight of the standards and policies within the undergraduate academic program.

2. Membership

      a. Nine faculty members, excluding School of Divinity
      b. Director of Academic Support for Student Athletes
      c. One Associate Provost designated by Provost's office
      d. Registrar or designated representative of the Registrar's Office
      e. Two students chosen by the Student Senate

<div align="right">3/98; 8/02/ 9/08;11/13</div>

3. Duties

    a. Serves as an advisory committee to the Provost in matters pertaining to academic policies and standards.

    10/04

    b. Provides review of academic standards and policies throughout the academic program, strives to ensure consistency of standards and policies, and recommends policies which are fair, effective, and consistent with high academic standards.

    c. Recommends to the faculty guidelines for graduation requirements and requirements for graduation with honors.

    d. Serves as an appeal board throughout the calendar year (or designates a sub-committee as such) for academic appeals as provided for by catalog policy and when called upon by the Provost or the appropriate Associate Provost. To maintain the confidentiality of the appeals, only EPSC members, including ex officio members, may be in attendance at meetings of the committee when appeals are being heard. At its discretion the

    committee may, for the purpose of obtaining additional information, invite other persons directly related to the issue or appeal under discussion.

    9/94; 3/98; 10/04; 11/13

E. Undergraduate Curriculum Committee

    1. Responsibility

    The Undergraduate Curriculum Committee is charged with review of the undergraduate curriculum to ensure academic quality and consistency with the mission of the University.

    01/14

    2. Membership

        a. Nine faculty members from departments and schools with undergraduate programs.
        b. Either the Associate Provost for Arts and Sciences or the Associate Provost for Professional and Graduate Studies.
        c. Registrar or Associate Registrar
        d. Two students selected by the Student Senate in accordance with the SGA Constitution.

        8/90; 3/98; 10/04; 9/08; 4/11; 11/13

    3. Duties

        a. Reviews the department and school curricula to ensure consistency with the University's mission statement.
        b. Receives from Department Chairs and Deans and acts upon recommendations for course additions and deletions.
        c. Reviews and acts upon all other recommendations and proposals pertaining to the undergraduate curriculum, excluding duties assigned to the General Education Committee and including, but not limited to, all existing curricula and new course proposals.
        d. Reviews and acts upon proposals for new programs and degrees and additions to the requirements for any major or minor.

F. Library Council
    1. Responsibility
        The Library Council serves as an advisory to the Dean of the Library.

                                                                        5/20

    2. Membership
        a. Voting members include:
            1. The Dean of the Library who reports to the Provost
            2. At least one faculty member (appointed by the Dean of the Library
                or the Provost) from each of the following areas: Business,
                Divinity/Religious Studies, Education, Fine Arts, Health Sciences,
                Humanities, Natural Sciences, and Social Sciences, who represent
                undergraduate, graduate, and online instruction.
            3. Two Student members: one graduate and one undergraduate.
        b. Ex officio (non-voting) members include:
            1. Provost
            2. Members of the Library faculty
    3. Duties
        a. Reviews annual status of the Library as it affects the programs and curricula of the
            University, and as it relates to the standards of the various accrediting agencies;
            and to make such recommendations for improvement as may seem necessary,
            including assisting in administering user satisfaction surveys;
        b. Advises the Dean of the Library on policy and operational matters which may be
            brought to the committee by the Dean or referred to the committee by the faculty;
        c. Reviews with the Dean of the Library matters of long-range library planning,
            and to make recommendations where appropriate;
        d. Provides members to serve on search committees for library faculty;
        e. Receives from the faculty or from any school or department recommendations
            or suggestions that may aid in the development of resources, promote efficient
            service, or encourage increased use of the Library.
        f. Serves as liaisons to disseminate information from the Library Council to the
            faculty and to the student body.

                                                                        5/20

G. Technology and Facilities Committee

    1. Responsibility
        The Technology and Facilities Committee will make recommendations to the
        Provost's Office and the faculty at large in regards to the physical and
        technological needs and policies of the learning community.

                                                                        2/14
    2. Membership

        a. Nine faculty members, at least two of which must have graduate faculty
            status.
        b. The Provost.
        c. The Associate Vice President for Technology Services.
        d. The Director of Digital Learning
        e. The Associate Vice President for Plant Operations.
        f. Others will be invited to participate as needs arise.

g. All will be voting members.

7/08; 2/14

3. Duties

a. Addresses the technological and physical space needs of the learning community and makes formal recommendations to the Provost concerning infrastructure and support.
b. Addresses issues related to implementation and support of online education.
c. Serves as a liaison between faculty and departments/individuals who provide support services.

2/14

H. Athletics Committee

1. Responsibility

The Athletics Committee is charged with representing the opinions and concerns of the faculty and students in matters relating to the operation of the University's athletic program.

4/14

2. Membership
   a. Nine faculty members
   b. Faculty Athletic Representative
   c. Vice President for Athletics
   d. Senior Women's Administrator
   e. Compliance Coordinator
   f. Director of Academic Support for Student Athletes
   g. One male and one female student, selected by the SGA.

3/98; 8/03; 10/04;4/13

3. Duties

    a. Recommends policies governing the program of intercollegiate athletics.

    b. Reviews and makes recommendations concerning issues related to athletic scheduling.

    c. Monitors and recommends policies relating to eligibility requirements for participation in the intercollegiate athletic program.

    d. Reviews recent expenditures and makes recommendations to the Faculty/Staff Financial Committee concerning the annual budget of the Athletic Department.

    e. Serves as an Eligibility Appeals Board for students denied transfer residency waivers.

    f. Recommends student and faculty representatives on search committees involving Athletic Department personnel.

    g. Administers policy and procedure for Faculty Athletics Representative (FAR) selection and makes FAR selection recommendations to the President.

    h. The Chair of the committee will represent the committee on the Athletic sub-committee of the Board of Trustees.

7/08; 2/14

I.   Committee on Committees

1. Responsibility

The Committee on Committees is charged with overseeing the nomination and election process for standing committee membership and for faculty offices as indicated elsewhere in this Constitution. The Committee assesses the committee structure and trains incoming committee Chairs. The Committee also serves as a Constitutional Interpretation Committee.

04/14

2. Membership

This committee will be composed of the three most recent Chairs of the Faculty, excluding the current one, from among those still serving as full-time faculty members. Should there be fewer than three former Chairs, a special election by the faculty at large will be held to fill the vacancies. Services by virtue of special election will be only for the respective year; however, there will be no limitation regarding re-election. The Chair of the Committee on Committees will be the former faculty Chair whose term as Chair was earliest.

3. Duties

    a. Prepares ballot for election of standing committee members,

    b. Distributes and tallies final ballots,

    c. Receives copies of the annual reports from the committee Chairs,

    d. Conducts orientation sessions for incoming committee Chairs.

    e. Advises the Chair of the Faculty when there is a need to appoint a replacement in case of an unexpected committee vacancy.

    f. Provides interpretations of the Faculty Constitution when requested. Any faculty member may submit a written request for interpretation of any portion of the Faculty Constitution. The ruling of the Committee on Committees is final unless overruled by a two-thirds vote of the faculty.

04/14

J.   IL/WI Course Designation Committee Responsibility
The IL/WI Course Designation Committee's purpose is to receive, evaluate, and take action on requests for Information Literacy and Writing Intensive Designated Courses.

1.   Membership
  a)   Six faculty members, each elected for a three-year term. At least two faculty will represent Schools and two will represent Arts & Sciences.
  b)   Committee Co-chairs: The Director of Writing-Intensive Curriculum and Instruction and the Director of Library Instruction Curriculum will serve as co-chairs.

  c)   Each year the Committee on Committees will nominate two persons for each place to be filled. (In the first year of implementation, six members will be remaining from the separate IL and WI Committees, so faculty will not need to be elected until the second year.)

2.   Duties
  a)   Receives requests and approves courses to be Writing-Intensive designated based on QEP Writing-Intensive Student Learning Outcomes for the appropriate Tier for the proposed course.
        i. Reports approved WI courses to the General Education Committee and the Undergraduate Curriculum Committee, as appropriate.
        ii. Guidelines for submitting requests to the IL/WI Course Designation Committee are available in the Faculty Handbook..
  b)   Receives requests and approves courses to be Information Literacy designated based on Information Literacy Program Student Learning Outcomes for the appropriate level for the proposed course.
        i.   Reports approved IL courses to the General Education Committee and the Undergraduate Curriculum Committee, as appropriate.
        ii.   Guidelines for submitting requests to the IL/WI Designated Course Committee are available in the Faculty Handbook.

Information Literacy Designated Course Committee

1. Responsibility

The Information Literacy Designated Course Committee's purpose is to receive, evaluate and take action on requests for Information Literacy Designated Courses.

2. Membership

a) One faculty librarian from the Library Instruction Team who will serve as Chair, appointed by the Dean of the Library on a permanent, non-rotating basis.

b) Three faculty members, each elected for a three-year term.

c) Each year the Committee on Committees will nominate two persons for each place to be filled.
 (In the first year of implementation, three members will be elected to the committee and one-, two-,
 and three-year terms will be determined by the drawing of straws among the members.)

3. Duties

a) Receives requests and makes recommendations to the Undergraduate Curriculum Committee for
 Information Literacy Designated Courses based on the Student Learning outcomes stated in the
 Information Literacy.Plan, Level 3.

b) Process for requesting Information Literacy Designated Courses:

   i. Professor will meet with an Instruction Librarian in order to create assignment(s) that will meet the Student
   Learning Outcomes designated for Level 3.

   ii. Professor will submit the Information Literacy course request form and course syllabus to the Information
   Literacy Designated Course Committee.

   iii. If the course is approved by the Information Literacy Designated Course Committee as an Information
   Literacy Designated Course, it will be sent to

    (1) the Undergraduate Curriculum Committee as a point of information for review, inclusion in the curriculum,
    and reporting to the general faculty,

    (2) the appropriate Associate Provost as a point of information, and (3) the Registrar's Office for processing.

Writing-Intensive Designated Course Committee

1. Responsibility

The Writing-Intensive Designated Course Committee's purpose is to receive, evaluate, and take action
 on requests for Writing-Intensive Designated Courses.

2. Membership

   a. Six faculty members, each elected for a three-year term. At least two faculty will represent
   Schools and two will represent Arts and Sciences.
   b. Committee Chair: During the QEP, the QEP Director will serve as the seventh faculty member
   and the Committee Chair. If the QEP Director is unable to serve, the QEP Committee will select
   another Committee member to serve. After the QEP, the Director of Writing-Intensive Curriculum
   and Instruction will serve as the Chair.
   c. Each year the Committee on Committees will nominate two persons for each place to be filled.
   (In the first year of implementation, six members will be elected to the committee and one-, two-,
   and three-year terms will be determined by the drawing of straws among members.)

3. Duties

   a. Receives requests and approves courses to be Writing-Intensive based on QEP Writing-Intensive
   Student Learning Outcomes for the appropriate Tier for the proposed course.
   b. Reports approved WI courses to the General Education Committee and the Undergraduate
   Curriculum Committee, as appropriate.

c. Guidelines for submitting requests to the Writing-Intensive Designated Course Committee are available in the Faculty Handbook and in WebbConnect.

2/20

K. General Education Committee

1. Responsibility

The General Education Committee reviews and evaluates the undergraduate General Education curriculum and its assessment tools to ensure academic quality and consistency with the mission and General Education curriculum learning goals of the University. Members of the committee will report regularly to their respective departments/schools.

1/15

2. Membership
   a) A representative from each undergraduate department and school will be elected by the respective department/school no later than March 15 for a term to be served in the next academic year. The length of term will be determined by the respective department/school. It is the responsibility of each Chair/Dean to report this information to the Committee on Committees by March 15.

11/13;9/18

   b) Two students selected by the Student Senate in accordance with the SGA Constitution.
   c) Ex officio (non-voting) members include:
       i.   Associate Provost for Arts and Sciences.
       ii. Vice President for Planning & Institutional Effectiveness
       iii. Registrar.

11/13

   d) The committee Chair is elected by the committee for a one-year, non-consecutive term.

04/11

3. Duties
   a) Establishes and reviews underlying philosophy, criteria, standards, and learning goals for the General Education curriculum.

   b) Reviews and assesses the General Education curriculum to ensure academic quality of content, consistency with the missions of the University, and underlying philosophy and learning goals of the General Education curriculum.

   c) Regularly reports to the faculty as a whole. Individual members regularly consult with and report to their schools and departments.

9/18

   d) Approves and recommends to the faculty requests for additions and deletions to the General Education curriculum. (NOTE: Requests regarding general education courses currently in the University catalog must be made by departments/schools or the Undergraduate Curriculum Committee. Proposals for new courses must first be approved by the Undergraduate Curriculum Committee.)
   e) Approves course substitutions within the General Education Curriculum.

      f) Every five (5) years, the committee produces a comprehensive report that addresses the following: learning goals, assessment procedures and data collected from assessment procedures, and recommendations for improvement of the General Education curriculum as needed, to be presented to the general faculty for appropriate action.

<div align="right">1/15;9/18</div>

L. Promotion and Tenure Committee

   1. Membership

The committee will be composed of seven tenured faculty members, all of whom have been at Gardner-Webb for five or more years. At least four shall be full professors. All members will serve three-year terms with no person serving more than three consecutive years. Faculty members shall be ineligible for promotion while serving on this committee.

<div align="right">11/13</div>

   2. Duties

      a. Receives from the Associate Provosts a list of faculty members who are eligible for tenure and/or promotion in rank.

<div align="right">10/04</div>

      b. Considers the merits of each candidate for promotion and/or tenure based upon evidence in the candidate's portfolio and other resources deemed relevant by the committee.

<div align="right">11/14</div>

      c. Submits to the President of the University recommendations for the academic year not later than January 10 of each year.

      d. Reviews the promotion and tenure process and makes recommendations to the faculty for changes and improvement as needed.

<div align="right">9/98; 11/14</div>

M. Professional Education Committee

   1. Membership

      a. Program Coordinators from each educator preparation program;
      b. One regularly employed public classroom teacher;
      c. One regularly employed public school administrator, counselor, or supervisor;
      d. One undergraduate and one graduate student currently enrolled in an education program;
      e. Associate Provost for Professional and Graduate Studies, Dean and Associate Dean of the School of Education, Dean of the School of Graduate Studies, School of Education Assessment Coordinator, Director of Undergraduate Curricular Innovation, and Library liaison.
      f. All members have voting privileges.

The PEC shall recommend candidates to fill the practicing educator and student positions. These recommendations are to be submitted to the President by April 15th of each year. Professional Education Committee members shall be

appointed annually by May 1st by the President. Members shall serve a one-year term. The Dean of the School of Education, or designee, shall serve as Chair of the PEC and shall preside over all meetings of the PEC.

2. Duties

The Professional Education Committee serves as the decision-making body for all policies and procedures governing the operation of the professional education unit. All professional education programs and/or proposals require the approval of this committee.

The PEC chair facilitates annually the revising and publishing of the Teacher Education Student Handbook as well as the PEC Policy and Procedures Manual. Although graduate policies are governed by the PEC, the responsibility for the annual maintenance and revision of graduate student handbooks resides with the individual graduate program coordinators.

10/17

N. Graduate Council

  1. Membership

    a. Voting members:

      1. Deans or Chairs of schools or departments with graduate programs or a director/coordinator for each school or department which offers at least one graduate program, appointed by the Dean or Chair
      2. Three members possessing terminal degrees and elected from the University faculty from departments that do not have graduate programs
      3. One graduate student
      4. Dean of the School of Graduate Studies
      5. Associate Provost for Professional and Graduate Studies

                                                                10/04; 1/14

    b. Non-voting members:

      1. Registrar or a designated representative of the Registrar's Office

      2. Recorder from the School of Graduate Studies

    c. The student member of the Council shall be nominated by the Deans/Chairs/ directors/coordinators and shall be elected by the Council before the end of each academic year. If the student member becomes unavailable for service, the vacancy will be filled by the same process.

    d. The Dean of the School of Graduate Studies will serve as Chair of Graduate Council. The Vice-Chair, and other necessary officers of the Council shall be elected from among the voting members of the Council, all of whom are eligible with the exception of the graduate student

                                                                1/14;10/19

  2. Duties

    a. Establishes criteria and reviews applications for appointment to the graduate faculties;
    b. Approves general policies and procedures for governing admission to graduate study, minimum requirements for admission to courses of study, new graduate courses, criteria for graduation, and serves as a court of appeal (by way of an Appeals Committee) on procedural questions involving admission to graduate study and on academic grievances;
    c. Produces and administers policies concerning assistantships, fellowships, and scholarships;
    d. Is responsible, jointly with the administration, for acting on matters of conduct affecting students in the graduate programs;
    e. Acts on recommendations concerning addition, revision, or removal of graduate programs.

                                                    1/92; 3/98; 6/01; 10/04; 1/15

O. GOAL-DCP Council

    1. Responsibilities

    The GOAL-DCP Council considers all matters related to the GOAL-DCP Program.

                                                      2/15;7/18

    2. Membership

        a. Voting members include:

            1. Six members elected from the University faculty, one of who shall serve as chair of the committee by election.

            2. Chairs or Deans (or their designated representative) of departments or schools housing a major in the GOAL-DCP.

            3. Chairs or Deans (or their designated representative) of departments or schools not housing a major in the GOAL-DCP, but offering GOAL-DCP courses, unless these entities are already represented by elected faculty members.

            4. An Instruction Librarian, appointed by the Dean of the Library.

            5. One GOAL-DCP student

                                10/04; 7/08; 11/08; 11/13; 2/15;4/16;7/18

        b. Ex officio (non-voting) Members include:
            1. Provost and Executive Vice President
            2. Associate Provost for Adult and Distance Education
            3. Director of Enrollment, Digital Learning
            4. Registrar
             5. Director of Partnerships, GOAL-DCP
            6. Associate Director of Partnerships, GOAL-DCP
            7. Director of GOAL-DCP

                                4/16;7/18

        c. The election of the GOAL-DCP student member, on recommendation from the academic advisors and the Associate Provost for Adult and Distance Education, will occur at the final meeting of the Council during each academic year. The student member shall serve a one-year term.

                                2/15;4/16;7/18

    3. Duties
        a. Approves general policies and procedures for governing admission to the GOAL-DCP program.
        b. Reviews procedural questions involving admissions and course transfers and makes recommendations.

        c. Acts, jointly with the administration, on matters of conduct affecting the GOAL-DCP program.
        d. Acts on recommendations concerning addition, revision, or removal of GOAL-DCP programs and courses.
        e. Acts on recommendations regarding changes in sites for GOAL-DCP Centers.

P. First-year Experience Advisory Committee

   1. Responsibility

     The First-Year Experience Advisory Committee serves as both an advisory board and decision-making body for student experiences related to First-Year Programs, particularly University 101 and 111.

                    2/15

   2. Membership

     a. Membership will include the Director of the First-Year Programs and nine faculty or staff members. Each of these nine members will serve a three-year term. Six of the nine members with University 111 experience will be selected by the Director in consultation with the Associate Provost for Academic Development Three of the nine members will be elected by the Faculty.

     b. Ex officio members: Associate Provost for Academic Development and two students as appointed by the President of the SGA. These students should be peer leaders with at least one year of experience. The Director of First-Year Programs will provide a list of potential candidates.

     c. The Director of First-Year Programs will serve as the Chair of the committee.

     d. No appointed committee member may serve two consecutive terms.

                    1/14

   3. Duties

     The committee serves to review, recommend (as needed), and implement policies and procedures governing the First-Year Experience Program , including peer leader selection, text selection, program marketing and evaluation.

                    10/04; 2/15

Q. Honorary Doctorate Committee

   1. Membership

     a. The committee will consist of the Chair of the Faculty; one senior administrator, appointed by the president; two other administrators, appointed by the president; three faculty and two staff members, appointed by the Committee on Committees in consultation with the Chair of the Faculty. The Chair of the Faculty will serve as chair of the Honorary Doctorate Committee.

     b. Appointments to the Honorary Doctorate Committee will be made biennially by September 1 of odd years.

     c. Each member will serve a two-year term.

                    <u>11/17</u>

   2. Duties

     The committee will decide upon candidates to be presented to the faculty for awarding of the Honorary Doctorate, according to the procedure, criteria, and guidelines described below.

   3. Procedure for Selection of Candidates for the Honorary Doctorate

a. The Faculty Chair will accept letters of nomination for Candidates for the Honorary Doctorate at any time. The committee will have the right to add to the list of nominees. The committee will review nominees in a timely way relative to the commencement at which the degree is to be awarded and make recommendations to the President. Upon approval of the President, the nominees are presented by a representative of the committee to the faculty for approval in a regular faculty meeting. The chair of the committee will provide faculty members with any documentation and letters of recommendation that support the nominees' consideration. Upon approval of the faculty, the nominees are presented to the Board of Trustees. Nominees will remain strictly confidential.

11/17

b. The committee normally awards the Doctor of Humane Letters or the Doctor of Divinity degrees, but may award other honorary titles as appropriate.   11/17

c. The faculty will vote by ballot.

11/17

4. Criteria for Candidates for Honorary Doctorate
   a. Candidates will be persons of regional, national, or international prominence. The goal of awarding the degree is to honor the achievements of the individual and enhance the stature of the university through association. Individuals awarded the degree will embody the ideals of Gardner-Webb University, including caring and Christian service. The honorary doctorate will not be given to individuals for purposes of career enhancement, but rather as an affirmation of the university's values and as an honor for individual achievements.

   b. Suggested (though not exhaustive) categories of nominees are academic leaders, religious leaders, philanthropists, corporate or political leaders, and individuals who have made an outstanding contribution to a given field(s) or cause(s).

5. Additional Guidelines for Honorary Doctorates

   a. Normally no more than three Honorary Doctorates may be given in any year.

3/15

   b. The committee and the President will have the option of inviting any individual chosen to receive the Honorary Doctorate to be the commencement speaker.

10/04; 3/15

Faculty Constitution

R. Faculty/Staff Financial Committee

1. Responsibility

The Faculty/Staff Financial Committee will facilitate communication and understanding among members of the campus community and the administration regarding University resources and the context in which budget decisions are made.

4/15

2. Membership
   a. Faculty Chair
   b. Faculty Chair-Elect (will chair this committee)
   c. Provost
   d. President
   e. Senior Vice President for Administration
   f. Three faculty members elected by the faculty each year and two staff members selected by the Staff Council. Including the Faculty Chair and the Chair Elect, the faculty membership will include at least two members from Schools and two from the College of Arts and Sciences. (Schools will have three members in academic years beginning in odd years and Arts and Sciences will have three members in academic years beginning in even years.)

4/15;4/18;4/19

3. Duties
   a. Fosters an understanding of
      - University resources and the capacity and limitations of those resources and
      - the process by which budgetary decisions are made in relation to the University's mission and strategic plan
   b. Participates in the identification of institutional priorities consistent with the University's mission and strategic plan
   c. Assists in the process of aligning budgetary decisions with institutional priorities
   d. Assists the University in operating, planning, or budgeting processes and procedures that maximize efficiency
   e. Provide regular reports to a representative of each department and school designated by the chair of the department or dean of the school.

4/15;4/19

       f.   Provide regular reports to a representative of each department and school designated by the chair of the department or dean of the school.

<div align="right">4/18</div>

S. PRE Designation Committee

1. Responsibility
The PRE Designation Committee's purpose is to receive, evaluate and approve requests for PRE Designated Courses and Experiences. The Committee is also charged with evaluating all PRE Designated Courses and Experiences randomly in order to maintain PRE rigor and designation.

2. Membership
   a. Six faculty members, two elected each year for a three-year term, who will be voting members.
   b. Four staff members who oversee specific areas of PRE: Director of the Center for Personal & Professional Development, Associate Director of the Center for Personal & Professional Development, Coordinator for Community Engagement and Student Ministries, and the Director of International Programs, all of whom will be voting members.
   c. Two students, to be appointed annually from the Student Government Association, who will be voting members.
   d. Committee Chair: The Director of the Center for Personal and Professional Development and one of the elected faculty members will serve as co-chairs.
   e. The Office of Academic Advising will provide a representative as an ex officio and non-voting member of the Committee. Each year the Committee on Committees will nominate four persons for the two positions elected that year.

<div align="right">10/17</div>

3. Duties
   a. Receive requests and approve courses and experiences to be PRE designated based on the PRE Student Learning Outcomes and rubric for PRE Courses and Experiences.
   b. Report approved PRE designated courses and experiences to General Education and Undergraduate Curriculum Committees as appropriate.
   c. Report approved PRE designated courses and experiences to Office of Registrar to be flagged in Banner system.
   d. Report approved PRE designated courses and experiences to the Office of the Provost and Vice President of Student Development.

Guidelines for submitting requests to the PRE Designation Committee are available in the Faculty Handbook and in WebbConnect.

Steps in the Process of Submitting a Course or Experience for PRE Designation

The following steps outline how a course / experience becomes a PRE (Professional Readiness Experience):

1. The Department / School which submits a course / experience for PRE Designation must complete the required process.
2. The Faculty Handbook will contain the Submission Form and step-by-step instructions that faculty will use when submitting a course / experience to the PRECDC. The PRE Designation Committee is available to assist faculty in preparing courses/experiences and the form for submission as needed. This form will also be available on WebbConnect.
3. The Department / School will submit the PRE course request form, a course syllabus and any additional supporting information to the PRE Designation Committee.
4. If the course /experience is approved by the PRE Designation Committee as a PRE Designated Course/Experience, it will be reported to:
   a. The Dean/Chair of the Department/School who submitted the course / experience
   b. The General Education Committee and/or the Undergraduate Curriculum Committee
   c. The appropriate Associate Provost for initialing
   d. The VP for Student Development
   e. The Registrar's Office for processing
5. In the event a course / experience is not approved, guidance will be provided for the Department/School to revise and resubmit.

2/17

T. Executive Council

   1. Responsibility

   The Executive Council shall represent the faculty during the Summer Term when the faculty committees and the general faculty are not meeting. The Council will represent the faculty on significant matters requiring faculty oversight or approval as noted below.

   2. Membership

   The Executive Council shall be made up of the following faculty offices:

       1. Faculty Chair (Executive Council Chair)
       2. Faculty Chair Elect
       3. Committee on Committees (3 members)
       4. EPSC Chair
       5. UCC Chair
       6. General Education Committee chair
       7. Graduate Council Vice-Chair
       8. Provost (ex officio, non-voting)

The chair of the Executive Council may appoint an alternate member to represent a faculty member who is unable to attend a meeting. Ideally, the alternate should have served on the same committee represented by the absent member during the previous year; if no member of the committee is available, the alternate may be appointed at large. If the faculty chair elect is unavailable, an alternate may be appointed at large. If the chair is unavailable, the faculty chair elect will serve as chair and will appoint an alternate member at large.

3. Duties

1. Grant approvals on new programs, educational agreements, curricular changes or other matters that normally require faculty approval;

2. Provide advice and guidance to the administration on other matters of significance on which the faculty normally advise the administration;

3. Maintain a record of proceedings through published minutes that will be made available to the General Faculty no later than the first faculty meeting in the fall.

Note: The council will not function as an academic appeals committee since these duties are provided by arrangement through the EPSC or other Faculty Committees that handle appeals.

4. Meetings

The Executive Council meets as needed during the weeks between spring commencement and faculty retreat. The Chair of the Faculty consults with the Committee on Committees, in its role as a constitutional interpretation body, to seek their approval of calling an Executive Council meeting. If the Committee on Committees agrees that the matter is sufficiently pressing to warrant immediate action, the Chair of the Faculty may call a Faculty Executive Council meeting. The Council will conduct its business according to the regular parliamentary procedures governing normal faculty decision making.

4/18

U. QEP Committee

1. Responsibility
The QEP, or Quality Enhancement Plan, is a plan the university develops every 10 years to focus on improving student learning. It is a requirement of SACSCOC, the university's regional accrediting agency. Due to the timeline of the development of a QEP, membership of this committee rotates as the work moves from stage to stage.

2. Membership
Depending upon the stage of the QEP, members might be nominated by the Provost or the Provost's designee or nominated by the QEP Director, once that position has been filled.

For each step of the QEP Process, a committee of seven faculty are appointed with representation from departments and schools represented on both the Council of Arts and Sciences and the Council of Schools. A member of the Institutional Effectiveness

team also serves in an ex-officio role.

During topic selection, the chair of the committee is appointed from the seven appointed faculty members. During the remaining stages, the chair is the QEP Director. The Director is selected through a search process and is not one of the seven appointed faculty committee members.

3. Duties
   According to SACSCOC, the committee is charged with developing "a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement."

   The QEP Committee guides the QEP Process through the stages of topic selection, the search and selection of a director, the design or creation of the plan, submission of written reports, the presentation and discussions during the SACSCOC on-site visit, and, after SACSCOC approval, the implementation of the plan.

   The QEP Committee must continually communicate with University faculty, staff, and students at all stages of the QEP.

4. Meetings
   The QEP Committee meets as needed during each stage of the process.

8/18

AMENDMENTS

This Constitution and Bylaws may be amended by the following procedure:

1. An amendment to the Constitution may be proposed by the President, the Provost and Executive Vice President, the Associate Provosts, the Board of Trustees, a standing committee, or a request submitted by ten percent of the voting faculty. A copy will be provided to every voting faculty member at least two weeks before the amendment is voted on.

10/04

2. The proposed amendment will be placed on the agenda of the next faculty meeting, where it shall be read, discussed, and voted on. If it receives a majority affirmative vote, it will be read and voted on a second time at the next regularly scheduled faculty meeting or at a called meeting. If a called meeting is held, two weeks must have elapsed since the first vote. For passage, the amendment must receive at this second reading a two-thirds affirmative vote.

3. When the faculty has passed an amendment at this second reading, it shall become effective immediately upon approval by the Board of Trustees.

4. Bylaws may be amended or added by majority vote of the faculty.

5. When titles of existing positions and departments change, these changes can be made in the Constitution without faculty vote.

ADOPTION

This revised Constitution will become adopted and placed in effect by:

1. A two-thirds affirmative vote of the entire faculty, and

2. The approval of the President and the Board of Trustees.

REVISION

This Constitution may be revised one year after its adoption upon request by a majority of the entire faculty. A five-member revision committee will be selected by the Administrative Advisory Committee.

8/90

II. CONTRACTUAL POLICIES AND PROCEDURES

7/05;8/19;9/20

A. Full-time Faculty

Gardner-Webb University provides two types of contracts for full-time faculty: tenure track and non-tenure track.

1. Tenure track contracts are offered to qualified faculty members in cases where the vacancy has been declared to be a tenure track position consistent with the number of tenured faculty in the department and in the entire faculty. The decision as to whether a position is to be tenure track or non-tenure track is made by the President upon recommendation from the Provost through the appropriate Associate Provost, after consultation with the Dean/Department Chair. Tenure track positions provide for a period of evaluation by the university and the faculty member before the tenure decision is made. The definition of and provisions for tenure are described in the section of this handbook entitled "Tenure Policies."

    A faculty member must have an appropriate terminal degree from a regionally accredited institution, in the field of the teaching appointment to be offered a tenure track contract even if the vacancy is that of a tenure track position. Possible exception will be made only when the faculty member has unusual qualifications and/or a terminal degree in a cognate discipline as determined by the Provost through the appropriate Associate Provost. If the highest degree of a potential faculty member earned was in the United States, the degree must have been awarded by a regionally accredited institution. Degrees from international institutions will be evaluated to ensure comparability with the academic standards of regionally-accredited American institutions.

    5/05, 10/14

2. Non-tenure track contracts provide for fixed periods of employment with the understanding and agreement that non-tenure track faculty members have no expectancy of reemployment or tenure. The purpose in providing for a clearly delineated non-tenure track contract provision is to enable Gardner-Webb University and the non-tenure track faculty member to extend the contract fixed termination date with a new fixed non-tenure track contract when mutually agreed. This eliminates the complications and limitations that sometimes occur in the tenure-track contract when the university is compelled to grant tenure or terminate employment following a probationary period. The non-tenure contract may be for one year or more.

3. While only tenured faculty members have expectation of continued employment, the university does try to provide adequate notice of non-renewal to all full-time teaching personnel.

    10/14

4. The university makes no distinction between faculty on non-tenure track contracts and those on tenure track contracts with regard to salary, fringe benefits, teaching loads, academic freedom, committee assignments, and other faculty responsibilities. Faculty on both types of contracts are equally eligible for promotions, salary

increases, professional travel, study leaves, and any other available faculty development programs.

5. Under certain circumstances the contract for a faculty member may be changed from non-tenure track to tenure track. The initiative for a change resides with the Dean/Department Chair, who makes a recommendation to the appropriate Associate Provost, who consults with the Provost. The Provost recommends to the President, who must approve the request. When the contract change is made the faculty member will enter the tenure probationary process at least three years before the tenure decision is to be made.

6/07; 8/16

B. Administrative Staff

A number of members of the administrative staff of the university have academic rank and are eligible to teach either as a part of their contractual obligations or on an overload basis. These teaching assignments have no relationship to the tenure process.

C. Part-time and Adjunct Faculty

1. All part-time or adjunct contracts are issued for the term of employment and carry no expectation of renewal.

2. Adjunct contracts are issued for specific courses and may be cancelled or reduced should enrollment in the course(s) be insufficient to offer the course(s).

3. Part-time and adjunct contracts are official only when signed by the President, or by the Provost and Executive Vice President in the President's absence.

4. Adjunct contracts carry no expectation of any fringe benefits unless granted in the contract itself.

5. Part-time and adjunct contracts may be issued to an individual for as many consecutive or interrupted terms as deemed necessary by the President, the Provost, and/or the appropriate Associate Provost. Part-time and adjunct faculty have no expectation of tenure.

6/07

At the time of initial appointment to the faculty of Gardner-Webb University, each member of the faculty will be assigned one of the faculty rankings listed below. Minimum requirements may not be compensated by experience factors except in rare instances of unusually qualified prospective faculty, and only after consultation with the Provost and appropriate Associate Provost. Specific determination of rank is made by the Provost in consultation with the appropriate Associate Provost and the appropriate Dean or Department Chair, and, in the absence of a Dean or Chair, a representative chosen by the department.

GUIDELINES FOR DETERMINING INITIAL RANK

RANK	MINIMUM REQUIREMENTS
Adjunct Instructor, Adjunct Professor, Guest Lecturer, Visiting Professor	Temporary, term appointments assigned to full-time part-time, and/or reduced assignment faculty with no expectation of promotion.
Lecturer	Bachelor's degree.
Instructor	Master's degree.
Assistant Professor	Initial rank for faculty holding a terminal degree with less than seven years of full-time, college-level teaching experience. Master's degree plus one year (twenty-four semester hours) of graduate study beyond the master's degree, of which eighteen semester hours must be in the field of teaching. (In exceptional cases, ten years of satisfactory, full-time college-level teaching may suffice for all or part of the graduate study required beyond the master's degree. In such cases, highly distinctive professional experience directly related to the teaching field may combine with college teaching to satisfy this stipulation.) Three years of satisfactory full-time, college-level teaching experience.

<div align="right">1/06; 7/08; 7/18</div>

Associate Professor	Appropriate terminal degree. Seven years of satisfactory full-time, college-level teaching experience. A minimum of four years at the rank of Assistant Professor. Faculty are considered eligible to apply only after the beginning of their third year teaching at Gardner-Webb University.

<div align="right">7/08; 2/13; 7/18</div>

Professor	Appropriate terminal degree. Twelve years of satisfactory full-time, college-level teaching experience. A minimum of five years at the rank of Associate Professor.

7/08

Professor Emeritus/Emerita   Reserved for those who have retired from full-time teaching at
Gardner-Webb University with at least fifteen years of service to
the university as a member of the faculty. Anyone appointed to this
rank must be recommended by the faculty through the academic
department, the Administrative Advisory Committee, and the
university administration. Appointment to the rank is by action of
the Board of Trustees. Symbolic in nature, this rank is to be used to
recognize outstanding faculty contributions to the life of Gardner-
Webb. The title Emeritus/Emerita may be conferred
posthumously, upon faculty recommendation, in those cases in
which death precedes the possibility of retirement or within one
academic year after retirement.

1/06;9/19

A. General Criteria

Gardner-Webb University is primarily a teaching institution. As such, the primary standard for evaluation of all faculty is excellence in teaching. While the primary focus of this activity is transmission of knowledge and the development of new skills, insights, and sensitivities within the classroom, teaching is not limited to that setting. It also includes the informal dialogue between teacher and student, the sharing of ideas with colleagues, and the presentation of intellectual and moral concerns within the university community.

In addition to teaching excellence, factors included in evaluation for promotion include the following: academic preparation (degrees held); productive scholarship, and creative activities (research, publication of articles in refereed journals, books, and fine arts performances in academic settings); participation in university activities; guidance and counseling of students and leadership in student activities; personal attributes such as integrity, objectivity and industry; years of service in rank; community services; and participation in professional societies. In addition to the above criteria, the following factors are also considered:

1. Loyalty to the university as demonstrated by willingness to serve beyond the call of duty.

2. Devotion to the declared ideals of the university as shown by willingness to abide by and promote those ideals.

3. Willingness to cooperate with the administration and faculty by serving on committees, attending faculty meetings, and sharing in other assignments from time to time.

Policies Regarding Promotion in Rank

It should be noted that while there is a minimum number of years that a faculty member must teach before being eligible for promotion to a higher rank (see II-3), time in rank is in itself not the major component in the decision process. Promotion is an acknowledgment of merit.

B. Expectation Levels for the Various Ranks

The higher the faculty rank, the greater the level of expectation in terms of performance and leadership. For example, associate professors, besides holding doctorates or other appropriate terminal degrees, should be recognized as outstanding teachers and should be actively engaged in teaching, advising, service, and scholarship activities of a high quality. Professors should, beyond what is expected of faculty at other ranks, be recognized as master teachers and advisers and as professional and institutional leaders. Their teaching, advising, and other contacts with students should reflect high professional competence and should serve as models for the less experienced.

C.   Procedures Utilized in Reaching a Promotion Decision

1. The appropriate Associate Provost will notify the faculty member and her/his Dean or Department Chair of the faculty member's eligibility no later than March 15 of the preceding academic year. The Letter of Eligibility notification should contain the applicant's date of appointment to the Gardner-Webb University faculty, and the number of years of teaching experience credited for promotion at the time of the faculty appointment.

                                                                7/08;8/19

2. The faculty member must respond to the notice of eligibility with a request for consideration for promotion to the Dean or Department Chair and to the appropriate Associate Provost by April 15 of the preceding academic year. Deans or Department Chairs that desire consideration for promotion should respond directly to the appropriate Associate Provost. Those faculty members who chose not to apply for promotion or those who were not promoted remain eligible for promotion in the future, but will not be notified of eligibility a second time. Those who intend to submit promotion materials in a subsequent year must notify the appropriate Associate Provost by April 15.

                                                                7/08, 10/14

3. The burden of proof of worthiness for promotion rests with the faculty member, including evidence of having fulfilled the responsibilities of faculty rank, as outlined in II-12, Section C. All supporting reasons for promotion should be made by September 1 to the Dean/Department Chair and to the appropriate Associate Provost. Faculty who are requesting promotion and tenure considerations concurrently do not need to submit additional supporting evidence, but they do need to request consideration for promotion in the letter which requests tenure consideration.

                                                                1/06

4. Should the faculty member desire, he or she may request to meet with the candidate's Associate Provost. This meeting should occur by May 25 of the academic year in which the request for promotion is made. The candidate's Associate Provost will review the process, answer questions, and provide the timetable for submission of all supporting materials. Any individual problems with the promotion process will be addressed at this time.

                                                                7/08

5. The faculty member will prepare the following materials for consideration for promotion. All materials (except the material described in 5f) will be submitted electronically to a secure location in accordance with instructions provided by the Office of the Associate provosts in the promotion Letter of Eligibility. Due Date is September 1.

                                                                7/08;1/13;8/19

    a. A cover sheet with the promotion portfolio's contents organized into subsections numbered 1-12, which correspond to the items in II-3, 5 a-l.

    b. A copy of the Letter of Eligibility for promotion from the appropriate Associate Provost.   8/19

c. An up-to-date curriculum vitae which includes all colleges and universities attended, degrees earned, and work experience.

d. An autobiographical statement which addresses the formative experiences and values regarding the academic discipline, academic training, and profession of teaching, and commitment to the Christian faith and the church.

e. A letter of evaluation and recommendation from the Dean or Department Chair based in part on consultation with department members. If the person being considered for promotion is a Dean or Department Chair, the assessment should come from the immediate supervisor or a senior tenured member of the candidate's department or school if the immediate supervisor is an Associate Provost. These evaluations and recommendations will be sent **directly to the Office of the Associate Provosts**, not included in the submission.

                                                                                7/15;8/19

f. Complete course syllabi from at least two different levels of courses that represent the candidate's teaching and course assignments.

                                                                                8/19

g. Annual self-evaluations for the three academic years immediately prior to the September 1 submission.

                                                                                8/19

h. Annual Department Chair or Dean evaluations for the three academic years immediately prior to the September 1 submission. Because the Chair or Dean's evaluation for the most recent year may not occur until September, the candidate may submit it after the September 1 deadline, but no later than October 1, via email from the Dean or Chair to the Chair of the Promotion and Tenure Committee and to the Associate Provost. If a candidate for promotion has received a mark of Unsatisfactory (Poor) on the Department Chair's or Dean's evaluation in the teaching category, the candidate must provide an explanation or a plan of remediation and, if available, the outcome of the remediation plan. An evaluation of "exceeding" expectations is expected in at least one area in order to be considered for promotion to "full" professor.

                                                                                1/13;8/17;8/19

i. Annotated bibliographical information regarding publications in refereed journals; books and monographs; scholarly presentations at state, regional, national, and international meetings.

j. Student evaluations (i.e. the actual SOI results) for all classes taught during the past three academic years, including all summer terms.

                                                                                8/19

k. Names, addresses, and contact information for five Gardner-Webb graduates who would be able to evaluate the candidate for promotion as to teaching effectiveness and suitability for promotion. **A copy of this list should be sent to the administrative assistant in the Office of the Associate Provosts by July 1.**

                                                                                8/19

l. Any additional supporting documentation that helps to prove merit in the applicant's teaching effectiveness, professional achievement, scholarly

activity, religious commitment, or any other portfolio materials that would ~~which~~ support the application for promotion. Clear explanation of any supporting documentation must be included.

<div align="right">8/19</div>

6. The Associate Provost makes available materials about the candidate for promotion to the Promotion and Tenure Committee and to the Provost. These materials include, but are not limited to, materials supplied by the faculty member and the recommendation of the Dean or Department Chair. While the Associate Provost supplies materials to the Committee, he or she will not participate with the Committee in evaluating the materials and formulating a recommendation.

7. The President receives three separate sets of recommendations: one from the Promotion and Tenure Committee, one from the appropriate Associate Provost, and one from the Provost and Executive Vice President. All three sets of recommendations are required. These recommendations are due no later than January 10.

<div align="right">8/19</div>

8 Upon the President's invitation, the President, the Promotion and Tenure Committee, the Provost, and the Associate Provosts will meet to discuss recommendations. On the basis of the recommendations, the President submits his/her recommendation to the Educational Affairs Committee of the Board of Trustees. The recommendation of the Educational Affairs Committee is presented to the Board of Trustees, with whom the final authority for the decision rests. The normal time for the Board to act on tenure and promotion decisions is the February meeting. A faculty member who is granted promotion will be notified in writing by the President of the decision. The faculty member who is not granted promotion will be given adequate notice of that decision.

9. **The work of the Promotion and Tenure Committee is confidential.** Therefore, it is not appropriate for the candidate for tenure to discuss his or her case with any member of the Committee. Any questions the faculty member may have are to be directed to the appropriate Associate Provost.

10. **Grace Period for Incomplete Submissions**

    Occasionally, it may happen that a portfolio submission for promotion or tenure is missing required documentation. The Promotion and Tenure Committee will review all portfolios early in the semester, ideally by October 1, to determine whether all portfolios contain all required documentation. If it is determined that a required component (or components) are missing, the committee will immediately notify the candidate of the omission. The candidate will have 10 days from the date of notification to provide the missing documentation. If the candidate fails to provide the missing materials, the portfolio will be considered incomplete, and the candidate will not be considered for promotion or tenure. Submission of an incomplete portfolio at this point will have the same effect as the submission of no portfolio.

<div align="right">7/15</div>

11. **Format for File Submissions**: Submit a single file or separate files in Word or PDF format (PDF is preferred as it minimizes formatting changes).

    If Single File (PDF (preferred) or Word):

If a single file, the name of the file should be "LastName_FirstName_P&T_Application"

If Separate Files (PDF (preferred) or Word):

If zipped, then name of zipped file should be
"LastName_FirstName_P&T_Application"

All separate files should be named using the same file-name convention
(LastName_FirstName_P&T") plus the numbering section headings 1-12 described in
the Order of Application Materials. See the examples below:
"LastName_FirstName_P&T_1-Cover Sheet
"LastName_FirstName_P&T_2-Letter of Eligibility
"LastName_FirstName_P&T_3-Curriculum Vitae

Timeline for Promotion and Tenure Application

March 15: Deadline for applicant to be informed of tenure and /or promotion eligibility by Associate Provost.
April 15: Deadline for applicant to respond if interested or not interested.
May 25: Deadline for applicant to meet with the appropriate Associate Provost to review the promotion process and ask questions, if desired. Candidates for promotion are encouraged to meet with the appropriate Associate Provost if they have questions regarding policies or procedure.
July 1: Deadline for submitting names and addresses of graduates who can speak to teaching effectiveness.
September 1: Deadline for electronic submission of portfolio and letter of recommendation from Dean or Chair.
October 1: Most recent evaluation by Dean or Chair due.
January 10: Deadline for Tenure and Promotion Committee recommendations.

Order of Application Materials

All applicants for tenure and/or promotion are required to prepare and turn in one complete application (see above for deadlines). Application materials will be submitted electronically and organized into subsections as follows (with page numbers). Refer to II-3, 5 a-l for detailed descriptions of these items.

1. Cover Sheet with Portfolio Contents
2. Letter of Eligibility for Promotion
3. Current Curriculum Vitae
4. Autobiographical Statement
5. Dean or Chair Letter of Evaluation (to be submitted by Dean or Chair and not the applicant)
6. Course Syllabi
7. Self-Evaluations
8. Annual Faculty Evaluations by the Dean or Chair
9. Annotated Bibliographic Information
10. Student Evaluations (i.e. the actual SOI results)
11. Contact Information for 5 GWU Graduates
12. Additional Supporting Documentation

8/19

NOTE: It is the applicant's responsibility to confirm that all pertinent documents are included in the final submission. No additional information can be added after the final submission date, with the exception of the Chair's/Dean's evaluation of the faculty member for the previous academic year, which is due by October 1. Submission is final at that time. (See above for policy on "Grace Period for Incomplete Submissions.")

1/06; 1/13; 7/15; 8/17; 8/19;8/20

A. Definition of Academic Tenure

Academic tenure at Gardner-Webb University is the assurance given to experienced faculty members which warrants the expectation of continued employment in a professional position unless adequate cause for dismissal is demonstrated in a reasonable and fair manner.

At Gardner-Webb University the granting of tenure is a contractual matter and as such carries the weight of the law behind it. In a more general sense, tenure has legal standing to the extent that the courts have held that when a tenured faculty member of a private university is dismissed, the institution must provide upon request a written statement of the reasons for termination and if requested a hearing for the aggrieved party. In such instances, the burden of justification for the dismissal rests on the institution, as outlined in II-9. Conversely, no such actions have been required of private universities by the courts when a non- tenured faculty member is dismissed. A non-tenured faculty member has no claim to his/her position beyond the stated terms of the contract.

1/06;8/19

B. Eligibility for Tenure Consideration

Only full-time tenure track teaching faculty who have satisfactorily completed the probationary period described below are eligible to be recommended for tenure. After considering the recommendations of the Promotion and Tenure Committee, the appropriate Associate Provost, and the Provost, the President provides recommendations on each candidate to the Board of Trustees who make the final determination of the tenure award.

8/19

The length of the probationary period is determined at the issuance of the initial tenure track contract according to the following guidelines:

Only full-time tenure track teaching faculty are eligible for tenure. Upon recommendation of the President, tenure may be granted by the Board of Trustees after completion of a probationary period. The length of the probationary period is determined at the issuance of the initial tenure track contract according to the following guidelines:

1. Seven years of full-time teaching experience in a regionally accredited college or university is required before a faculty member is eligible for tenure. A minimum of four years of probationary status at Gardner-Webb University is required provided the faculty member has at least three years of prior full-time teaching experience in a regionally accredited college or university.

2. A maximum of three years teaching credit may be granted in instances of relevant experience prior to employment with Gardner-Webb University.

3. It is the general policy of the university not to recommend anyone for tenure who has not earned the terminal degree in the assigned field of teaching from a regionally accredited institution. In addition, it is the general policy of the university that the candidate for tenure should have taught one year at the college or university level after earning the terminal degree.

4. Leaves of absence for periods in excess of a semester, with or without pay, due to

illness, disability, or additional study will in most instances interrupt, but not cancel tenure track status. For purposes of probationary service, full-year leaves will not be counted as years of service. Exceptions to this policy must be granted by the Provost in writing in advance of the leave.

Candidates for tenure are expected to complete a mid-term tenure review. The year for the mid-term tenure review will be stated in the initial contract for every new tenure-track faculty member. Then each subsequent contract will contain this date until the mid-term review has been accomplished. The Promotion and Tenure Committee will be notified in the event of a failure to complete the mid-term tenure review, even though the candidate is not disqualified from tenure consideration. The Dean or Chair and the appropriate Associate Provost should conduct an individual mid-term tenure review with each candidate. The tenure candidate is responsible for scheduling the mid-term tenure review meeting.

7/08, 10/14

The granting of tenure must never be assumed to be an automatic process. The procedure must be duly initiated and the person found to be qualified. University needs will be considered in the tenure decision.

1/06

Under certain circumstances the granting of tenure may be delayed.

Candidates will be considered for tenure only one time. Those candidates not awarded tenure may be given an additional year of employment with terminal provisions. It is understood and agreed that non-tenured faculty members have no expectancy of re-employment.

1/06, 7/08

If at any time during the probationary period a decision is made that an individual is not to be granted tenure after serving the probationary period, the individual will be notified at that time.

C. Procedures Utilized in Reaching a Tenure Decision

Faculty members on tenure track status will be evaluated by their Dean/Department Chair and the appropriate Associate Provost on an annual basis in consultation with the Provost.

Specific written recommendations will be provided to the faculty member by the appropriate Associate Provost if there are specific conditions of continued probationary status of which the faculty member should be aware.

The tenure decision will be made during the last year of the probationary period. The following steps occur:

1. The appropriate Associate Provost will notify the faculty member and their Dean or Department Chair of the faculty member's eligibility no later than March 15⁻ of the preceding academic year. The eligibility notification will contain the applicant's date of appointment to the Gardner-Webb University faculty, the number of years of teaching experience credited for tenure at the time of the faculty appointment, and the year of the mid-term review.

7/08, 10/14

2. The faculty member must respond to the notice of eligibility with a request for consideration for tenure to the Dean or Department Chair and to the appropriate Associate Provost by April 15 of the preceding academic year. Failure to apply for tenure will be understood as equivalent to a request for a terminal contract or resignation in March of the following academic year.

                                                                                        7/08

3. By May 25 of the preceding academic year the candidate's Associate Provost will meet with the applicants to review the process, answer questions, and provide the timetable for submission of all supporting materials. Any individual problems with the tenure process will be dealt with at this time.

4. Upon receipt of the written request for tenure, the candidate's Associate Provost will request an evaluation and recommendation from the applicant's Department Chair or Dean. If the candidate is the Department Chair or Dean, the Associate Provost will request an evaluation and recommendation from a senior tenured member of the department or school.

                                                                                        7/08

5. The faculty member will prepare the following materials for consideration for tenure. All materials (except the material described in 5f) will be submitted electronically to a secure location in accordance with instructions provided by the Office of the Associate Provosts in the Letter of Eligibility. Due Date is September 1.

                                                                                    7/08; 1/13

   a. A cover sheet with the tenure portfolio's contents organized into subsections numbered 1-12, which correspond to the items in II-4, 5 a-l.

                                                                                        8/19

   b. A copy of the Letter of Eligibility for tenure from the appropriate Associate Provost.

                                                                                        8/19

   c. An up-to-date curriculum vitae which includes all colleges and universities attended, degrees earned, and work experience.

   d. An autobiographical statement which addresses the formative experiences and values regarding the academic discipline, academic training, and profession of teaching, and commitment to the Christian faith and the church.

   e. A letter of evaluation and recommendation from the Dean or Department Chair based in part on consultation with department members. If the person being considered for tenure is a Dean or Department Chair, the assessment should come from the immediate supervisor or a senior tenured member of the candidate's department or school if the immediate supervisor is an Associate Provost. The evaluation and recommendation letter should reflect consultation with the faculty of the department or school and include minimally the following: address the major areas of faculty evaluation (teaching, mentoring, professional development and service): provide a clear affirmation for or against the granting of tenure; and confirm completion of a mid-term tenure review or, explain why not. These evaluations and recommendations will be sent **directly to the Office of the Associate Provosts**, not included in the submission.

f.   Complete course syllabi from at least two different levels of courses that
     represent the candidate's teaching and course assignments.

                                                              7/08;8/19

g.   Annual self-evaluations for the three academic years immediately prior to the
     September 1 submission.

h.   Annual Department Chair or Dean evaluations for the three academic years
     immediately prior to the September 1 submission. Because the Chair or
     Dean's evaluation for the most recent year may not occur until after
     September 1, the candidate may submit it after the September 1 deadline, but
     no later than October 1, via email from the Dean or Chair to the Chair of the
     Promotion and Tenure Committee and to the Associate Provost. If a candidate
     for tenure has received a mark of Unsatisfactory (Poor) on the Department
     Chair's or Dean's evaluation in the teaching category, the candidate must
     provide an explanation or a plan of remediation and, if available, the outcome
     of the remediation plan.

                                                   7/08;1/13;8/17;8/19

i.   Annotated bibliographical information regarding publications in refereed
     journals; books and monographs; scholarly presentations at state, regional,
     national, and international meetings.

                                                              7/08

j.   Student evaluations (i.e. the actual SOI results) for all classes taught during the
     past three academic years, including all summer terms.

                                                              8/19

k.   Names, addresses, and contact information of five Gardner-Webb graduates
     who would be able to evaluate the candidate for tenure as to teaching
     effectiveness and suitability for tenure. **A copy of this list should be sent to
     the administrative assistant in the Office of the Associate Provosts by July
     1.**

                                                        1/06, 7/08

l.   Any additional supporting documentation that helps to prove merit in the
     applicant's teaching effectiveness, professional achievement, scholarly
     activity, religious commitment, or any other portfolio materials that would
     support the application for tenure. Clear explanation of any supporting
     documentation must be included.

                                                              7/08;8/19

6.   The Associate Provost makes available materials about the candidate for tenure to
     the Promotion and Tenure Committee and to the Provost. These materials
     include, but are not limited to, materials supplied by the faculty member, the
     recommendation of the Dean or Department Chair, student letters of
     recommendation, and letters of rebuttal from previous evaluations if applicable.
     While the Associate Provost supplies materials to the Committee, he or she will
     not participate with the Committee in evaluating the materials and formulating a
     recommendation.

                                                              10/14

7. The President receives three separate sets of recommendations: one from the Promotion and Tenure Committee, one from the appropriate Associate Provost, and one from the Provost and Executive Vice President. All three sets of recommendations are required. These recommendations are due no later than January 10.   8/19

8. Upon the President's request, the President, the Promotion and Tenure Committee, the Provost, and the Associate Provosts will meet to discuss recommendations. On the basis of the recommendations, the President submits his/her recommendation to the Educational Affairs Committee of the Board of Trustees. The recommendation of the Educational Affairs Committee is presented to the Board of Trustees, with whom the final authority for the decision rests. The normal time for the Board to act on tenure and promotion decisions is the February meeting. A faculty member who is granted tenure will be notified in writing by the President of the decision. The faculty member who is not granted tenure will be given adequate notice of that decision.
                                                                           8/17;8/19

9.   **The work of the Promotion and Tenure Committee is confidential.** Therefore, it is not appropriate for the candidate for tenure to discuss his or her case with any member of the Committee. Any questions the faculty member may have are to be directed to the appropriate Associate Provost.

10. **Grace Period for Incomplete Submissions**
    Occasionally, it may happen that a portfolio submission for promotion or tenure is missing required documentation. The Promotion and Tenure Committee will review all portfolios early in the semester, ideally by October 1, to determine whether all portfolios contain all required documentation. If it is determined that a required component (or components) are missing, the committee will immediately notify the candidate of the omission. The candidate will have 10 days from the date of notification to provide the missing documentation. If the candidate fails to provide the missing materials, the portfolio will be considered incomplete, and the candidate will not be considered for promotion or tenure. Submission of an incomplete portfolio at this point will have the same effect as the submission of no portfolio.
                                                                           7/15

11. **Format for File Submissions**: Submit a single file or separate files in Word or PDF format (PDF is preferred as it minimizes formatting changes).

If Single File (PDF (preferred) or Word):
If a single file, the name of the file should be "LastName_FirstName_P&T_Application"

If Separate Files (PDF (preferred) or Word):
If zipped, then name of zipped file should be
"LastName_FirstName_P&T_Application"
All separate files should be named using the same file-name convention
(LastName_FirstName_P&T") plus the numbering section headings 1-12 described in the Order of Application Materials. See the examples below:
"LastName_FirstName_P&T_1-Cover Sheet
"LastName_FirstName_P&T_2-Letter of Eligibility   8/17;8/19

Timeline for Promotion and Tenure Application

March 15: Deadline for applicant to be informed of tenure and /or promotion eligibility by Associate Provost.
April 15: Deadline for applicant to respond if interested or not interested.
May 25: Deadline for applicant to meet with the appropriate Associate Provost to review the promotion process and ask questions, if desired. Candidates for promotion are encouraged to meet with the appropriate Associate Provost if they have questions regarding policies or procedure.
July 1: Deadline for submitting names and addresses of graduates who can speak to teaching effectiveness.
September 1: Deadline for electronic submission of portfolio and letter of recommendation from Dean or Chair.
October 1: Most recent evaluation by Dean or Chair due.
January 10: Deadline for Tenure and Promotion Committee recommendations.

Order of Application Materials

All applicants for tenure and/or promotion are required to prepare and turn in one complete application (see above for deadlines). Application materials will be submitted electronically and organized into subsections as follows (with page numbers). Refer to II-4, 5 a-l for detailed descriptions of these items.

1. Cover Sheet with Portfolio Contents
2. Letter of Eligibility for Promotion
3. Current Curriculum Vitae
4. Autobiographical Statement
5. Dean or Chair Letter of Evaluation (to be submitted by Dean or chair and not the applicant)
6. Course Syllabi
7. Self-Evaluations
8. Annual Faculty Evaluations by the Dean or Chair
9. Annotated Bibliographic Information
10. Student Evaluations (i.e. the actual SOI results)
11. Contact Information for 5 GWU Graduates
12. Additional Supporting Documentation

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NOTE: It is the applicant's responsibility to confirm that all pertinent documents are included in the final submission. No additional information can be added after the final submission date with the exception of the Chair's /Dean's evaluation of the faculty member for the previous academic year, which is due by October 1. Submission is final at that time. (See above for policy on "Grace Period for Incomplete Submissions.")

2/13; 7/15;8/17;8/19;8/20

Teaching Load

1. Basic Teaching load for full-time teaching faculty is 12-15 workload hours / semester, for an annual total of 24-30 workload hours. Undergraduate courses provide workload credit on a 1:1 basis (e.g., a 3 semester hour course results in 3 hours of faculty workload.). Graduate courses provide 4 hours of workload credit for each 3-semester hour course. Workloads are proportionately calculated for faculty who teach a combination of undergraduate and graduate courses. Current practice is to compensate overload once the faculty member exceeds 24 workload hours for the year (or 12 hours for the Fall Semester, assuming the faculty member will have at least 12 workload hours for the following Spring Semester). Summer teaching hours are excluded from this annual calculation for faculty on 9 month contracts. These faculty are compensated under a separate contract. (See Section II-6).

2. Faculty contracts for 10, 11 or 12 months which allow a faculty member to carry out administrative duties during the summer break months may include expectations for teaching load without additional compensation.

3. Full-time faculty members are on occasion granted release time for administrative or other duties which are calculated as part of the workload. The amount of release time is subject to annual review and approval by the appropriate Associate Provost.

4. Multiple sections of the same course are counted separately. A cross-listed course is counted as a single course. If a course is listed both as a graduate and an undergraduate course, the majority enrollment determines whether it is calculated as a graduate or undergraduate course. For courses which are team-taught, workload credit is normally divided evenly among the instructors of record. (See below on exception for interdisciplinary courses.)

5. Courses enrolled with less than 6 students require approval of the appropriate Dean or Chair and Associate Provost. If a low-enrollment course is approved as part of a faculty member's overload, compensation is calculated on a pro-rated basis of 1/6 workload credit for each student and a 1/6 course remuneration for each student. Full enrollment is normally calculated at 6 students. Low-enrollment courses that are part of a faculty member's regular load do not affect compensation.

6. CBA's and Independent Studies also require approval of the appropriate Dean or Chair and Associate Provost and should be offered only when there are extenuating circumstances (in the case of CBA's) or a persuasive case that the student will benefit (in the case of Independent Studies). Both CBA's and Independent Studies will be compensated separately from faculty load at the current rate of $100/credit/student.

7. The default workload credit for undergraduate internship supervision, including summer supervision, is calculated at the following rate:

Student Credit	Faculty Workload
1-2 credit hours	.17 workload credit per student
3-5 credit hours	.33 workload credit per student
6-12 credit hours	.67 workload credit per student

    Exceptions require approval of the appropriate Associate Provost.

8. Workload is calculated in the following order:
    a. Load credits for non-instructional duties (e.g., release for administrative responsibilities)
    b. For applied music (determined by multiplying the total student credits generated by 0.33 — i.e., course credits $\times$ students enrolled $\times$ 0.33)
    c. Seated & hybrid graduate courses (with enrollments of six students or more)
    d. Seated & hybrid DCP (with enrollments of six students or more)
    e. Seated & hybrid TUG (with enrollments of six students or more)
    f. Online graduate
    g. Online DCP
    h. Online TUG
    i. UNIV 111
    j. Courses with enrollments of five or fewer students are calculated on the pro-rated basis.
    k. Internships/Student Teaching
    l. Honors thesis supervision is counted as one hour of overload.

9. Any work by a full-time faculty member that exceeds the calculated full workload for a semester (i.e., as defined in paragraph 1, above) is considered an overload, unless that faculty member did not meet his or her calculated workload in the previous semester. (In such instances, workload credits in excess of the full-time calculation are used to offset prior shortages before they are counted as overload credits.) If only a portion of the load credits of a course is required to reach the full-time calculation, that portion is counted toward the full-time faculty member's workload and the remainder is counted as an overload.

10. By default, full-time faculty members are compensated for overload credits during the semester in which they are generated. With the consent of the Dean or Chair and Associate Provost, a faculty member may exchange overload credit for release time in a subsequent semester. Any such exchange must occur within one year of the overload. (Consequently, a faculty member may elect to be compensated for an overload or with the appropriate authorization carry it forward for exchange. An overload may not be compensated once the election is made to carry forward for exchange.)

11. The maximum overload is 12-16 workload credits per year beyond 24 hours, not to exceed 4 courses of 3-4 hours each. This limit includes release time for non-teaching duties. Written authorization of the Dean or Chair and appropriate Associate Provost is required for all overloads. Summer teaching is not figured into overload calculations. The maximum may be exceeded when there are urgent circumstances (i.e., typically consisting of a course which must be offered with no available instructor), but exceptions may not become an ongoing pattern. By consensus of the higher education community, overloads are an obstacle to faculty excellence.

12. Inter-disciplinary Study courses (IDS) may be structured in a variety of ways. They are defined as a course taught by multiple members of the faculty (typically 2) representing different disciplines. But unlike a team-taught course, the expectation for an IDS course is that both instructors are fully invested in the teaching/learning experience throughout the semester. All instructors in an IDS course receive full work-load credit for the course.

    Expectations for IDS courses include the following:
    - Both faculty are in attendance at all sessions
    - Both faculty are engaged in the evaluation of student work
    - Faculty use a portion of class time to engage each other in dialogue
    - The course carries an enrollment of at least 12 students (lower enrollments become team-taught)
    - The course is approved by the appropriate Associate Provost

13. See Sabbatical Policy for an explanation of the effect sabbaticals have on load credit and overloads.

4/17

Summer Teaching Assignments

1. Most full-time faculty and adjunct faculty are eligible for assignments to teach courses in the summer that are offered in the Traditional Undergraduate Program, GOAL-DCP, and Graduate Studies Program. Due to certain limitations, these assignments are distributed by the Deans/Department Chairs in consultation with the Graduate Dean, and the Associate Provosts.

7/18

2. All contracts for summer teaching assignments are subject to cancellation due to insufficient enrollment. Summer school courses which are offered for fewer than six students will be compensated on a prorated basis. Adjustments in summer teaching pay are the responsibility of the Associate Provost for all programs.

5/05;10/14;7/18

Outside Employment and Commitments

Accepting an appointment to teach at Gardner-Webb is a professional commitment to a full-time occupation. Therefore, it is expected that the faculty member's primary concern will be the completion of professional duties and responsibilities. At no time should the faculty member become involved in outside activities or secondary business or avocational interests which deflect the individual from effective and conscientious pursuit of professional duties, or which interfere with the mission and effectiveness of the university. It is the duty of the Dean/Department Chair to decide when a faculty member's performance is hindered. If the Dean/Chair determines a faculty member's performance is negatively affected by outside activities, they should report this to their Associate Provost, who, in consultation with the Provost will determine if cessation or curtailment of the detrimental outside activities is warranted.

Employment of a faculty member by other educational institutions will not be allowed during the period of contract, unless prior approval is given by the faculty member's Dean/Department Chair and the Associate Provost in consultation with the Provost. Employment during the non-contract period should be discussed in advance with the faculty member's Dean/Department Chair and the Associate Provost in consultation with the Provost. Written approval should be retained by the Dean/Department Chair.

5/05;7/18

A. Tenure Track, Probationary Appointments

Faculty who have tenure track appointments have a legitimate expectation of renewal of their contract throughout the probationary period. However, should a decision be reached not to renew the contract, or not to extend tenure at the conclusion of the probationary period, the faculty member should be notified to allow maximum time to seek a position elsewhere.

Tenure track, probationary appointments may be subject to non-renewal for the following reasons:

1. Unforeseen alterations in the plans, purposes, programs, or enrollment projections of the university.

2. Failure of the probationary appointee to make satisfactory progress as noted in written annual reviews by the appropriate Associate Provost in consultation with the faculty member and the Dean/Department Chair.

3. Unsuitability for tenure as determined by the Dean/Department Chair, the appropriate Associate Provost, and the Provost and Executive Vice President. Occurring usually within the first or second year of the probationary period, this information will be shared with the faculty member by the appropriate Associate Provost as a warning in a sufficient timely manner before written notice of non-reappointment is given.

4. In the case of faculty appointed to a tenure track position prior to July 1, 1986, who do not possess a terminal degree, notice of non-reappointment may be given at the end of any year in which insufficient progress was made toward a terminal degree.

Notice of non-reappointment or notice of decision not to recommend for tenure and non-reappointment will be given in writing as follows:

1. Not later than March 15 if it is during the first year of probationary employment.

2. Not later than December 15 if it is during the second or subsequent years of probationary employment.

A notice of non-reappointment may be appealed in writing to the Dean/Department Chair, the appropriate Associate Provost, the Provost and Executive Vice President, the Faculty Development and Improvement of Instruction Committee, and the President, in that order. The decision of the President is final.

B. Non-tenure Track Appointments

Faculty who have non-tenure track appointments have no expectation of renewal of their contracts. Therefore, notice of non-renewal will be given no later than March 15 prior to the expiration of the contract period.

Non-reappointment of a non-tenure track appointment is without prejudice; therefore, no reasons have to be given for the non-reappointment. Should reasons be given, they will be made in writing by the appropriate Associate Provost and made a part of any reference given by the university for future employment.

Appeal of the decision not to reappoint must be made in writing to the Dean/Department Chair, the appropriate Associate Provost, the Provost and Executive Vice President, the Faculty Development and Improvement of Instruction Committee, and the President, in that order. The decision of the President is final.

C. Part-time Appointments

Faculty who have part-time contracts have no expectations of renewal and will not be entitled to formal notice of non-renewal. No formal appeal procedure is warranted. The decision of the appropriate Associate Provost is final.

5/05

Dismissal of any faculty member, including those with tenure, is an action of the administration and Board of Trustees of Gardner-Webb University and is an action of sufficient seriousness as to require the utmost in patient and steadfast efforts to avoid. Accordingly, the causes and procedures for dismissal are described as follows:

A. Dismissal for Cause

   Adequate cause for dismissal of a faculty member (including those with tenure) includes, but is not limited to, the following:

   1. Professional incompetence to a degree which imperils the teaching/learning process for students

   2. Gross insubordination to a degree which destroys collegiality and/or professional respect

   3. Professional misconduct which erodes the confidence of the academic community in the integrity of the faculty member as a member of the teaching profession

   4. Gross personal misconduct of sufficient degree as to seriously hinder the teaching effectiveness in a Christian institution of higher education. Examples include, but are not limited to:

        a. proven criminal charges in a court of law
        b. repeated public drunkenness
        c. sexual harassment of a student or an employee of Gardner-Webb University
        d. habitual misuse of any controlled substance

   5. Discontinuance of a faculty member's department or discipline due to a decrease in student enrollment or alteration of the mission of the university as determined by the Board of Trustees or by the faculty and administration with the concurrence of the Board of Trustees.

   6. Demonstrated financial exigency which requires a reduction of faculty, including those with tenure, in order to avoid serious budgetary consequences of more than a temporary nature, all other reasonable alternatives having been examined, subject to the notice provisions in section II-8.

                                                                                          8/19

B. Procedures

   Dismissal for cause of a faculty member is the termination of a contract which may be immediate or at a date to be determined by mutual agreement, by recommendation of the appropriate Associate Provost and the Provost and Executive Vice President, by recommendation of the Faculty Development and Improvement of Instruction Committee, or by decision of the President. The dismissal for cause may be without remuneration.

                                                                                          5/05

   Immediate suspension and removal from teaching duties with or without pay is an action taken by the President only in cases where the faculty member is an immediate physical threat to another member of the university community. Otherwise, a faculty member

who is appealing a decision to dismiss for cause may continue teaching through the full extent of the appeal/hearing procedure or until the end of the contract, whichever is earlier.

1. Tenured Faculty

    a. Administrative consultation
        When reason arises to question the retention of a faculty member who has tenure, the Dean/Department Chair and the appropriate Associate Provost, in consultation with the Provost, will discuss the matter with the faculty member. The procedure may be terminated at this point by mutual consent. Mutual consent could involve options not limited to the following:

        (1) A decision reached that the difficulty is of minor and correctable nature which requires follow up by the Chair/Dean with reports to the appropriate Associate Provost, but no further consequences
        (2) A plan of corrective action supervised and reported to the appropriate Associate Provost in writing by both the faculty member and the Department Chair/Dean of the school
        (3) A specific period of grace not to exceed one academic year extended to the faculty member in which other employment opportunities are sought. At the expiration of the period of grace, the faculty member will resign without prejudice
        (4) An agreement to resign at the end of the current academic year
        (5) An agreement for immediate resignation

    b. Dismissal hearing
        If the issue is not resolved by mutual consent, the faculty member may request a hearing by the Faculty Development and Improvement of Instruction Committee. The faculty member requesting the hearing may present the grievance and/or may be represented by a faculty member chosen for that purpose. Legal counsel may be chosen by the faculty member, and if so, by the university. Witnesses for the faculty member and the university may be questioned by both parties and/or respective counsel.

                                                                            5/05

        The recommendations of the Faculty Development and Improvement of Instruction Committee concerning the disposition of the case are given to the President. The President is not bound by the recommendations of the Faculty Development and Improvement of Instruction Committee, but will inform the faculty member of the President's decision and the privilege of appeal.

    c. Board of Trustees
        If requested by the faculty member, the President will take the full report of the Faculty Development and Improvement of Instruction Committee to the Board of Trustees stating the recommendation of the Faculty Development and Improvement of Instruction Committee and the President's own recommendations. The faculty member and/or representative or counsel may plead the case to the Board. The Board may accept the recommendations of the Faculty Development and Improvement of Instruction Committee and/or the President, in whole or in part. Or the Board may return the recommendation to the Faculty Development and Improvement of Instruction Committee and/or the

President for reconsideration, and final review by the Board at the faculty member's request. The decision of the Board is final.

2. Probationary, tenure-track faculty

   Dismissal for cause of a probationary contract is a decision made by the Provost and Executive Vice President after administrative consultation which includes the faculty member, the Dean/Department Chair, and the appropriate Associate Provost.

   Because dismissal for cause may be immediate, and may be without remuneration, the faculty member on a probationary appointment who has been informed of the intent to dismiss for cause may appeal the decision in writing to the Faculty Development and Improvement of Instruction Committee, the President, and the Board of Trustees. Because the probationary appointee is given the privilege of appeal and not the privilege of a formal hearing, no counsel is permitted, although a faculty member so charged may choose another faculty member as a representative.

   5/05

3. Non-tenure track faculty

   Dismissal for cause of a non-tenure track faculty member may be immediate and may be without remuneration. The decision to dismiss for cause is made by the Provost and Executive Vice President after administrative consultation which includes the faculty member, the Dean/Department Chair, and the appropriate Associate Provost.

   The faculty member may appeal the decision to the Faculty Development and Improvement of Instruction Committee and the President. The decision of the President is final.

4. Part-time faculty

   Dismissal for cause of a part-time faculty member is a decision of the appropriate Associate Provost. It is immediate, and may be without remuneration. The decision to dismiss for cause of a part-time faculty member may be appealed only to the Provost and Executive Vice President, whose decision is final.

   5/05

A. Justification of Position Opening

1. Vacancies in the faculty of Gardner-Webb University will be considered for approval by the President on the recommendation of the Provost in consultation with the appropriate Associate Provost. The decision will be made concurrent with the announcement of an opening as to the tenure track/non-tenure track status of the position. Sufficient justification must be presented to the Provost to warrant a recommendation to the President. The submission of the Authorization to Fill Position form will summarize the rationale for recommending the position. The respective Dean/Department Chair will be informed of the approval status of the opening by the appropriate Associate Provost.

8/15

2. Positions for undergraduate faculty should require at least a master's degree with 18 or more graduate hours in the discipline of the vacancy, or other demonstrated competence and achievements that contribute to effective teaching and student learning. Positions for graduate faculty should require a terminal degree in the discipline of the vacancy.

10/14

B. Factors which Merit Consideration for Position Opening

1. Substantial growth in the number of students in the academic program, which alters the desired student-teacher ratio

2. Addition of new programs or majors within a school or department

3. Lack of coverage of crucial areas of a discipline

4. Expansion of service and/or general studies course offerings which has been initiated by approved programs of the University

8/15

5. Needs of off-campus programs to maintain an acceptable ratio of Gardner-Webb full-time faculty

C. Search Committee Procedures

1. Search Committee Appointment: The search committee will be appointed by the appropriate Associate Provost and will be composed of at least two members of the school or department involved and one faculty member from outside the school or department. In the case of a graduate faculty search, the outside member will be appointed from the graduate faculty to represent the requirements of graduate faculty membership, as required by Graduate Council. The Dean or Department Chair should serve as Chair of the search committee, unless the appropriate Associate Provost approves another Chair for the search committee.

2. Procedure

    a. Assemble the committee: The Chair of the Search Committee will invite the appropriate Associate Provost and the Director of Human Resources to the initial meeting to go over procedures and to answer questions related to employment practices and to provide guidance in constructing the position announcement.

<div align="right">8/10, 8/15</div>

    b. Review the position and define qualifications: A search is an opportunity to define precisely the specialties needed and to decide whether the position needs to be redefined. Establish a checklist of qualifications which will be useful in reading and screening applications.

<div align="right">8/15</div>

    c. Establish a timetable for the search and appointment: Remember to set the cutoff date carefully because it is unethical to conclude a search before the expiration of the cutoff.

    d. Write position announcement and develop a strategy for announcing the opening: Make a conscientious effort to attract culturally diverse applicants. Where appropriate, advertise in publications read by female and minority populations. Position announcements and posting sites must be approved by the appropriate Associate Provost prior to being posted. The Associate Provost will request that the position announcement be posted in appropriate posting sites and on the Gardner-Webb University Human Resources "current openings" page of the University website. Applicants should be directed to send their materials to the Chair of the Search Committee. The Chair will respond to each applicant.

<div align="right">10/14, 8/15</div>

    e. Conduct investigative search: Include extensive study of credentials to ensure that the candidate's institutions are regionally accredited and that the candidate's degree programs are reputable. Utilize telephone conference calls to find out as much as possible prior to any decision to interview a candidate on campus.

    f. Conduct reference check for all candidates of interest: No candidate will be offered a position unless the search committee Chair can verify the completion of reference checks.

<div align="right">10/14</div>

    g. It is the policy of the University to hire only faculty who support the University's faith mission and who self-identify as Christian. The following statement must be included in all faculty position announcements: "Gardner-Webb University is a private institution founded by North Carolina Baptists in 1905 and employs individuals who participate in and whole heartedly support Christian values." While there is no definitive set of questions for a search committee to use, some effort should be made to establish the candidate's eligibility with regard to faith identity. For example, the committee may ask the candidate "How does your religious faith affect your work as a scholar?" or "Tell us about your faith life and

how it will help you support the University's Christian mission," or "Tell us about your faith journey and how it affects your relationship with students and what you do in the classroom."

8/16

h.   Recommend up to three finalists to the Associate Provost for campus visits: Candidates must have returned the Confidential Data Form to the Administrative Assistant to the Associate Provosts and submitted official transcripts before having a campus interview.

8/15

i. Schedule and carry out campus visits: The Chair of the Search Committee will make travel arrangements (secure tickets or approve the same within University guidelines). The Business Office can assist with airline reservations and use a university credit card to purchase flights. See paragraph D.2. below. Schedule overnight accommodations and local meals for the candidates. See paragraph D.2. below. In advance of the campus interview, the search committee chair will provide the appropriate Associate Provost, Provost and President with the candidate's vita, Confidential Data Form, and official transcripts. Schedule interviews with the search committee, the appropriate Associate Provost, Provost and President. Copies of each candidate's agenda should be distributed in advance. The agendas should also include a teaching lecture or presentation, and a campus tour.

8/15

3. Selection Process

a. Rank the candidates who should be considered for a contract: The Chair of the Search Committee should convey the committee's recommendation to the appropriate Associate Provost, who will consult with the Provost before making a recommendation to the President who will make the final decision. If the first candidate rejects the offer, the Associate Provost will proceed to the next on the list, etc. If no recommended candidate accepts an offer, the Associate Provost will discuss with the Chair of the Search Committee a strategy to fill the position.

8/15

b. Notification of applicants not selected: The Chair of the Search Committee will notify finalists who were not selected, as well as all applicants no longer under consideration.

8/15

c. New faculty member acclimation: The Search Committee members should assist the new faculty member in getting acclimated to campus and to the new position.

8/15

    d. Record retention: The Chair of the Search Committee will submit all records related to the search to their Dean or Chair who will forward all records related to the search to the Human Resources Office. Confidential data forms, official transcripts, and all other original application materials for candidates interviewed should be retained for three years in the Associate Provosts' office. Records for the candidate who is hired will become part of the new faculty member's permanent file.

<div align="right">8/15</div>

D. Search Committee Expenses

    1. Advertising the position. Charges for position announcements will be paid by using the faculty procurement account by the appropriate Associate Provost.

<div align="right">10/14</div>

    2. Financial considerations for campus interview: The appropriate Associate Provost will approve up to three qualified candidates being invited to campus for each position advertised and will pay no more than $800 of the cost of a single round trip, coach airline ticket, as well as the standard mileage rate from the airport to campus for any single visit, based upon the limits detailed in the following categories:

<div align="right">10/14</div>

        a. Travel to and from campus: If a candidate chooses to drive to campus for the interview, the Associate Provosts' Office will reimburse the candidate at the current University approved mileage and meal rate. If it is unreasonable to expect the candidate to drive to campus, the search committee should research the cost of an airline ticket with the university's travel agent. All cost containment considerations should be given high priority. With the approval of the Provost or appropriate Associate Provost, the ticket will be purchased and mailed to the candidate in advance of the visit. Under normal circumstances, the university will pay the first $800 of the cost of a single round trip, coach airline ticket, as well as the standard mileage rate from the airport to campus. Travel costs in excess of this amount which have not been approved will be absorbed by the academic department (s) involved. Airline travel for the spouse of a candidate will not normally be reimbursed.

<div align="right">8/15</div>

        b. Lodging: The University uses the AmericInn in Boiling Springs for overnight stays for candidates who are invited to campus. Contact the Administrative Assistant to the Associate Provosts to make reservations for the candidate. The University will pay up to $150, not including lodging tax, for a maximum of two nights (i.e. up to $75 per night plus tax) in an approved local hotel. Lodging expenses in excess of this limit must be approved in advance by the appropriate Associate Provost.

<div align="right">8/15</div>

        c. Meals: The University will pay reasonable costs for meals ordered for the candidate and the candidate's spouse in approved local restaurants, and one meal

with the Search Committee, if the Search Committee members as a group, wish to have a meal with the candidate as a part of the campus visit.   The University will not pay for meals with the candidate for members of a school or department who are not on the Search Committee. The Search Committee Chair should submit all meal receipts to the appropriate Associate Provost.

7/07, 10/14

Faculty Professional Development

A.   Faculty Travel

1. Each full-time faculty member may apply to the Office of the Associate Provosts through the Dean/Department Chair for travel funds in the amount of $500 per year to travel to professional meetings. Graduate faculty (approved by the Graduate Council) may apply for an additional $250 per year.
2. Faculty development funds not utilized may be rolled over to the following year. The previous year's funds not used in the subsequent year will expire at the end of that academic term.
3. Faculty members may receive additional funds to apply toward expenses incurred for making a scholarly presentation at a regional or national conference ($100 for each paper, up to two per year) when a copy of the presentation is provided to the Office of the Associate Provosts. Funds are not transferable to other faculty members within the school/ department.
4. Originals of all receipts must accompany travel vouchers and should be submitted to the Office of the Associate Provosts upon completion of the travel.

6/07, 7/08, 10/14

B.   Campus Opportunities

In order to maximize faculty development and in view of limited university funds, each faculty member is encouraged to utilize a variety of opportunities which are available. For example, all campus activities of cultural, artistic, athletic, and social nature are open free of charge to all faculty and dependents. Activities which are offered to students for admission fee are open to faculty for the same admission fee unless announced otherwise.

Additional ideas for professional development with little or no cost to the faculty member of the university include:

1. Frequent and thorough use of the Dover Library
2. Enlightened sharing across disciplinary boundaries with colleagues
3. Interdisciplinary courses in the liberal arts program
4. Workshops on media and information technology
5. Opportunities afforded by online resources and the Center for Excellence in Teaching.
6. The annual Writing Across the Curriculum retreat.

6/07, 7/10,10/14

The Faculty Evaluation System

A.   Introduction

In all organizations, periodic evaluation of employees is essential for growth and continuous improvement. This is especially important in an educational institution where it is also required by our accrediting organizations. A faculty evaluation system serves diverse purposes. It may have a formative function (i.e., providing feedback to the faculty member for purposes of professional development), a summative function (i.e., providing information that can be reviewed for decisions concerning employment, salary, tenure, and promotion), or both.

At Gardner-Webb University, the annual evaluation system functions primarily as a formative tool, while the evaluations carried out prior to decisions for promotion and tenure are primarily summative. In general, faculty salary administration follows a single salary schedule with merit opportunities at promotion. (See Appendix A for "Salary Administration Plan for Faculty.")

Given that the University is a community composed of diverse disciplines, the faculty evaluation system is intended to provide a fair and flexible means both to accommodate discipline-specific issues while at the same time recognizing norms common to the entire faculty. The success of the system depends on the willingness of the participants (particularly individual faculty members, Department Chairs, and Deans) to be objective, introspective, honest, and most of all, actively involved in the system. The opportunity for professionals to engage in self-critical assessment coupled with fair and honest feedback from fellow professionals is both a privilege and a responsibility. The purpose of this document is to establish the basic philosophy of the Gardner-Webb University Faculty Evaluation System.

B.   Criteria for Evaluation

The faculty evaluation process has two aims: (1) to affirm excellence and identify strengths throughout the broad skill-set that is essential to higher education, and (2) to identify areas where individuals might seek specific types of professional growth. An essential component of any evaluation system is feedback regarding one's professional performance. While no one's performance as an educator can be reduced to a numerical value without gross over-simplification, the process of evaluation is inescapably based upon comparison with agreed-upon standards. Just as the feedback provided to students is accorded a value within a grading scale, so feedback in the faculty evaluation system is summarized in terms of a ranking that allows for meaningful comparisons against a standard.

 Consequently, in each of the four critical areas of evaluation, the faculty member is assigned one of the following five designations in each area:

> **5 – Outstanding (Excellent)**: Far exceeds expectations
> **4 – More Than Expected (Very Good)**: Exceeds expectations
> **3 – Expected (Good)**: Meets expectations
> **2 – Less Than Expected (Fair)**: Falls short of meeting expectations

The Faculty Evaluation System
1 – Unsatisfactory (Poor): Falls far short of meeting expectations

Obviously, when human judgment is at work, there is always room for error. The approach of the current system is to provide the faculty member with feedback based on evidence presented by students, by the Dean or Department Chair, by peers, and by the faculty member him or herself. Even with an evidence-based system, however, it is still possible that the faculty member finds the feedback inaccurate. The current system allows for dissent, records it as such, and views it as an opportunity for further discussion. What matters as far as salary administration is concerned are patterns that emerge over years (as discerned at promotion opportunities) rather than months.

In order to be effective, the ratings should be applied honestly and with as much objectivity as possible. Clearly, it is **not** the goal to apply rankings according to an artificial bell-curve to each school or department. Likewise, the standards have been set in such a way that it is highly unlikely that any department or school would have everyone either at **"Outstanding"** or **"Unsatisfactory."**

Because of the diversity of programs, skill-sets, and faculty expectations throughout the University, **the evaluation system assumes that the rankings should be awarded according to the standards set by individual departments and schools.** Nevertheless, the University has set minimum standards for what it means to "meet expectations" for each of the areas of review, and these are described below. Schools and departments may choose to add additional standards or to raise the rigor of the minimum standards. Documentation of standards unique to a department or school should be developed in dialogue with the appropriate Associate Provost and be made available to all faculty within the division.

Full-time faculty at Gardner-Webb University are evaluated annually according to the standards listed below in paragraphs 1-5. Part-time faculty members without other responsibilities are evaluated only in the area of teaching.

1. **TEACHING**

   Gardner-Webb University is dedicated to excellence in teaching. Teaching is a challenging vocation that embraces a number of complex components. While it is understood that one's skills and abilities as a teacher grow over time and may even wax and wane over a lifetime, certain basic expectations should apply at any point in a teacher's career. What follows is a summary of these basic expectations:

   Design/Development - The design and development of courses reflect an acceptable level of course organization which is evident in the course materials.

   A. Syllabi clearly explain the subject matter of the course, objectives/outcomes, assignments/learning activities, and general expectations. Syllabi conform to the guidelines laid out in the Faculty Handbook (III-1.A).

The Faculty Evaluation System

B.   Assignments /Learning Activities are clearly related to the objectives/outcomes identified for the course, promote understanding of concepts listed on the course syllabus or content of the course, and incorporate writing, active learning, critical thinking and information literacy skills as appropriate for the course and target population.

C.   Online Courses (where applicable) are designed in accordance with best practices of online pedagogy.

<div align="right">8/14</div>

Implementation - Teaching is not about entertaining students or popularity in the classroom. It is about effective communication and student engagement.

i.   Content reflects the faculty member's appropriate technical knowledge of the subject matter for the level of instruction; instructional techniques and tools (including lectures, discussion, audio/visuals, group activities, or technology) promote understanding of concepts, course objectives/learning outcomes or content of the course; and bibliographic references or analogous research tools referenced in the course are appropriate to the subject matter.

ii.   The course objectives, learning outcomes, learning activities, and instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) are appropriately challenging (i.e., rigorous) to the target population; and syllabi, assignments, learning activities, and instructional techniques and tools demonstrate efforts to stimulate student interest, achievement and intellectual growth.

iii.   The classroom experience reflects a basic level of organization, and includes effective instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) that are clearly related to the course objectives or learning outcomes; activities and assignments are structured in a logical sequence; and contact hours are used efficiently and effectively.
Online courses (where applicable) contain all of the required components, are effectively organized, and include learning activities that promote active learning.

<div align="right">8/14</div>

iv.   It is expected that the classroom experience will be marked by a fair and reasonable attempt to make the course interesting by engaging students in the experience of learning, respectful dialogue and interchanges with students, reasonable accessibility to students outside of class, and reasonably prompt responses to inquiries. Online instructors (where applicable) are expected to provide feedback to student work and inquiries within a reasonable time-frame.

<div align="right">8/14</div>

Assessment - The faculty member's assessment policies for the course, assignments, and learning activities are clearly articulated and appropriate for the target population. Execution of those plans represents fair and valid measurements of student learning at appropriate levels. In other words, the faculty member

The Faculty Evaluation System

is able to ascertain the degree to which his/her students are mastering the material and that the level of mastery is appropriate to the courses taught.

Administrative – Teaching responsibilities at any college or university also include a set of administrative responsibilities. At Gardner-Webb University these include, but are not limited to, timely completion of enrollment verification and early warning reports, submission of grades at the conclusion of the semester, and providing assistance to the school or department on the assessment of student learning outcomes. Faculty are expected to comply with reporting deadlines and assist the school or department in carrying out its administrative duties.

8/14

2. Mentoring/Advising

The University considers the academic advising and mentoring of students to be a key component of successful academic outcomes. Not all faculty are assigned students for academic advising. Those who do advise are expected to keep abreast of (1) graduation requirements; (2) major and minor requirements; (3) curriculum changes; (4) procedures for accessing and navigating student records via Webb Connect; (5) advisor training offered by the Academic Advising Center; (6) avenues of referral relevant to student success and retention such as counseling concerns, financial issues, academic support services and excessive absences; (7) services available in the career services office;, and (8) policies relating to registration, grading, etc. Advisors are also expected to see each advisee at least once each semester.

All faculty members bear responsibility for mentoring students. This responsibility requires at a minimum (1) being accessible to students during posted office hours and by way of email and/or telephone; (2) consistently treating students in a professionally ethical and courteous manner; and (3) providing encouragement and guidance to students in their learning, vocational interests, and related areas. While this latter trait is exceptionally difficult to measure, it remains a basic expectation of Gardner-Webb faculty.

3. Professional Enrichment

"Professional enrichment" is a general term which encompasses the broad range of activities associated with sharing and enhancing the faculty member's expertise in his or her particular discipline. It includes, although is not limited to, keeping abreast of the field, contributing new knowledge through publications or presentations, communicating knowledge of the field to a wider community beyond the University, artistic performances, or external awards or recognition for accomplishments within one's field.

The faculty evaluation system also recognizes and encourages efforts on the part of faculty members to improve their abilities as classroom instructors and to promote student learning.

Faculty are encouraged to participate in educational and scholarly activities such as the following:

- Student engagement
- Active learning
- Assessing student learning
- Effective use of educational technology
- Participation in events sponsored by the Center for Excellence in Teaching and Learning
- Effective online pedagogy (where appropriate)

8/14

At a minimum, faculty are expected to show evidence of a formal professional enrichment activity each year. Attending a scholarly conference in one's field, for example, would meet this expectation. (Professional reading alone or memberships in a professional organization would not be sufficient to reach this threshold.) Exceeding expectations in the area of professional enrichment requires a more active engagement, such as presenting a paper, public performance of a new composition, or publication of an article in a refereed journal. The possibilities for professional enrichment are rich and varied. The examples above are not prescriptive, but rather are offered merely to help illustrate the level of expectation.

4. Service

The service category includes service to one's school/department, to Gardner-Webb University, or to the community. It is assumed that to qualify for this category the activities must stand outside the specific requirements of one's contract. The range of opportunities for service is vast. Listed below are common examples of the types of activities that are recognized for fulfilling this expectation:

a. Service to School/Department: serving on a search committee or other departmental committee, developing curriculum revisions, assisting with an accreditation or 5-year assessment review, etc.

b. Service to University: serving on a standing or ad hoc committee, serving as an advisor to a student club or organizations, accepting responsibility for special projects, assisting with recruitment or development activities, etc.

c. Service to community: serving on boards of public or non-profit organizations, participation in public service projects, awards or recognition for public service, etc. Receiving an honorarium for a community service role does not necessarily disqualify the activity as service. The activity, however, should be something that brings positive recognition to both the faculty member and to Gardner-Webb University.

Each year, faculty are expected to show evidence of service activities representative of categories (a) or (b). Category (c) adds weight to one's service record, but may not be regarded as a substitute for service to the University or one's school or department. Participation in *Dawg Days*, regular attendance at faculty meetings, school/departmental, and

The Faculty Evaluation System

commencement exercises are basic expectations of faculty and as such are not sufficient for meeting the expectation of the standard.

5.   Administrative Support Role

Some members of the faculty are assigned an administrative responsibility to coordinate or direct an academic support program, in addition to their teaching responsibilities. In every case, oversight of a support program should be reviewed annually. It is the responsibility of the supervisor of record to develop written expectations for the faculty member's leadership role. (The expectations themselves should be the subject of annual review and involve dialogue between the faculty administrator, supervisor and the Provost or appropriate Associate or Assistant Provost.) If the administrative role is supervised by the Dean or Chair, the annual review may be incorporated into the annual faculty evaluation process. If the role is supervised by an Associate Provost, Assistant Provost, or the Provost, then the annual review should be conducted in a separate meeting.

C.   Procedure for Annual Faculty Evaluations

Documentation for faculty evaluation consists of 3 parts: the annual report, a peer review, and the evaluation of the Chair or Dean.

1. Who must submit an Annual Report

Faculty must prepare an annual report each year following the instructions provided below. An exception to this policy applies to tenured faculty and non-tenured faculty with 7 consecutive years of satisfactory service to the University. Faculty who fall into this category are required to submit a complete annual report every 3 years at a minimum. In those years in which a complete report is not required, they may choose to submit a full annual report or an abbreviated annual report. The abbreviated report consists of a report on goals—a short list of key goals for next year, and concise report on outcome of previous year's goals (2.e., below)—and the evaluation of the Chair or Dean. It does not include a peer review; however, tenured faculty may be requested to share their expertise by serving as a peer reviewer.

2. Faculty Annual Report

The faculty member will submit a report to the appropriate Dean or Chair sometime after the conclusion of the academic year. Generally, evaluations may be submitted electronically **between June 1 and September 1**. (Schools or Departments may elect to set a deadline earlier than September 1 in order to accommodate internal schedules.)

The self-evaluation should contain the following:

The Faculty Evaluation System

a) A 2-4 page overview of the year's teaching. The overview may include notable accomplishments, significant improvements or challenges, responses to *Student Opinion of Instruction* data, or other issues of note;
b) Brief summary of advising or mentoring experiences (both formal and informal) with students in the previous year;
c) List of professional enrichment events or accomplishment from the previous year;
d) List of service activities from the previous year;
e) A short list of key goals for next year, and concise report on outcome of previous year's goals;
f) At least two sample syllabi from the previous year;
g) At least two sample assessment instruments (e.g., exam, sample of student work for a major assignment, etc.);
h) Any other evidence of professional strengths the faculty member wishes to highlight (e.g., video of a portion of a class, a peer assessment of teaching, awards, outside recognitions, etc.).

The self-evaluation should remain concise and focused, and avoid simply summarizing the content of courses taught. It should focus on the previous year and should not be viewed as a summary of career accomplishments.

Note: The faculty member is not required to rank him or herself according to the five-point scale (Outstanding, More than expected, etc.). Self-rankings are optional.

3. **Instructions for Peer Review**

Peer reviews are recognized as a potentially important source of information in the overall process of faculty development. Research has cautioned, however, that procedures for peer review should be implemented carefully and with forethought if they are to be effective (See *Developing a Comprehensive Faculty Evaluation System*, 3rd ed., by Raoul A. Arreola, Anker Publishing, 2007, pp 90-97).

The purpose of the peer review is not to provide summative data for determination of salary increases or to make a case for promotion. Rather, it is designed to provide feedback to the faculty member to assist in the process of professional development. The peer reviewer will document the process using the *Peer Review Checklist,* found below. The completed checklist is provided to the faculty member under review and the appropriate Dean or Chair. The Dean or Chair will then verify to the Associate Provost and Provost that an annual peer review has been completed. Faculty members are of course free to submit the *Peer Review Checklist* voluntarily as additional evidence of excellence in teaching. The forms may also be submitted as part of a promotion or tenure portfolio at the discretion of the faculty member. Because the primary benefit to peer reviews is faculty development, reviewers are strongly encouraged to meet with the faculty member to discuss their findings

The Faculty Evaluation System

Procedure

The faculty member's annual report and supporting documentation (with the exception of Student Opinion of Instruction) are to be submitted to a peer reviewer (a faculty member from within the individual's department or school, or, in the case of a Chair or Dean, another Chair or Dean). The peer reviewer will scrutinize the narrative and the documentation material, pointing out particular strengths or offering suggestions. When necessary, the reviewer should contact the peer to ask questions or clarify information.

Selection of Peer Reviewers:

Faculty
a. Faculty members submit names of three department or school peers to Chairs or Deans during Faculty Retreat.
b. Chairs or Deans select, from the list provided, a peer reviewer for each member of the department or school. As much as possible, the Chair or Dean will honor the first choice listed by each faculty member. Assignments should be made by September 1.
c. Each member of the faculty should serve as peer reviewer for only one portfolio.

Chairs and Deans
a. Chairs and Deans submit names of three Chairs or Deans to Associate Provosts during Faculty Retreat.
b. Associate Provosts select, from the list provided, a peer reviewer for each Chair and Dean. As much as possible, the Associate Provosts will honor the first choice listed by each Chair or Dean. Assignments should be made by September 1.
c. Each Chair and Dean should serve as peer reviewer for only one portfolio.

Peer reviews should be completed by **September 30** using the *Peer Review Checklist* found below**.** A copy should be submitted electronically to the faculty peer and the appropriate Dean or Chair.

4. **Instructions for Department Chair / Dean**

Chairs and Deans have access to the greatest array of relevant and valid evaluation information and most likely have the best discipline-specific qualifications and professional vantage point from which to make professional assessments. Therefore, it is essential to the success of the system that the Chairs and Deans understand their role and give it proper attention.

Chairs and Deans are expected to address the issue of defining expectations for their faculty in each of the four evaluation categories. This is an on-going task, as expectations should be modified and refined over time. Chairs and Deans are expected to involve their faculty members and Associate Provosts in this task and to develop the definition of standard in a cooperative, collaborative and transparent manner. This has

The Faculty Evaluation System

the advantage of creating a sense of fairness and empowerment while also protecting Chairs and Deans from charges of being capricious or arbitrary.

Chairs and Deans should utilize the full array of evaluation resources at their disposal. SOI summaries and data on grade distribution will be provided to each Dean and Department Chair for their respective faculty members. Schools and departments may choose to require submission of additional documentary evidence beyond the faculty member's annual report, such as peer reviews or other assessment tools.

a.   Annual Performance Review

At the beginning of the Fall semester the Chair or Dean will schedule meetings with their respective faculty members for an annual performance review. These meetings should be completed by **September 30.** The meetings are intended as a regularly scheduled opportunity to provide feedback to faculty on professional development. The annual review stands at the core of the faculty evaluation system. The meetings should include, but are not limited to

- a)   An affirmation of recognized strengths and accomplishments;
- b)   A review of SOI and grade distribution data from the previous year;
- c)   Frank discussions of any area in which either party perceives performance to be below expectations or unsatisfactory;
- d)   Frank discussions of any obstacles that might hinder a successful decision for tenure or promotion, where appropriate;
- e)   A review of goals for next year.

Deans and Chairs are free to shape the expectations of the annual review in a way that meets the unique demands of the school or department. Additional evidence or documentation may be required beyond the minimum expectations detailed here.

b. Reports of the Dean/Chair

The Dean or Chair will complete a copy of the "Evaluation Summary Form" on each faculty member within his/her division. The "Evaluation Summary Form" is a recommended form. A school or department may elect to create an alternative form in order to meet special or discipline-specific needs of the division. If so, the alternative form must at least address the four areas of review on the default form and be approved by the appropriate Associate Provost prior to use. This form along with the annual reports of the faculty for each school or department should be submitted electronically to the appropriate Associate Provost via the Online Filefolder system by **October 1.**

The Provost's office will schedule a meeting sometime after October 1 with the Dean/Chair and appropriate Associate Provost. The purpose of that meeting is to review faculty evaluations conducted by the Dean/Chair and to conduct an annual performance review of the Dean/Chair. Normally, the Provost will also be present for

The Faculty Evaluation System

these meetings.

Documentation reviewed in that meeting will include the faculty member's annual report, SOI and grade distribution data, the Dean/Chair's "Evaluation Summary Form" or equivalent, and any additional documentation required by the school or department.

If, in the process of the review, it is determined that either the Provost or Associate Provost would assess a faculty member's annual performance differently from the Dean or Chair, based on available evidence, then the Provost or Associate Provost will complete an additional "Evaluation Summary Form" with the different assessment. The alternative assessment will be provided to the faculty member with explanation when the Dean/Chair conducts a follow-up interview with the faculty member.

c. Follow-up Interview

The Dean or Chair will initiate a follow-up interview with the faculty members of his/her division sometime following the meeting with the Provost/Associate Provost. At this second meeting, the Dean/Chair will present his/her "Evaluation Summary Form" to the faculty member (if this has not occurred already).

In the case of a faculty member who has received an assessment in the area of teaching that is one of the following:

2 – Less Than Expected (Fair): Falls short of meeting expectations

1 – Unsatisfactory (Poor): Falls far short of meeting expectations

then a written growth plan or plan of remediation will be required. The plan should be filed with both the Dean/Chair and Associate Provost. Plans for remediation in any of the other areas designated as "unsatisfactory" or "less than expected" should be discussed and agreed upon, although a written growth plan will not be required by the Associate Provost's office unless the issues are especially problematic.

The Evaluation Acknowledgement form should be completed and signed at this meeting, and copies should be included with the documentation filed with both the Dean or Chair and the Associate Provost.

1/13

3. **Letters of Response**

If the faculty member believes that he or she has been assessed unfairly in any of the four areas of review (by the Dean/Chair, Associate Provost or Provost), he or she may write a letter of response offering evidence and rationale for a different evaluation than the one received. The letter will be received and attached to the annual review documentation and filed in the office of both the Dean or Chair and the office of the Associate Provost.

The Faculty Evaluation System

Letters of response will be included in the faculty file reviewed by the Promotion and Tenure Committee for candidates who are applying for promotion or tenure.

D. Procedures for Annual Part-time/Adjunct Faculty Evaluations

Part-time/Adjunct Faculty members without other responsibilities are evaluated only in the area of teaching utilizing the following form and checklist.

Instructor Name: **Date of Instructor Submission:**

Course(s) Taught: **Semester(s) of Review: Sum Fall**
                                                                                   Spg _____

Instructions/Checklist for Completing the Adjunct Faculty Teaching Evaluation Process

_____   The Adjunct Faculty member submits via email the completed/signed self-assessment (Adjunct Faculty Evaluation form) to his/her Dean or Chair annually by June 15.

Adjunct faculty members who taught courses in more than one department or school need to submit an Adjunct Faculty Evaluation form to *each* chair or dean under whose direction they taught.

_____   The Dean/Chair completes the Dean/Chair evaluation for each adjunct faculty member annually by July 16. Any Adjunct Faculty Evaluation Form score of "1-2" requires comment on the form by the Dean/Chair.

_____   Dean/Chair communicates with the appropriate Associate Provost to discuss results and concerns from the Adjunct Faculty Evaluation forms and evaluation scores annually by July 31.

_____   The Dean/Chair emails the results of the Evaluation process to each adjunct faculty member annually by August 10.

_____   The Dean/Chair submits the completed form to the Online File Folder System including the re-employment recommendation statement.

The Faculty Evaluation System
Please complete the following Adjunct Faculty Evaluation Form

Design/Development: (If syllabi are pre-designed by your department, please acknowledge that information in your faculty comments)			
1. Syllabus clearly explains course subject matter, student learning outcomes, assignments/learning activities, and general expectations	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
2. Syllabus conforms to GWU Faculty Handbook guidelines (III-1 A), is free of grammatical errors, and communicates in simple, clear, positive language	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
3. Assignments, projects, activities, and assessments are clearly related to learning outcomes identified for the course.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
4. Assignments incorporate writing, active learning, critical thinking, and information literacy skills as appropriate for the course and target population.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			

The Faculty Evaluation System

5. Assignments are free of grammatical errors and communicate in simple, clear, positive language.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
Implementation			
1. Course syllabi reflect the faculty member's appropriate technical knowledge of the subject matter for the level of instruction.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
2. Instructional techniques and tools (including lecture, discussion, audio/visual, group activities, or technology) promote understanding of concepts, course objectives, student learning outcomes or course content	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
3. Bibliographic references or analogous research tools referenced in the course are appropriate to the subject matter.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			

The Faculty Evaluation System

Dean/Chair Comment:			
4. Course objectives, student learning outcomes, assignments, learning activities, and instructional techniques and tools (including lecture, discussion, audio/visual, group activities, or technology) are appropriately challenging for the target population.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
5. Syllabi, assignments, learning activities, and instructional techniques and tools demonstrate efforts to stimulate student interest, achievement, and intellectual growth.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
6. Instructional techniques and tools (including lecture, discussion, audio/visual, group activities, or technology) are clearly related to the course objectives or student learning outcomes.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
7. Assignments and learning activities are structured in a logical sequence.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			

The Faculty Evaluation System

Dean/Chair Comment:			
8. Instructional time is used efficiently and effectively.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
9. Faculty member attempts to make the course interesting by engaging students in the experience of learning.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
10. Faculty member demonstrates respectful dialog and interchanges with students.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
11. Faculty member is accessible to students and promptly responds to student inquiries.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			
12. Evaluation of student work is clearly in line with course objectives and student learning outcomes.	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations

The Faculty Evaluation System

Faculty comment:			
Dean/Chair Comment:			

Administrative Procedures **1. Complies with University established policies and procedures in a timely and accurate manner (roll verification, submissions of mandatory academic reports, travel reports, submission of final grades, completion of annual evaluations, etc.)**	1-2. Needs Improvement	3. Meets Expectations	4-5. Exceeds Expectations
Faculty comment:			
Dean/Chair Comment:			

Below, in a one-page document, please provide a self-reflective assessment/overview of the year's teaching. The overview may include notable accomplishments, relevant professional development activities, significant improvements or challenges, and must include a response to your Student Opinion of Instruction (SOI) data.

Please also provide a short list of goals for improving your instruction in general and, should you be asked to teach this course(s) again, include what you would do differently. If you have reported previous goals, please provide a concise outcome update for those goals.

Include with this submission to your Dean/Chair, a sample syllabus and sample assessment instrument from a course taught during this year.

Adjunct Faculty Member's Signature (type name t_____Date _____

Dean/Chair's Signature (type name to sign)_____Date_____

The Faculty Evaluation System
Re-employment Recommendation Statement (To be sent to Deans/Chairs Only)

Adjunct Faculty Name _____

Academic Year_____

Dean/Chair recommends re-employing adjunct faculty member for future teaching assignments.

Check one:

YES_____   **NO**_____   **Needs Review**_____

Dean/Chair name_____

Signature (type name to sign)_____

Comments:

Submit to the Online File Folder according to the instructions in the cover e-mail.

4/18

The Faculty Evaluation System

Evaluation Summary Form
Evaluation Period: May _____ - May _____

_____

____
Faculty Member

_____

Department/School

Instructions: This document should be completed by Chairs/Deans. Hard copies should be kept by the Associate Provost and Chair/Dean. Chairs/Deans should deliver the original copy of this document to the faculty member during the final evaluation meeting. Note: Ratings of 1 or 2 in the area of teaching will require the faculty member to submit a growth plan to the Chair/Dean. It is assumed that all faculty members meet the minimal "standards of conduct and job performance" as articulated in paragraph 2.3 of the *Personnel Policy Manual*. If, however, there are goals or deficiencies related to these standards, they may be addressed as an addendum to the evaluation.

Rating Scale

> 5 – *Outstanding (Excellent): Far exceeds expectations*
> 4 – *More Than Expected (Very Good): Exceeds expectations*
> 3 – *Expected (Good): Meets expectations*
> 2 – *Less Than Expected (Fair): Falls short of meeting expectations*
> 1 – *Unsatisfactory (Poor): Falls far short of meeting expectations*

A. <u>TEACHING</u>

_____ Overall
_____ Design/Development
_____ Implementation
_____ Assessment
_____ Administrative

8/14

Provide a brief explanation for any ratings of 1 or 2.

Goals for the coming year (revisions of or additions to the faculty member's original goals)

B. <u>MENTORING/ADVISING</u>

_____ Overall

Provide a brief explanation of any ratings of 1 or 2.

The Faculty Evaluation System

Goals for the coming year (revisions of or additions to the faculty member's original goals)

C. **PROFESSIONAL ENRICHMENT**
_____   Overall
_____   Achievements (publications, presentations, performances, etc)
_____   Participation in conference or workshops related to area of expertise or pedagogy

Provide a brief explanation for any ratings of 1 or 2.

Goals for the coming year (revisions of or additions to the faculty member's original goals)

D. **SERVICE**
_____   Overall
_____   Department/School
_____   University
_____   Community (Optional)

Provide a brief explanation for any ratings of 1 or 2.

Goals for the coming year (revisions of or additions to the faculty member's original goals)

_____   _____
Dean/Department Chair   **Date**

_____   _____

The Faculty Evaluation System
Peer Review

| _____ | _____ | _____ |
| (Faculty Member) | (Peer Reviewer) | (Date) |

5 - Outstanding (Excellent)
Far exceeds accepted expectations of professional performance
(Justification must be included in comments section)
4 - More Than Expected (Very Good)
Consistently exceeds accepted expectations of professional performance
3 - Expected (Good)
Consistently meets accepted expectations of professional performance
2 - Less Than Expected (Fair)
Falls short of meeting accepted expectations of professional performance
1 - Unsatisfactory (Poor)
Falls far short of meeting accepted expectations of professional performance
(Justification must be included in comments section)

[*Instructions:* Using the suggested criteria identified for each category and the designations listed above, review the portfolio material. If you feel a category is Outstanding, comment on the strengths in that area; if you feel a category is Unsatisfactory, comment on areas to be improved and, if you'd like, offer suggestions or share ideas. Also, when a category meets expectations, your peer may appreciate comments about strengths or about alternate techniques or approaches. If you are unable to assess a particular category or if additional material or information is required, please explain.]

TEACHING
Overall

Outstanding _____ **More Than Expected** _____ **Expected** _____ **Less Than Expected** _____

_____

Outstanding _____ **Unsatisfactory**

Overall Comments (Please provide a brief explanation of criteria you feel exceed expectations or do not meet expectations.)

2. DESIGN/DEVELOPMENT

Outstanding _ **More Than Expected** _ **Expected** _ **Less Than Expected** _ **Unsatisfactory** _

a. Syllabus

Assessments may be based on the following criteria:

   i. Clearly explains the subject matter of the course, objectives/outcomes, assignments/learning activities, and general expectations;
  ii. Conforms to Faculty Handbook guidelines (III-1. A);
 iii. Is free of grammatical errors and communicates in simple, clear, positive language.

   Comments:

b. Assignments /Learning Activities

Assessments may be based on the following criteria:

   i. Assignments, projects, activities, and exams are clearly related to the objectives/outcomes identified for the course;
  ii. Assignments incorporate writing, active learning, critical thinking and information literacy skills as appropriate for the course and target population;

The Faculty Evaluation System

iii. Assignments are free of grammatical errors and communicate in simple, clear, positive language.

Comments:

3. IMPLEMENTATION

Outstanding _   **More Than Expected** _   **Expected** _   **Less Than Expected** _

   Unsatisfactory _

Comments:

a. **Content** (*Only department or school reviewers are to evaluate this section*)

Assessments may be based on the following criteria:

i. Course syllabi reflect the faculty's member's appropriate technical knowledge of the subject matter for the level of instruction;

ii. Instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) promote understanding of concepts, course objectives/learning outcomes or content of the course;

iii. Bibliographic references or analogous research tools referenced in the course are appropriate to the subject matter.

Comments:

B. **Rigor**

Assessments may be based on the following criteria:

i. Course objectives, learning outcomes, assignments, learning activities, and instructional techniques and tools(including lecture, discussion, audio/visuals, group activities, or technology) are appropriately challenging for the target population;

ii. Syllabi, assignments, learning activities, and instructional techniques and tools demonstrate efforts to stimulate student interest, achievement and intellectual growth.

 Comments:

C. **Organization**

   Assessments may be based on the following criteria as demonstrated by the portfolio material and or classroom observation:

i. Instructional techniques and tools (including lecture, discussion, audio/visuals, group activities, or technology) are clearly related to the course objectives or learning outcomes;

The Faculty Evaluation System

ii.   Assignments and learning activities are structured in a logical sequence;
iii.   Contact hours are used efficiently and effectively.

Comments:

D. Delivery/Engagement
Assessments may be based on the following criteria <u>as demonstrated by classroom observation (if applicable)</u>:

i.   Faculty member attempts to make the course interesting by engaging students in the experience of learning;
ii.   Faculty member demonstrates respectful dialogue and interchanges with students;
iii.   Faculty member is accessible to students outside of class and promptly responds to student inquiries.

Comments:

3. ASSESSMENT

Outstanding _   **More Than Expected** _   **Expected** _   **Less Than Expected** _

Unsatisfactory _

B. Grading/Assessment
Assessments may be based on the following criteria:

i.   Course and assignment grading policies are clearly articulated;
ii. Grading policy is appropriate for the target population;
iii. Grading techniques are fair and appropriate for course;
iv. Grading of assignments and exams are clearly in line with course objectives;
v.   Written feedback to students offers constructive criticism and suggestions for improvement.

Comments:

<u>MENTORING/ADVISING</u>

Outstanding _   **More Than Expected** _   **Expected** _   **Less Than Expected** _   **Unsatisfactory** _

(Please provide a brief explanation of criteria identified as Outstanding or Unsatisfactory.)

Overall Comments

Assessments may be based on the following criteria:
i.   Holds regular office hours;
ii.   Meets regularly with assigned advisees;

The Faculty Evaluation System

iii.   Consistently treats students in a professionally ethical and courteous manner;
iv.   Provides encouragement and guidance to students in their learning, vocational interests, and related areas.

PROFESSIONAL ENRICHMENT

Outstanding ___   **More Than Expected** ___   **Expected** ___   **Less Than Expected** ___   **Unsatisfactory** ___

(Please provide a brief explanation of criteria identified as Outstanding or Unsatisfactory.)
Overall Comments

   a. Development
   Assessments may be based on the following criteria: (Check criteria that apply)

   Participates in activities related to professional growth _____
   Attended professional conference(s) _____
   Delivered papers or presentations _____
   Chaired sessions or forums _____
   Other professional participation _____

   Comments:

   b. Activities
   Assessments may be based on the following criteria: (Check criteria that apply)
   Researching/developing publication or presentation _____
   Other professional development activities _____

   Comments:

   c. Achievements
   Assessments may be based on the following criteria: (Check criteria that apply)

   Held an office in professional organization(s) _____
   Published book, article, or other professional document _____
   Received honors or awards _____

   Comments:

The Faculty Evaluation System

SERVICE

1. **Department or School (*to be completed by department/school peers and Department Chair/Dean*)**
    Evaluation Criteria vary and are to be provided by each department or school.

Outstanding _   **More Than Expected** _   **Expected** _   **Less Than Expected** _   **Unsatisfactory** _

(Please provide a brief explanation of criteria identified as Outstanding or Unsatisfactory.)
Overall Comments

2. **University**
    Assessments may be based on the following criteria: (Check criteria that apply)

____attended most faculty meetings
____served on a standing committee (e.g., AAC, Promotion & Tenure)
____served on special committees (e.g., TEC, IRB)
____attended graduate faculty meetings (if necessary)
____served on ad hoc committees or interviewed for scholarship competition
____served as chair of a standing or ad hoc committee
____served as advisor to groups outside of your department/school (e.g., SGA)
____served as faculty parliamentarian or recording secretary
____served as Faculty Chair or Chair-elect
____served as a Faculty Marshall
____ taught UNIV 111
____performed community service activities (directly related to academic discipline or background)

   Comments:

The Faculty Evaluation System

Associate Provost **Date**

Evaluation Acknowledgement

Evaluation Period: May⎯⎯⎯⎯⎯⎯- May ⎯⎯⎯⎯⎯⎯

[**Instructions:** Following the discussion of the Evaluation Summary Form, the faculty member should complete and sign this form. Chairs and Deans should sign the form, make two copies (one copy for the faculty member and one copy for department/school files) and deliver the original to the Associate Provosts' Office.]

I reviewed the Evaluation Summary Form with my Dean or Department Chair during a final evaluation conference on⎯⎯⎯⎯⎯⎯⎯.

 If I wish to submit a written response, I will do so within **thirty working days** of the evaluation conference. The response must be signed, dated, attached to the original Summative Evaluation form, and submitted to the appropriate Associate Provost.

SIGNATURES:

⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯
Faculty Member **Date**

⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   ⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
Dean/Department Chair **Date**

The Faculty Evaluation System
Student Opinion of Instruction Survey

Professor-related performance qualifiers (used to determine final SOI score)

1   The professor was present for all regularly scheduled class sessions.
2   The course was well organized.
3   The professor followed his/her stated course (syllabus) outline.
4   Student responsibilities in this course were defined.
5   The professor treated students fairly.
6   The professor emphasized conceptual understanding of course material.
7   The professor thoughtfully answered questions raised by students.
8   The professor provided clear explanations to clarify concepts.
9   The assignments contributed meaningfully to my understanding of the subject matter.
10   Exams and other assessments concentrated on the important aspects of the class.
11   The professor informed students of their progress.
12   The professor's teaching methods were effective.

Course-related assessment variables

13   The course was:
              unrealistically difficult
              appropriately challenging
              rather easy
              extremely easy
              No Opinion / Not Applicable

14   Regular class participation was necessary for understanding course material.
              Strongly Agree
              Agree
              Disagree
              Strongly Disagree
              No Opinion / Not Applicable

15   The text used in this course was:
              the primary source of course information
              a good complement to overall course material
              referenced occasionally
              required but rarely, if ever, used
              No Opinion / Not Applicable

16   Technology associated with class instruction enhanced the learning process.
              Strongly Agree
              Agree
              Disagree
              Strongly Disagree
              No Opinion / Not Applicable

17   Examinations / Quizzes / Other Assessments were administered with appropriate frequency.
              Strongly Agree
              Agree
              Disagree
              Strongly Disagree
              No Opinion / Not Applicable

The Faculty Evaluation System

Student-reported variables

18   The amount of time spent each week preparing for class

19   The final grade expected

The Faculty Evaluation System

Advisor Survey

Is the advisor identified on this survey your current advisor? If no, please write your correct advisor's name here.

1. *My advisor provides advisement information prior to giving me my resigtration PIN.*

2. *My advisor helps me select courses suitable for my career goals and interests.*

3. *My advisor is available to listen to my concerns affecting my academic success.*

4. *Overall, I am satisfied with the advising that I have received at Gardner-Webb University.*

5. *I have the knowledge and skill to electronically retrieve my degree evaluation as well as understand the report.*

6. *I received university policy information either through an advising session or classroom instruction (i.e. withdrawing from a course, dropping or adding a course, academic appeals, and attendance).*

7. *I have been informed of services provided by the University (i.e. peer tutoring, math, and the Writing Center, Honors, NOEL Program, etc.)*

8. *I have declared a major.*

7/18

The Faculty Evaluation System

Compensation Plan for Faculty

The determination of salaries and annual increases for all employees, corporately and individually, is the responsibility of the President of the University, as delegated by the Board of Trustees. What follows is a set of proposed, non-binding guidelines to assist in the determination of annual increases.

1. **Basic Premise**

   The guidelines attempt to achieve 3 goals:

   a. Communicate clearly to faculty the process and criteria by which decisions regarding changes in annual salary are made.
   b. Create a system which rewards exemplary service by linking the system of faculty promotion to additional compensation.
   c. Create a system which is widely perceived by faculty to be objectively administrated without perception of bias.

2. **Annual Salary Increases**

   a. Each year the Board of Trustees will determine an amount to be designated within the following year's budget for faculty salary increases. The President will determine a standard percentage increase which will apply to most faculty, with exceptions as noted below.

   b. When a faculty member is *promoted* in rank (e.g., Instructor to Assistant Professor, Assistant Professor to Associate, etc.) an increase in base salary beyond the standard increase is appropriate.

   c. Occasionally situations will arise in which there is need for a *salary adjustment*. While reasons for such an adjustment will vary, the most likely include the following:
      i. The salary is discovered to be inconsistent with salary amounts received by other faculty members with similar credentials and years of experience working in the same field of expertise;
      ii. The duties of the faculty member have changed.

   d. Additional exceptions to the salary increase schedule are possible in certain extraordinary circumstances:

      i. In recognition of exceptional achievement beyond the high expectations of excellence in the professoriate, the University may elect to bestow a salary increase above and beyond the standard increase. (Note: Typically, *merit increases* of this type will be channeled through the promotion system. The exception allows the University to recognize exceptional service or performance when the faculty

The Faculty Evaluation System
member has achieved terminal rank or is several years away from promotion.)

ii. The award of any salary increase assumes that the faculty member is upholding the values, mission, and goals of Gardner-Webb University in a satisfactory manner in work and conduct. The University reserves the right to utilize salary adjustments as a corrective incentive in cases where a faculty member's performance in any relevant area remains at an unsatisfactory level after the usual means of remediation have been attempted.

11/09

Attendance of Administrators at Departmental Meetings

Administrators who hold faculty appointments are not expected to attend departmental meetings unless invited to do so. Generally speaking, they do not vote, unless, by departmental action, they are invited to do so.

8/97;7/18

A.   Goals of Library

The primary goal of the library faculty and staff shall be to provide the highest quality resources and the very best services to enhance and supplement the teaching/learning process of Gardner-Webb University.

B.   Professional Librarians and Faculty Rank

Librarians have an integral role in the educational process just as do teaching faculty. Consequently, professional librarians hold faculty rank commensurate with credentials and experiences, and are voting members of the faculty.

Initial appointment to faculty rank and consideration for promotion follow the same procedures and guidelines as for teaching faculty. In consideration for promotion in rank, years of full-time experience as a professional librarian at the college level are equal to years of full-time, college-level teaching for teaching faculty members.

Tenure applies only to teaching faculty.

The University statement of academic freedom (I-5) applies to librarians just as to teaching faculty.

Salary for library faculty is commensurate with rank, qualifications, experience and performance just as for teaching faculty. Consideration for salary increases is based on the same criteria as for teaching faculty.

C.   Qualifications and Duties

All professional librarians (the library faculty) shall have a graduate degree from a school accredited by the American Library Association or, if the professional is a specialist in a particular field such as non-print media, another appropriate graduate degree.

All librarians shall be responsible for duties appropriate to their education and experience, shall keep themselves well informed about developments in their field of specialization and about computer and information technology and its relationship to their area of expertise.

D.   Library Organization and Administration

Library faculty shall be organized as a separate academic unit in the same manner as other academic departments. The library faculty members are responsible to the Dean of Libraries in the same manner that a teaching faculty member is responsible to the Dean/Department Chair. They serve on university and faculty committees in

developing the changing instructional programs and educational purpose and philosophy of the institution.

The library faculty attends faculty and committee meetings, ever mindful that the need to provide service to library users is the first and foremost goal of each professional.

Library policies are developed by the library faculty with input from faculty, students, and the Faculty Development and Improvement of Instruction Committee and the Library Committee.

E.   Hours

Because of the nature of the position, library faculty work irregular schedules. Every attempt is made to have the services of a professional librarian available at all hours which the library is open.

As professionals, the members of the library faculty are expected to maintain sufficient hours for completion of their duties, but not less than 40 hours per week.

6/05, 7/10

Faculty Sabbatical

Gardner-Webb University provides support for a maximum of four sabbatical leaves per academic year to include graduate and/or undergraduate faculty. When possible, there should be equal distribution between the granting of graduate and undergraduate faculty sabbatical requests. A sabbatical leave shall cover the sixteen-week academic term in either the fall or spring semesters at full faculty salary and full benefits, or a sabbatical leave shall cover both sixteen-week academic terms in the fall and spring semesters of the same academic year at one-half faculty salary and full benefits. The Faculty Development and Improvement of Instruction Committee (FDIIC) will issue a call for proposals at the beginning of each fall semester. Sabbatical proposals must be received by the Chair of the FDIIC by no later than 5:00 p.m. on the second Wednesday in October. Faculty can apply for a sabbatical that will take place in the next academic year or following academic year to allow the applicant adequate time to secure outside funding opportunities to assist in the accomplishment of the proposed project.

<div align="right">7/10</div>

A. Eligibility

1. Sabbatical leave is available to full-time faculty of Gardner-Webb University. Applicants need to have completed five (5) years of full-time faculty service at Gardner-Webb University before the sabbatical begins. Faculty are eligible for subsequent sabbaticals provided five (5) additional years of full-time faculty service (following the earlier sabbatical) are completed before each additional sabbatical begins. Mini-sabbaticals do not count against a faculty member's five-year interval between another full sabbatical.

2. The applicant's Dean/Department Chair must be willing and able to accommodate the request for faculty leave.

3. Faculty from the same department may concurrently apply for sabbatical leave within the same academic year. Ideally no more than one recipient from the same school/department may be on sabbatical leave during any given semester.

4. When applications are of equal quality, the preference will be given as follows:

    a) First time recipient over a second time recipient
    b) Faculty rank (Professor, Associate Professor, Assistant Professor, Instructor)
    c) Tenure will not be a factor in showing preference based on II-1, page 2.

<div align="right">7/10</div>

B. Ground Rules

1. The sabbatical is designed for renewal involving specific professional development activity or activities. The sabbatical should be directly linked to a public outcome (e.g. a scholarly paper, a lecture series, a performance, an exhibit, etc.) which is appropriate to the discipline for which the sabbatical is granted. Examples of approved sabbatical proposals include:

    a) Write a book.
    b) Contribute a chapter or chapters in book.
    c) Write one or more scholarly articles
    d) Provide an exhibition of visual or performance art.
    e) Deliver a series of lectures.

    7/08, 7/10

2. Recipients of sabbatical leave will be eligible for faculty development funds for the semester(s) in which the leave occurs.

3. While the university recognizes that faculty members may have duties apart from the university community, the sabbatical is designed to be a time when distractions are removed. Many faculty members supplement their income by teaching overloads. Applicants must be open about duties outside of the university and can petition to teach up to one course during the sabbatical to lessen the financial impact of the sabbatical leave. The applicant has the responsibility to demonstrate to the FDIIC and to administration how the non-university duties will not keep the faculty member from achieving the sabbatical goals.

    7/10

4. The recipient will be expected to report the results of the sabbatical in an appropriate manner within the next academic year. The FDIIC will contact the recipient and establish the forum for the formal presentation of the sabbatical report.

    7/10

5. Following the sabbatical leave, the recipient will provide a brief written report to the Provost's office that will be used to gain helpful information that can enhance the sabbatical experience for faculty. The report should be about two pages or 500 words and include the following:
    a) A summary of the sabbatical proposal
    b) A brief report on the achievement of the sabbatical goals
    c) An evaluation of the sabbatical process
    d) Suggestions for enhancing sabbatical leaves

    7/10

6. The recipient of a sabbatical is expected to remain in service to Gardner-Webb for at least two years following a sabbatical leave. If the recipient is unable to complete the two years of the post-sabbatical service, the individual and the administration will negotiate a resolution.

7. Should the recipient of a sabbatical be unable to take advantage of an awarded sabbatical during the year for which it was approved, approval for that sabbatical will not be carried over into the next academic year. He/She is invited to resubmit a proposal for the FDIIC to consider for the next year.

2/09

C. Proposal Format

The sabbatical proposal must be a well-developed professional document that is neatly prepared and organized. While there is no specified page length for the proposal, candidates must organize the document according to the prescribed format presented below:

1. Name, department, years of teaching service at G.W.U., and tenure status
2. Academic year and semester(s) of preference for sabbatical leave
3. A brief description or overview of the proposed project
4. The goals of the proposed project
5. The methods and activities by which the goals are to be achieved
6. The plan for evaluating and reporting results of the sabbatical to colleagues
7. A letter from the applicant's immediate academic supervisor (i.e. Dean/ Department Chair/ or appropriate Associate Provost) indicating the ability to accommodate sabbatical leave

The most successful proposals tend to be very detailed. They often include a description of the way the project contributes to, challenges, or extends existing scholarship in the applicant's area of expertise.

7/10

D. Evaluation

1. The FDIIC reserves the right to reject proposals that do not conform to the proposal format outlined above.

2. The FDIIC will evaluate proposals on each of the following five criteria:

   a. Organization, clarity, and thoroughness of the proposal
   b. Scholarly impact (Publishability or Public Outcome)
   c. Communication of goals
   d. Innovation and creativity

3. The FDIIC will present its summary recommendations to the Provost, who will consult with the appropriate Associate Provosts.

4. The committee's recommendations are subject to final approval by the Provost and the President.

5. The Provost will inform the applicant of the decision on the sabbatical request following the February trustee meeting and prior to any public announcement on the granting of the sabbatical.

6. Sabbatical proposals and reports maintained on file in the Provost's office will be made available upon request to any member of the faculty who would like to view them as a resource for planning their own sabbatical project. Faculty who would prefer that a proposal or report be maintained confidentially should make that request to the Provost in writing.

<div align="right">6/05; 7/10</div>

Mini-Sabbatical

Gardner-Webb University also provides support for mini-sabbatical leaves during the academic year to include graduate and/or undergraduate faculty. When possible, there should be equal distribution between the granting of graduate and undergraduate faculty mini-sabbatical requests. The Faculty Development and Improvement of Instruction Committee (FDIIC) will issue a call for proposals at the beginning of each fall semester. Mini-sabbatical proposals must be received by the Chair of the FDIIC by no later than 5:00 p.m. on the second Wednesday in October.

A. Eligibility
   1. Mini-sabbatical leave – up to a two course reduction (i.e. 6-8 hours) in one semester or over two semesters – is available to full-time faculty of Gardner-Webb University. Applicants need to have completed three (3) years of full-time faculty service at Gardner-Webb University before the mini-sabbatical begins.

<div align="right">7/15</div>

   2. The applicant's Dean/Department Chair must be willing and able to accommodate the request for faculty leave.
   3. Faculty from the same department may concurrently apply for mini-sabbatical leave within the same academic year. Ideally no more than one recipient from the same school/department may be on mini-sabbatical leave during any given semester.
   4. When applications are of equal quality, the preference will be given as follows:
      a) First time recipient over a second time recipient
      b) Faculty rank (Professor, Associate Professor, Assistant Professor, Instructor)

       c) Tenure will not be a factor in showing preference based on II-1

B.   Ground Rules

1. The mini-sabbatical is designed for renewal involving specific professional development activity or activities or for beginning the process of research or writing for a professional activity or activities. Examples of approved mini-sabbatical proposals include:
   - a) Begin research for or begin writing of a book or continue work on a book in progress.
   - b) Contribute a chapter or chapters in book.
   - c) Write one or more scholarly articles.
   - d) Provide an exhibition of visual or performance art.
   - e) Deliver a series of lectures.
   - f) Complete a requirement for a doctorate degree (dissertation, comprehensive exams).
   - g) Complete a course proposal or design a syllabus for an approved course.
   - h) Write a grant proposal of sabbatical proposal.
   - i) Work on a Scholarship of Teaching and Learning project.

2. Recipients of mini-sabbatical leave will be eligible for faculty development funds for the semester(s) in which the leave occurs.

3. The recipient will be expected to report the results of the mini-sabbatical in an appropriate manner within the next academic year. The FDIIC will contact the recipient and establish the venue for the formal presentation of the mini-sabbatical report.

4. Following the mini-sabbatical leave, the recipient will provide a brief written report to the Provost's office that will be used to gain helpful information that can enhance the mini-sabbatical experience for faculty. The report should be about two pages or 500 words and include the following:
   - a) A summary of the mini-sabbatical proposal
   - b) A brief report on the achievement of the mini-sabbatical goals
   - c) An evaluation of the mini-sabbatical process
   - d) Suggestions for enhancing mini-sabbatical leaves

5. The recipient of a mini-sabbatical is expected to remain in service to Gardner-Webb for at least one year following a mini-sabbatical leave. If the recipient is unable to complete the one year of the post-mini-sabbatical service, the individual and the administration will negotiate a resolution.

6. Should the recipient of a mini-sabbatical be unable to take advantage of an awarded mini-sabbatical during the year for which it was approved, approval for that mini-sabbatical will not be carried over into the next academic year. He/She is invited to resubmit a proposal for the FDIIC to consider for the next year.

7. A mini-sabbatical precludes the possibility of an overload during the same semester.

C.   Proposed Format

The mini-sabbatical proposal must be a well-developed professional document that is neatly prepared and organized. While there is no specified page length for the proposal, candidates must organize the document according to the prescribed format presented below:

1. Name, department/school, years of teaching service at GWU, and rank
2. Academic year and semester(s) of preference for mini-sabbatical leave
3. A brief description or overview of the proposed project
4. The goals of the proposed project
5. The methods and activities by which the goals are to be achieved
6. The plan for evaluating and reporting results of the mini-sabbatical to colleagues
7. A letter from the applicant's immediate academic supervisor (i.e. Dean/Department Chair/or appropriate Associate Provost) indicating the ability to accommodate mini-sabbatical leave

D.   Evaluation

1. The FDIIC reserves the right to reject proposals that do not conform to the proposal format outline above.
2. The FDIIC will evaluate proposals on each of the following five criteria:
    a)   Organization, clarity, and thoroughness of the proposal
    b)   Scholarship or service
    c)   Communication of goals
    d)   Innovation and creativity

3. The committee's recommendations are subject to final approval by the Provost and the President.
4. The Provost will inform the applicant of the decision on the mini-sabbatical request following the February trustee meeting and prior to any public announcement on the granting of the mini-sabbatical.
5. Mini-Sabbatical proposals and report maintained on file in the Provost's office will be made available upon request to any member of the faculty who would like to view them as a resource for planning their own mini-sabbatical project. Faculty who would prefer that a proposal or report be maintained confidentially should make that request to the Provost in writing.

04/11, 10/14

Leave of Absence

Faculty members may request an unpaid leave of absence for a specific length of time to be determined in advance, but not to exceed two years. The request must have the approval of the Department Chair and be considered by the appropriate Associate Provost and the Provost and Executive Vice President.

Factors which determine approval of the leave of absence include but are not limited to the following:

A. Contract status

B. Sufficient notice so as to be able to secure adequate replacement

C. Purpose of leave

The conditions inherent in granting a leave of absence are as follows:

A. Upon returning from leave, the faculty member will be entitled to any across-the-board salary increases as may have been granted during the period of the absence.

B. Merit raises will not be factored for faculty members except in instances determined by the appropriate Associate Provost and the Provost and Executive Vice President.

C. Faculty on leave of absence who decide to resign should immediately notify the university in writing of the intention to resign.

D. Upon returning from leave, the faculty member is guaranteed a faculty position, but not necessarily the specific teaching assignment previously held. Every effort will be made to accommodate the faculty member to assignments in the area of academic preparation.

E. Unpaid leaves of absence are not computed as length of service, salary merit increases, probation fulfillment, or promotion purposes.

F. Exceptions to the policies stated above may be negotiated by the Provost and Executive Vice President.

6/05

Notice of Resignation

Professional courtesy dictates that a faculty member who decides to resign an appointment should give the University as much notice as the University is pledged to give to the faculty member. Therefore, it is expected that all continuing-contract faculty members who intend to resign at the end of the contract year will provide a written resignation to the appropriate Associate Provost, with a copy to the Provost, as soon as the decision is made.

Immediately upon completion of the academic term, the resigning faculty member must also submit to the appropriate Chair or Dean the following:

a. Grade books, grade sheets or electronic records of all grades and attendance for all courses taught while employed by the University.
b. Student papers, exams, assignments, etc., that were for whatever reason not returned to students
c. Thorough information on any pending "incompletes" granted to students, including the name of a colleague who has agreed to provide oversight of the "incomplete"
d. Current and past Advisee folders
e. Personnel Clearance Form

Members of the faculty who terminate employment with the University must also arrange an exit interview with the Director of Human Resources, as is the case for all University employees.

7/07; 7/10;8/16

Conflict of Interest

With the exception of the "Outside Employment and Commitments" policy (Section II-7), faculty members are subject to the "Conflict of Interest Policy" set forth in Section 2.4 of the *Personnel Policy Manual*.

9/20

III. FACULTY RESPONSIBILITIES

9/05, 8/10; 7/15,6/16;8/17;4/18

A. Teaching

The primary mission of Gardner-Webb University is teaching students in the context of a liberal arts curriculum. Gardner-Webb faculty members should demonstrate a passion towards student learning and sharing the knowledge of their academic discipline.

1. **Filing Syllabi:** Syllabi for all courses must be filed with the Dean/Department Chair at the beginning of each semester and submitted to the Office of the Associate Provosts upon request.

2. **Instructional Preparedness:** Faculty members should prepare adequately for each class. Demonstrating knowledge of best practices and the willingness to experiment with various teaching strategies are hallmarks of good teaching. Use of various instructional technologies and assessment strategies are encouraged.

3. **Class time:** It is an expectation that faculty members utilize every class meeting to its fullest potential. With the exceptions of illness, emergencies, approved professional development travel, and University closings it is expected that the professor will be present and on time for all scheduled class sessions. Faculty should inform their Dean/Chair as early as possible of any unavoidable conflict.

4. **Assessments:** Clear and meaningful assessments should support student learning outcomes and students' understanding of subject matter.

5. **Grading Policy:** The faculty member's assessment policies for course assignments and learning activities should be clearly articulated and appropriate for the target population. Execution of those plans should represent fair and valid measurements of student learning at appropriate levels.

6. **Faculty Conduct:** All faculty members bear responsibility for mentoring students. This responsibility requires at a minimum (1) being accessible to students during stated office hours and by way of email, chat, video conference, and/or telephone; (2) consistently treating students in a professionally ethical and courteous manner; and (3) providing encouragement and guidance to students in their learning, vocational interests, and related areas.

7. **Academic Policies:** Faculty members are expected to be familiar with all academic policies in the current Academic Catalog. Additional publications for which the faculty member should be aware include School/Department Handbooks, the GWU Faculty Handbook, and the GWU Policies and Procedures Manual.

8. **Attendance:** Regular class attendance is an important student obligation. Students

are responsible for all course work conducted in class meetings and are required by University policy to attend a minimum of 75% of the scheduled class meetings. Failure to meet this attendance requirement will result in a grade of @F in the course. In face-to-face classes, attendance is counted from the first scheduled meeting. In online classes, attendance begins with the student's completion of the Enrollment Verification Activity or first required course activity or assessment, whichever comes first. Furthermore, it is the prerogative of the professor to set a more stringent class attendance policy. The professor will clearly state in the syllabus the attendance policies which will govern the class. Students are responsible for knowing the number of absences that they accumulate.

In online classes, attendance satisfying the 75% requirement as defined by the instructor, measured by the documented participation in the class on the part of the student, e.g., a minimum of one activity per week that demonstrates attendance such as submitting an assignment, attending a webinar, or participating in a discussion board (logging into a course in Blackboard does not constitute participation or attendance in the class). As in face-to-face classes, the professor in an online class may stipulate a more stringent attendance policy in the syllabus.

9. **Academic Reporting:** Faculty are required to comply with early warning reports, athletic reporting, roll verification, roll verification with the enrollment verification activity (EVA) for online courses, and timely submission of grades at the conclusion of each term.

10. **Institutional Policies:** All course and university policies should be exercised with consistency and fairness.

11. **Academic Integrity:** As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects students to develop and display academic integrity. Faculty members are expected to be familiar with and to base their actions upon the responsibilities found in the Policy of Academic Honesty as stated in the Academic Catalog.

12. **Final Exams:** A final comprehensive assessment is required for each course taught, in accordance with academic program guidelines, and it is to be given as scheduled by the Registrar's office during exam week, except in unusual cases. A copy of the final assessment product is to be filed with the Dean/Department Chair and delivered to the Office of the Associate Provosts upon request.

13. **Register of grades:** An accurate, up-to-date register of all grades for each course taught showing attendance, assessment grades, weights, written assignments, final exam grades, and final grade for all students must be maintained at all times by all faculty. Faculty are encouraged to download a preservation copy of gradebooks that are hosted on a learning management system or third party tool/software. Faculty are

expected to submit all final grades to the Registrar's office on or before the published deadline. A responsible party (typically the Chair or Dean) should have access to each faculty member's grades in case of emergency during a semester in progress. This is an extremely confidential register of information and should be kept indefinitely by all faculty. There is no statute of limitations on these records.

14. **Course Syllabus Requirements:** Course syllabi should provide all information that a student needs throughout a course. The following required components of the course syllabus are aligned with the Quality Matters Higher Education Rubric (2014), the goals of which are to assure quality in course design and continuous improvement in education. To review the full set of Quality Matters (QM) standards, contact the Center for Teaching and Excellence in Learning (CETL).

    MarylandOnline. (2014). *Quality Matters Higher Education Rubric* (5th ed.). Maryland Online, Inc.

Components of Course Syllabi

Course Overview and Introduction
- Students are informed regarding the purpose/description of the course, course title, number, credit hours, classroom location and hours, and prerequisites for the course.
- Instructors include their name, office location, office hours, phone number, and email address.
- Students are provided with a course calendar that includes due dates for exams, assessments, activities, and readings.
- Course and University policies are clearly stated or links to those polices are provided. This includes, but is not limited, to: academic honesty and plagiarism, attendance, late arrival to class, unsubmitted or late assignment submissions, missed exams, final exams, lab safety rules, and emergency evacuation policies (if applicable).
- Prerequisite knowledge, minimum technology, and technology skill requirements for participating in the course are clearly stated.

    Aligns with QM Standards 1.2, 1.3., 1.4, 1.5, 1.6, 1.7

Student Learning Outcomes

- Student learning outcomes should be measurable, appropriate to the level of the course, clearly written, and written from the perspective of the learner.
- The relationship between student learning outcomes and course assessments/activities should be clearly aligned.

    Aligns with QM Standards 2.1, 2.3, 2.4, 2.5

Assessment

- Student learning outcomes and the measurement of those outcomes are identified and aligned with course activities, assignments, products, exams, performances, projects, etc.
- Policies for grading and evaluation of assessments and activities are clearly stated and descriptive.
- Students should be informed of how various assessments will be weighted and how grades in the course will be calculated.

   Aligns with QM Standards 3.1, 3.2, 3.3

Instructional Materials

- Instructional materials used in the course should be appropriately cited.
- Instructional materials used in the course should be current and/or appropriate to the discipline.
- The distinction between required and optional instructional materials should be clearly defined.

   Aligns with QM Standards 4.3, 4.4, 4.6

Course Activities and Learner Interaction

- The instructor's plan and time frame for responding to students and providing assignment/assessment feedback is clearly stated.
- Requirements and expectations for student interaction and participation inside and outside the classroom/online classroom are clearly stated.

   Aligns with QM Standards 5.3, 5.4

Learner Support

- Instructors include information, links, and contact information to Gardner-Webb's academic and student support services. This includes LEAP (TUG), Smarthinking (DCP), Writing Center, Noel Center for Disability Resources, and the Library.
- Syllabi for all courses must contain the following statement from the Noel Program for Students with Disabilities:

If your learning or participation in this class might be affected in anyway by a disability recognized under the Americans with Disabilities Act and its amendments, you will need to do the following:

- Register with the Noel Center for Disability Resources at 704-406-4270 or email disabilityservices@gardner-webb.edu ; and
- Discuss your situation with me (your instructor) so I can work with you and the Noel Center to arrange necessary accommodations.

Aligns with QM Standards 7.2, 7.3

04/16

B. Policy and Protocol For Accessibility Of Multimedia Material

Gardner-Webb University is committed to providing reasonable accommodations so that students with appropriately and properly documented disabilities can have access to educational opportunities. As part of that commitment, any and all audiovisual media used during, with, or in support of classes, including supplemental instruction and "extra credit" assignments, must be made accessible to every student enrolled in the class who has a hearing impairment and has been properly documented through The Noel Center for Disability Resources.

In rare and exceptional cases, faculty members may use inaccessible audiovisual media in a class in which a student with a hearing impairment is enrolled only if the faculty member has consulted the Associate Dean of The Noel Center for assistance in the matter and received the written approval of the Associate Provost or Dean of his/ her department or school. Approval may be granted only when presentation of the material in an inaccessible format is critical to the scholarly value of the class and that critical need is documented prior to the first class session.

There are several options faculty members can use to ensure audiovisual materials are accessible to students with hearing impairments.

Option 1: Purchase Audiovisual Materials Containing Captioning

Each department and school will need to review the format of all videos and determine whether the material is accessible. Academic departments and schools will have the fiscal responsibility to cover all related purchasing and captioning expenses unless otherwise arranged with his/her Associate Provost.

*If this option cannot be achieved; then move to **option 2**.*

Option 2: Request to Borrow Captioned Audiovisual Materials through Inter-library Loan Program or Free Loan of Captioned Material

Exchange of a captioned audiovisual work may be accomplished through an established "loan" program. Most library and learning resource centers cooperate with other library systems, and have entered into inter-library loan program agreements. Consultation with the university librarian would be useful to identify the procedures and process already in existence on campus.

*If Option 2 cannot be achieved, then move to **option 3**.*

Option 3: Obtain Permission to Caption Audiovisual Materials

If a closed-captioned version of the needed video is unavailable from the publisher, the next best option is to request permission from the copyright owner to caption the video. It is important that you obtain written permission to caption the video. You should not interpret a lack of response from the copyright holder as permission to caption. Academic departments and schools will have the fiscal responsibility to cover all related captioning expenses.

*If Option 3 cannot be achieved, then move to **Option 4**.*

Option 4: Provide an Alternate Selection of Instructional Material

The copyright holder may be unavailable, unknown, or unwilling to provide permission to caption. Under these circumstances, you must select an alternate video, as long as it is captioned, for use by all students.

7/15

C. Assigned Faculty Responsibilities

The Associate Provosts are responsible for distribution of faculty assignments. In addition to regular instructional work, assignments for a full-time faculty member will include: assistance in department/university committee work; moderating student activities; preparation of syllabi; keeping office hours and making other provisions for conferences with students; service as faculty advisor for specified students; and registration duties.

In addition to the regular instructional work, part-time faculty members and adjunct faculty are expected to prepare course syllabi, provide conferences for students, and participate in university/department meetings as appropriate.

The University reserves the right to cancel any course for which there is insufficient enrollment and to reassign a faculty member to other courses or duties related to the faculty member's training.

6/05, 7/10

D. Attendance

Full-time members of the faculty may be required to report to campus one week before the opening of each term, and remain until one week after Commencement. They are expected to use the time in professional improvement and preparation, or assisting with registration and student orientation and counseling.

1. General faculty meetings are held on the last Friday afternoon of each month, unless otherwise announced. All faculty members are required to attend these meetings unless, because of an emergency, they are excused by the appropriate Chair or Dean before the hour of the meeting.

2. All full-time faculty members are required to be present at departmental meetings and special meetings which may be called by the administration. Full-time faculty members are required to be present at convocations, and commencements and are encouraged to be present for other traditional university functions such as Family Weekend and Homecoming.

10/14

3. Faculty members are required to attend all meetings of committees on which they hold membership.

6/07

4. Attendance at Dimensions Programs is encouraged.

5. If for some reason a faculty member must be absent from a class, he or she should inform the Dean/Department Chair of provisions made for the class. The Registrar should be notified whenever a situation necessitates a permanent change in time or place of a class, or its cancellation.

E. Faculty Offices and Office Hours

1. Faculty offices are assigned by the Provost. If a faculty member desires to change offices, an Office Move form must be submitted and approved before any relocation occurs. Office keys are obtained from and turned in to the Assistant Director of Business Services. In the event that keys are lost or stolen, the Assistant Director of Business Services must be notified. Requests for minor repairs should be made through a Work Order (available on Webb Connect) to the Physical Plant. Requests for additional office furniture,

computer technology or major renovations should be made of the Dean/Department Chair who will submit an Office Improvement/Furniture Request form to the appropriate Associate Provost. Any purchases of computer technology to be made with departmental/school funds must have the approval of Technology Services.

7/18

2.   Each full-time faculty member is required to maintain a minimum of ten office hours per week scheduled throughout the week and distributed so that students may be able to make convenient appointments. As soon as the semester schedule is arranged, faculty members are expected to file a copy of their daily schedule with their Dean or Chair. Office hours and class schedule should be indicated.

6/07, 10/14:10/19

F. Academic Processions

Academic processions are held at the time of Commencement Exercises and on other occasions. All administrators and full-time faculty are required to participate in academic processions in appropriate academic regalia. Part-time faculty are invited to participate. Faculty members are responsible for obtaining academic regalia.

6/05

G. Appearance Standards

Employee appearance is important to the overall image of the University. Employees are expected to maintain a neat, clean, professional appearance (which includes proper hygiene) that is appropriate for the respective work areas. Employees may be warned or sent home to change if their appearance is inappropriate as determined by the supervisor. Such time away from work will be charged to the employees' annual leave.

H. Institutional Review Board Policy

Faculty must report to the Institutional Review Board (IRB) research involving human subjects. See Section I-6 - Faculty Constitution, Section IV Special Committees, H. Institutional Review Board.

6/07

I. University Required Student Absences

When a student is required to be absent from class because of a required university sponsored function, the faculty member will afford the student the opportunity to fulfill

required academic obligations without academic penalty, as long as the student has provided reasonable advance notice and has not violated the university's class attendance policy.

A. Responsibilities

The University considers the academic advising and mentoring of students to be a key component of successful academic outcomes. Faculty advisors are responsible for keeping abreast of (1) graduation requirements, (2) major and minor requirements, (3) curriculum changes, (4) navigation and access to student records via Webb Connect; (5) advisor training offered by the Academic Advising Center; (6) avenues of referral relevant to student success and retention such as counseling concerns, financial issues, academic support services and excessive absences; and (7) policies relating to registration, grading, etc. Advising is critical. It is important that advisors endeavor to see each advisee at least twice each semester.

While the above responsibilities describe procedural elements of advising, academic advising and mentoring is much more than simply assisting with class schedules. Academic advising and mentoring is a host of encounters both in and out of the classroom that develop the academic success of students. Perhaps the most basic activity in successful academic mentoring is the relationship built with the student. This relationship involves being available to students both in person and via email and having the insight and ability to initiate deeper discussion about their university-wide academic experience. The following activities may suggest ways to develop this mentoring relationship such as: (1) getting to know students as individuals with respect to their background, academic, and career goals; (2) attending and supporting their extracurricular activities; (3) providing appropriate encouragement in their successes and challenges; and (4) assisting their career interests by discussing necessary basic skills in their career, opportunities within the major, and contact information for both the job market and graduate school.

Topics to explore with students in the mentoring relationship would include (1) background information (home, family, strengths, weaknesses, and interests), (2) ways to assist students (major, time management skills, demands on students, factors influencing class schedules, questions about graduation requirements), and (3) their future plans (long-term and short-term goals, gaining valuable and practical experiences, assistance in job market and/or graduate school). Sample questions can be found in the Academic Advising Manual.

6/09

B. Assignment of Advisors

1. Members of the faculty, along with members of the Academic Advising Center, serve as academic advisors to assist students in curriculum planning and to utilize available campus resources for academic success. Many faculty members are asked to advise both first-year and upper-class students in the traditional undergraduate program who have declared majors. Some faculty members are asked to assist the Academic Advising Center in advising students who have not declared their majors. Some faculty members are also asked to advise graduate students. Graduate student advisees are assigned to advisors within the appropriate graduate school rather than by the Academic Advising Center. However, the procedure for advising and registering of graduate student advisees is similar to that for traditional undergraduate advisees, described in D. below.

2. Declaration of Major/Minor forms are not processed until first-year students have completed University 101 or 111. Some exceptions exist such as accepted nursing majors and music majors. Once a student has declared a major following the completion of University 101 or 111, the Academic Advising Center will request a major advisor from the student's declared major department.

3. Transfer students in the traditional undergraduate program who have not declared a major will be under the advisement of the Academic Advising Center. Transfer students in the traditional undergraduate program who have declared a major are assigned advisors after consultation with the appropriate Dean/Department Chair.

6/09

C. Change of Advisors (This section applies to the traditional undergraduate program only)

1. If a change of advisor and/or major is desired, the student secures a form from either the advisor or the Academic Advising Center.

2. The student completes the form and turns it in to the Academic Advising Center for processing.

3. The Academic Advising Center will then enter the form into the system and, depending on the school or department, either assign a new adviser or obtain the new advisor's name from the appropriate Dean/Chair.

4. The new advisor of an advisee will be notified either through the Academic Advising Center or through the appropriate Dean/Chair. The student may access new advisor information via Webb Connect.

5. The Academic Advising Center will secure the advising folder from the previous advisor and route it to the new advisor.

06/09

D. Advising Session and Registration Process

1. Prior to and during each registration period the faculty advisor should be available to discuss with advisees their selection of courses. Faculty advisors may begin to advise students at any time prior to the time of registration. In fact, faculty advisors are encouraged to have advised students prior to the first day of available student registration. After advising the student, the faculty member is authorized to give the student a registration PIN (Personal Identification Number). Registration PINs are not to be given to a student unless the student has been advised by the advisor. For example, registration PINs are not to be given over the phone or through e-mail unless advisement has occurred. Once the student has received advisement and received the registration PIN, the student may register him/herself.

2. It is recommended that during the advising session advisors secure a signature from the advisee on suggestions made for course selections. The suggestions signed by the student should be placed in the advising folder. The advisor should also generate a current degree evaluation to determine the student's status regarding completion of major, minor and core course requirements. It is recommended that a copy of the degree evaluation should be given to the student and one copy should be signed by the student and placed in his/her folder. The advisee's folder should be kept by the advisor as long as he or she is advising the student. In the event an advisor reassignment becomes necessary in the traditional undergraduate program, the Academic Advising Center will notify the advisor to forward the folder to the Academic Advising Center. The Academic Advising Center will be responsible for routing the folder to the new advisor. In a graduate program, a reassignment of advisor is handled through the office of the appropriate graduate school. In the DCP, a reassignment of advisor is handled through the Coordinator of DCP Academic Advising.

3. By accessing Webb Connect, each faculty advisor has the ability to access his/her list of advisees along with advisee information (e-mail addresses, registration PINs, transcript, degree evaluations, grade information, current class schedule, and hours of enrollment). Instructions on how to access this information can be found in the Advising Manual and from the Academic Advising Center.

6/09

E. Course Changes and Withdrawals

1. The drop/add period during the regular academic semester is one week from the beginning of classes. For summer terms the drop/add period is the day class begins in a five-week term and one week after the first day of class in a ten-week term. Specific dates are published on the Academic Calendar located on the Registrar's web page.

2. A student wishing to withdraw from a class or completely from school after the drop/add period is over will need to go the registrar services website and complete the withdrawal form and submit the form online. Advisors do not have the accessibility to withdraw a student from courses. Advisors should refer to information as stated above when answering questions with regard to course withdrawals. Course or complete withdrawals are not official until they have been processed by the registrar. E-mail notifications are sent to the student, the advisor and the professor(s) of the course once the withdrawal has been processed.

10/14

Substantive Change Policy

Substantive change is a federal term for any "significant modification of the nature and scope of an accredited institution." Gardner-Webb University's regional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), is required by the federal government to monitor compliance with the substantive change policy and to approve any major changes. Gardner-Webb's responsibility is:

   • to notify SACSCOC of substantive changes in a timely manner, and
   • in many cases to seek SACSCOC approval up to six months before implementing the change.

The types of substantive change and the procedures for addressing them may be found in the Commission's policy on substantive change.

Substantive changes occur at different levels of the University. In general, the University must notify SACSCOC or obtain approval before the change can be implemented. The following is a list of the types of changes that will likely require communication with SACSCOC:

1. Adding programs at a different degree or credential level than currently approved;
2. Adding new programs, majors or minors that represent a significant departure from current practice;
3. Initiating certificate programs at any location;
4. Initiating a collaborative academic arrangement, such as a joint or dual degree program with another institution;
5. Increasing the length of a program significantly;
6. Adding a new campus site; and
7. Closing a program.

The above list is representative of the types of changes that require notification or approval, but is not exhaustive. For a complete list, visit the SACSCOC website at www.sacscoc.org.

A School or Department that is considering a substantive change should contact the Office of the Provost for information on accreditation compliance. If a prospectus is required, it is generally the responsibility of the School or Department requesting the change to prepare the document with assistance from the offices of Institutional Effectiveness and Institutional Assessment.

In order to avoid confusion, SACSCOC requests that institutional faculty and staff not contact the Commission directly but rather channel all communication regarding accreditation and substantive change through the institution's Accreditation Liaison. The Accreditation Liaison for Gardner-Webb is the Provost & Executive VP.

Internal Substantive Change Procedure

1. Notifications of substantive change should be reported to the Provost in order to determine whether notification alone, approval, or submission of a prospectus to SACSCOC is required. Communication will typically proceed from Deans or Department chairs through an associate provost, although there is no requirement specifying point of

origin. But no substantive change may be implemented without confirmation from the Provost's office that all necessary approvals are in place.

2. The Provost will determine whether the change has the appropriate authorization of the faculty (e.g., if it is a curriculum change, has the appropriate curriculum committee been involved?). The Provost is responsible for securing approval of the President and reporting the substantive change to the Board of Trustees. In the case of substantive changes that are a significant departure from current practice, Board approval may be required prior to implementation.

Questions regarding internal procedures may be directed to the Office of the Provost.

07/15

A. Department- or school-wide approval must be given to all proposals for changes in course titles, course numbers, course descriptions, or number of credits a course carries; changes in majors' requirements (including number of hours); changes in minors' requirements (including number of hours); new courses and deletion of courses. Such proposals should not be the action of individuals or sub-department groups.

B. Most proposals for curriculum revision should continue from the department or school to the appropriate body, as described below. Exceptions are course or program name changes, course numbering changes, changes in course descriptions that are not so substantial as to result in an essentially new course, and deletions of electives from programs; these do not require further approval but should be communicated to the Undergraduate Curriculum Committee, General Education Committee, DCP and/or Graduate Council (graduate) as information.

04/11; 01/17

1. Responsibility is assigned to the Undergraduate Curriculum Committee to give careful consideration to proposed changes in the undergraduate curriculum.

04/11

a. Proposals for the traditional undergraduate curriculum (new courses as well as courses currently in the University catalog) are submitted to Undergraduate Curriculum Committee after first being approved by the faculty of the applicable department/school.

04/11

b. Proposals in the DCP curriculum, after being approved by the faculty of the applicable department or school, should be submitted to the DCP Council for advice and/or endorsement; The DCP chair will provide a signature on the request for review before the Undergraduate Curriculum Committee acts on the proposal. All proposals for new or substantively modified programs in the DCP should be submitted to the council chairperson no later than two weeks before the scheduled DCP Council meeting.

04/11; 01/17

2. Proposals for graduate-level curriculum revision should be made through the appropriate governing body. Revisions for programs from the School of Graduate Studies should be proposed through Graduate Council after being approved by the program's graduate faculty. Revisions for Divinity School programs should be proposed through the School of Divinity faculty.

10/14

1. Program and course proposals involving content pertinent to more than one department or school should be joint proposals.

2. Any formerly approved major, minor or degree program that has not appeared in the appropriate University catalog for three or more consecutive years should be treated as a new proposal.

3. All proposals submitted to the Undergraduate Curriculum Committee must be accompanied by a completed Curriculum Committee Request for Review form (located

on Webb Connect) and must be submitted to the committee chairperson no later than two weeks before the scheduled Undergraduate Curriculum Committee meeting.

4/11

C. The general faculty must approve, on recommendation of the Undergraduate Curriculum Committee and the General Education Committee at a regularly scheduled faculty meeting, all proposals for new undergraduate majors, minors, or degrees, changes in a program or major that would affect the General Education curriculum of a student in the program or major, and additions in requirements in a major that would cause the number of required hours in the major to exceed 45 hours.

04/11

D. The entire Graduate Faculty must approve all proposals for new graduate programs or degrees at a scheduled graduate faculty meeting and then recommend the proposal to Graduate Council for final approval. General faculty will be informed of these actions.

10/14

E. Proposals for new Teacher Education Programs or changes to existing Teacher Education Programs must be approved by the Teacher Education Committee before submittal to the Undergraduate Curriculum Committee (undergraduate) or Graduate Council (graduate).

04/11

F. New course proposals should be carefully developed and should include the following:

1. Catalog number, title, description and number of semester hours of credit
2. Number of sections anticipated per academic year
3. A statement regarding staffing and/or budget implications
4. A statement justifying the course or changes (rationale and objective)
5. A statement justifying the amount and level of credit hours assigned (regardless of mode of delivery). Justification may be demonstrated in many ways. The following are common examples:
    a. Seat-time for seated classes
    b. Evidence that required reading is commensurate in level and amount with other courses at the same degree level receiving the same credit
    c. Comparison with learning outcomes in similar courses or courses offered at other accredited institutions
    d. Standards of specialized accrediting body, where appropriate
    e. Statement of School/Department's professional judgment that course content is appropriate to level offered (undergraduate, master's, doctoral) and commensurate with the assigned credit

7/15

6. Statement of how the course supports the Gardner-Webb University mission statement (this may be included in the rationale or be a separate statement)
7. Course outline (should include objectives of course, topics to be covered, types of learning activities, ways student learning will be assessed, possible required texts)
8. Bibliography
9. A statement from the Librarian regarding needed library resources
10 Signature of Department Chair whose departments are involved

Gardner-Webb University
New Academic Program Development:
Principles, Priorities, Process, and Incentives

Summary
This document identifies the guiding principles, current priorities, review process, and faculty incentives for all new academic program development. The review includes decentralized and centralized activity to provide for both creativity and consistency in a shared-governance process. Decentralized activity is represented in the open call for new-program concepts and the faculty-review components of the process. Centralized activity is represented by the support and oversight provided by the Associate Provost for Professional and Graduate Studies, as well as the administrative-review components of the process.

Guiding Principles
New academic program development at Gardner-Webb is guided by the following principles.
1) To expand the University's mission "to prepare graduates to make significant contributions for God and humanity in an ever-changing global community"
2) To enhance the profile of the University, provide an excellent educational value to students and graduates, and operate in a positive net-revenue position
3) To enlarge the University's network of partners in business, industry, and education to address evolving market demands
4) To position the University to anticipate and respond to current and future innovations and disruptions in American higher education

Current Priorities
Currently, new program development prioritizes academic programs
1) That are prioritized in the Strategic plan,
2) that build on current strengths (to promote synergy and efficiency), and
3) that are scalable in enrollment (to maximize return on the University's investment).

Review Process
The review process outlined below provides for a 12-month approval timeline under optimal circumstances. Programs requiring significant capital investment (e.g., facility upgrade or construction, equipment purchases and installation), additional faculty, and/or a complex pre-accreditation review process will take longer to review and launch. Wherever possible, the next stage in the review process will begin prior to the close of the previous stage in order to expedite the process. A program that fails to meet a review deadline may, at the discretion of the Provost, continue to be reviewed for launch in a subsequent cycle.

Concept Period
- Individual faculty members and/or Departments/Schools may submit a New Program Concept (see attached form) to the office of the Associate Provost for Professional and Graduate Studies for review at any time.
- Concepts for consideration may also be submitted by a study committee appointed by the Provost or developed by the office of the Associate Provost for Professional and Graduate Studies based on evidence of market demand, an environmental scan, or a unique opportunity.

Concept Analysis and Administrative Review Period

- The Provost in consultation with the President will determine whether the concept shows sufficient evidence of promise to proceed.
- If the concept is approved for further review, the Office of Planning and Institutional Effectiveness will produce a Program Review Matrix containing preliminary feasibility data including Bureau of Labor Statistics on job growth projections, annual graduate and job-opening data, competitor institutions and tuition rates, potential feeders, accreditation timeline and expense, faculty size and expense, facility needs, revenue potential, and any other pertinent data.
- Based upon the preliminary feasibility study, the Provost will endorse potentially promising concepts to move to the preliminary analysis stage.

Preliminary Analysis Period

- Once the Provost approves a concept, a Department/School will determine whether to move forward with a proposal in the form of a Preliminary Analysis Document (PAD; see form below).
- Following an affirmative vote of the Department/School, the Chair/Dean assigns the development of the PAD to a faculty member. For a program without a sponsoring Department/School, the Provost assigns the PAD to an appropriate faculty member or academic administrator in consultation with the Associate Provosts and the Chair/Dean of the most closely related Department/School.
- Preliminary enrollment, revenue, and expense projections will be developed by the author of the PAD in collaboration with the offices of Enrollment Management, Administration and Finance, Institutional Effectiveness, and the Associate Provost for Professional and Graduate Studies.
- PADs are submitted to the supervising Associate Provost or Dean and the Associate Provost for Professional and Graduate Studies for review, revision, and preparation for preliminary review by the Provost in consultation with the President.

  Timeline
  - o Department/School (when applicable) votes on concept proceeding to a PAD
  - o Within one week: assignment of PAD to appropriate faculty member or academic administrator
  - o Within six weeks:
    - financial projections vetted by the Vice President for Enrollment Management, the Senior Vice President for Administration and Finance, and the Associate Provost for Professional and Graduate Studies
    - PAD submission (accompanied by minutes of the Department/School meeting in which the development of a PAD was endorsed, when applicable) to the Associate Provost for Professional and Graduate Studies

Proposal Period
- PADS that are submitted to the Provost will either be granted or denied approval for further consideration. PADS may also be approved with recommendations for modifications. At the point of Provost approval, a PAD becomes a Formal Program Proposal.
- If approved, the individual assigned by a Chair/Dean or the Provost (when a program is being proposed by a study committee) prepares the Formal Program Proposal for submission to the appropriate faculty committee or council. The format is identical to the PAD (See form below), although recommended modifications should be addressed in the
-
-
- Proposal.
  o The DCP Council and UCC review and act on DCP Proposals
  o The General Faculty reviews and acts on undergraduate Proposals at its next meeting
  o The Graduate Faculty acts on graduate Proposals at its next meeting.
  o The Graduate Council acts on graduate Proposals at its next meeting.
  o Teacher education program proposals must be approved by the Professional Education Committee (PEC) before being submitted to other faculty bodies.

  Timeline
  DCP Council and UCC require submission of new program proposals by posted deadlines prior to their monthly meetings. Program implications for the General Education curriculum must be submitted to the General Education Committee prior to its posted submission deadline.

  Graduate proposals must be submitted to the Associate Provost for Professional and Graduate Studies at least 10 days before the scheduled Graduate Faculty meeting.

Final Administrative Review Period
  o The Administrative Review Committee (appointed and chaired by the President) reviews and acts on Proposals approved by the General Faculty (undergraduate) and the Graduate Council (graduate).
  o Approved Proposals are submitted to the Board of Trustees at their next regular meeting. (If time is a critical factor, the President may present a program approval to the Executive Committee of the Board of Trustees who are able to approve a program on behalf of the full Board.)

Prospectus Period
  o Typically, the same individual assigned by a Chair/Dean to write the Proposal develops a SACSCOC Substantive Change Prospectus for submission to the appropriate supervising Associate Provost and the Associate Provost for Professional and Graduate Studies for review and submission to the Provost and President for final approval and submission to SACSCOC.

  Instructions for the Substantive Change Prospectus are located on the SACSCOC website.

Timeline
- o   Submission to Associate Provosts
- o   Within two weeks: Submission to SACSCOC
- o   Note: January 1 is the SACSCOC deadline for new program proposals to be considered at the May meeting of the SACSCOC board.

<u>Marketing and Recruiting Period</u> (pending SACSCOC approval until received, May–August)
- o   Processes and deadlines determined by Enrollment Management
- o   Program Design and Implementation Season (January – July)
- o   Processes and deadlines developed by Department/School in consultation with supervising Associate Provost

Faculty Incentives
In addition to the intrinsic incentive of exercising one's creativity in one's area of expertise and the extrinsic incentive of demonstrated service to the Department/School in a faculty member's annual review, the following financial incentives are offered to support the development and design of a new academic program.
- Faculty members assigned to develop a PAD are compensated $1,500. The stipend will be paid upon review (and subsequent revision, if necessary) and approval of the PAD as meeting program-development standards by the Associate Provost for Professional and Graduate Studies.
- Faculty members assigned to develop a SACSCOC Substantive Change Prospectus will be compensated $1,500. The stipend will be paid upon review (and subsequent revision, if necessary) and approval of the Prospectus as meeting program-development standards by the Associate Provost for Professional and Graduate Studies.

  - o   Each of the faculty incentives may be split among more than one faculty member as communicated in writing by the Chair/Dean to the Associate Provost for Professional and Graduate Studies.
  - o   The total budget impact of faculty incentives for a program move from PAD to Proposal to Prospectus is $3,000.

5/18
Major revision 8/20

NEW ACADEMIC PROGRAM CONCEPT
(OR SUBSTANTIVELY MODIFIED EXISTING PROGRAM)

Date:

Name: (person(s) making the proposal)

Please describe your proposal using the questions below, including any additional information that would be helpful. It is understood that projections involving resources, personnel or potential enrollments are preliminary only and will be more fully developed in later steps. See the New Program Development policy in the Faculty Handbook for the compensation guidelines.

Brief Description of the Proposal

Please include the degree or certificate level, the proposed area of study, and where it would be housed (or if a new department would need to be created), and anticipated demand for the program.

Mission Fit

How does the proposal fit with the Gardner-Webb mission?

Benefits

How would the program benefit students and the university?

Resources

What would be the general requirements of the program in terms of equipment, facilities, and new personnel?

Preliminary Market Indicators

Provide any available information regarding student demand for the program, regional demand for the profession or skills the program will provide, similar programs in the region and competition for students.

12/18;8/20

PRELIMINARY ANALYSIS DOCUMENT(PAD)
For New or Substantively Modified Academic Program

[Once a PAD receives administrative approval, it becomes a Formal Program Proposal.]

Date:

Department/School:

Chair/Dean:

New Program Name:

I.   Overview and Rationale of the Program

(*100 words or less*)

II.   Mission Connectedness of the Program

(*50 words or less*)

III.   Program Outcomes and Student-Learning Outcomes

(*Consistent with the instructions in the Annual Learning Assessment (ALA) template, include what students should know, think, value and/or do as a result of successfully completing the program, as well as career pathways of graduates. These can always be modified at a later time.*)

IV.   Program Format
Length of program: Total program hours: Anticipated hours per student per semester: Delivery format (*specify seated, hybrid, low residency, and/or online*): Cohort or open enrollment: Start terms (*specify Fall only; Fall and Spring; Fall, Spring, Summer*):

Maximum enrollment per start:
Anticipated date of first enrollment:
Program description: (*Include title and description of each course in the program; sample syllabi for at least three courses in the program, consistent with the Faculty Handbook Requirements for Syllabi [III-1 A.14]; a description of the internship/practicum/capstone, if applicable, including supervisory needs, supervisory compensation, and IRB implications; and a proposed course rotation through program completion of the first entering class. A graduate program description must demonstrate that the curriculum is structured [1] to include knowledge of the literature of the discipline and [2] to ensure engagement in research and/or appropriate professional practice and training [SACSCOC Standard 9.6 Post-baccalaureate rigor and curriculum].*)

V.   Admission Requirements
    A. Degree(s):
    B. GPA:
    C. Standardized test(s), including minimum score recommendation, if applicable:
    D. Criminal background check/drug screen, if applicable:
    E. Current licenses/certifications, if applicable:
    F. Number of letters of reference, if applicable: Curriculum and Curricular Changes III-4 G. Other:

VI. Discipline specific accreditation, if applicable

Describe the process and expense of discipline-specific accreditation, if applicable.

VII. Faculty Requirements

Describe in detail the impact of the program on faculty loads: new faculty required, faculty loads, overloads, and/or adjuncts.

Appendix I: Market Analysis and Feasibility Statement

The Market Analysis and Feasibility Statement is initiated by the Department/School. Assistance can be provided by the Office of Planning and Institutional Effectiveness, and the Vice President for Enrollment Management.

Appendix II: Four-year Revenue/Expense Analysis

The Four-year Revenue/Expense Analysis is prepared by the School/Department in collaboration with the Associate Provost for Professional and Graduate Studies, the Vice President for Planning and Institutional Effectiveness, Vice President for Enrollment Management, Associate Vice President for Business and Finance, and Senior Vice President for Administration and Finance. (*Detailed course rotation information from the Department/School may be necessary for the preparation of this Appendix. Program approval does not necessarily imply personnel or compensation approval for current or future faculty.*)

5/18;8/20

NEW COURSE PROPOSAL – UNDERGRADUATE

This form is to be used in submitting a course to the Curriculum Committee for approval. (Please read Section III-3 of the Faculty Handbook and be sure to attach all items listed under item #8.)

1. Course number and title:

2. Course description: **(Important: Must include prerequisites, if applicable)**

3. Semester hours credit recommended (include rationale for amount of credit awarded:

4. Number of sections anticipated per academic year:

5. Staffing implications (please indicate whether course will require an adjunct or will be taught by a permanent faculty member either as a part of the regular rotation or as an overload):

6. Budgetary implications (please indicate adjunct or overload pay, if applicable):

7. Rationale for course:

8. Please attach the following:
   a. course outline
   b. bibliography (texts used to design the course and texts which will be required within the course)
   c. statement from Librarian regarding library needs

9. School(s)/Department(s) submitting course proposal and signatures of Dean(s)/Chair(s):The Chair of the Undergraduate Curriculum Committee will use this checklist to review initial submissions of new course proposals and provide the submitting individual with feedback. Once all areas of the proposal meet minimum requirements as outlined below, the full committee will review the proposal. ***It is not necessary for the submitting individual to complete this checklist***

New Course Proposal Checklist	Ready for review by full committee	Needs further information	Details
Catalog number, title, description and number of semester hours of credit			
Number of sections anticipated per academic year			
A statement regarding staffing and/or budget implications – Consider possibilities of overload or adjuncts in this statement			
A statement justifying the course or changes (rationale and objective, including justification of credit hours)			
Statement of how the course supports the Gardner-Webb University mission statement (this may be included in the rationale or be a separate statement)			
Course outline (should include objectives of course, topics to be covered, types of learning activities, ways student learning will be assessed, possible required texts)			
Bibliography – Texts used in facilitation and development of the course			
A statement from the Librarian regarding needed library resources			

Signature of approval from Dean/Chair.			
Signature of all Department Chair/s and/or Dean/s whose department/s are affected. These signatures demonstrate review of proposal.			
Signature of Support and a Review from Associate Provost.			

I.   Program Reorganization or Elimination

The regular review of academic programs including undergraduate majors, minors, and concentrations as well as graduate degree programs, tracks, and concentrations is the direct responsibility of the faculty through its regular assessment practices and periodic reviews (including the internal five-year review and external accreditation reviews). The academic administration, including the Provost and the Provost's staff, also bear responsibility for monitoring the success and effectiveness of all academic programs in collaboration with the faculty. The purpose of this document is to provide guidelines for a process to follow when it is determined that continuation of a program at least in its current form is no longer in the best interest of the University or the population which it serves. The seriousness of a proposal to discontinue or reorganize requires that faculty and administration proceed thoughtfully and carefully in a manner that preserves the integrity of the curricular process, including the faculty's direct responsibility for the content, quality and learning-effectiveness of the curriculum. Toward this end, the following process and principles provide guidance in the case of programs considered for discontinuation.

1. While reorganization should be pursued whenever it is determined that a different way of offering an academic program will significantly improve the quality or the efficiency of the program(s) offered, program elimination, by contrast, will be undertaken only as a last resort and extreme measure.

2. The decision to reorganize or eliminate programs will be determined through a process of shared governance. Shared governance recognizes the necessity of faculty input and knowledge in academic decision-making.

3. When an academic division (University School or Department) determines through its formal procedures that a program should be reorganized or eliminated, the recommendation will proceed directly to the Provost of the University who will notify the President. The President may ask the Provost for further investigation or may refer the matter to the President's senior staff for consideration. Once the period of research and deliberation is completed, the President will either decline the proposed change or carry forward the recommendation to the Board of Trustees who exercise the final authority on matters of program creation or elimination.

4. If the Provost's office discovers evidence that an academic program may not be functioning in the best interest of the University or the population it serves, the academic

division will be notified of the concerns and invited to respond. The Provost's office is expected to adhere to the following guidelines in providing notification:

   a. Provide a clear definition of the program(s) involved;
   b. Provide a clear definition of the scope of the problem including specific reasons the program should be considered for elimination or reorganization;
   c. Provide the academic division with whatever data is available that might help document the concerns;
   d. Provide specific instructions on how to respond to the concerns; e.g., if the concern is a pattern of low enrollment, the unit may be asked to describe the measures that would lead to increased enrollment; in extreme circumstances a division may be asked to provide cause as to why a poorly performing program should continue;
   e. Provide a reasonable timeline for a response;
   f. Create an opportunity for face-to-face dialogue with the division both before and after the division has had an opportunity to prepare a response. All faculty members of the division should be invited to participate in the dialogue with the Provost and appropriate Associate Provost;
   g. Provide regular reports to the Administrative Advisory Committee (and the Graduate Council or Degree Completion Council where appropriate) regarding the notification that has been communicated to an academic division and the process of dialogue and collaboration which ensues. The AAC (or Councils) represent the larger faculty community and should provide feedback on the process.

5. Once the academic division has completed its response and has been provided with an opportunity for face-to-face dialogue with the Provost, the Provost will make a recommendation to the President for resolution of the concern. The President will either decline the proposed change or carry forward the recommendation to the Board of Trustees who exercise the final authority on matters of program creation or elimination.

6. Plans for program elimination will be implemented in accordance with all applicable accreditation guidelines. Typically, programs will be phased out, allowing students who are actively pursuing the program to complete their studies within a reasonable time-frame, transition into an alternative program offered by the University, or receive assistance identifying an institution where they can complete their program within a reasonable time frame. Plans and processes for phasing out programs should be developed collaboratively between the academic division and the appropriate Associate Provost.

7. According to the Faculty Handbook, even tenured faculty positions can be eliminated on the basis of a "decrease in student enrollment" in a faculty member's department or discipline or due to an "alteration of the mission of the university as determined by the Board of Trustees or by the faculty." Likewise, financial exigency may justify the elimination of faculty positions. Nevertheless, to the degree possible, the administration will seek to find suitable alternative responsibilities at the University for tenured and tenure-track faculty members who are displaced by a program reorganization or

elimination.

8. Multiple criteria should be utilized in the determination of whether or not a program should be eliminated or reorganized. The following list of criteria for evaluation of a program's future are suggestive of an appropriate process, but are by no means exhaustive:
    a. History, development, and expectations of the program
    b. External demand for the program
    c. Internal demand for the program
    d. Quality of program inputs and processes
    e. Quality of program outcomes
    f. Size, scope, and productivity of the program
    g. Revenue and other resources generated by the program
    h. Costs and other expenses associated with the program
    i. Impact, justification, and overall essentiality of the program
    j. Opportunity analysis of the program
        (Robert C. Dickeson, *Prioritizing Academic Programs and Services*. San Francisco: Jossey Bass, 1999. P. 54)

9. It is recognized that not all parties to this process will necessarily agree with all decisions that are reached. However, it is the goal of the process to provide ample opportunity to all stakeholders to present their views early enough in the process to be fairly considered as decisions are made.

8/17

Independent Study and Course by Arrangement

Independent Study application and Course by Arrangement forms are available online. Students must not be allowed to begin an Independent Study or Course by Arrangement until final approval is given. Under NO circumstances is a faculty member permitted to receive money from a student for private instruction. The student makes payment only the Business Office, and the instructor is paid only by the University.

A. The term "independent study" is reserved for those courses specifically designed as guided reading and/or for student-initiated research that includes a comprehensive project. An Independent Study cannot replicate a course already in the catalog.

B. Independent Study
   - Will not be used to repeat a course;
   - Is restricted to a degree or licensure-seeking student in a Gardner-Webb program (i.e., not a transient student);
   - Requires junior, senior or graduate standing; and
   - Requires the approval of the following: (1) the professor offering the study, (2) the student's major department/school, and (3) the appropriate Associate Provost.

C. The amount of student effort in an Independent Study should be roughly equivalent to the work that would be required of a student taking such a comparable course.

D. Proposals for Independent Study must be submitted by the student and approved by the end of the semester preceding the study.

E. No more than one course of Independent Study may be taken in any one semester.

F. No more than two courses in Independent Study may be applied toward graduation requirements.

Course by Arrangement
A. A Course by Arrangement is restricted to a catalog course needed to graduate which (1) is not offered by the University during a given semester, or (2) cannot be scheduled by the student because of a time or place conflict with another required course that can otherwise not be resolved.

B. A Course by Arrangement
   - Will not be used to repeat a course;
   - Is restricted to a degree or licensure-seeking student in a Gardner-Webb program (i.e., not a transient student);
   - Requires junior, senior, or graduate standing; and
   - Requires the approval of the following: (1) the professor offering the study, (2) the student's major department/school, and (3) the appropriate Associate Provost.

C. The amount of student effort in a Course by Arrangement should be equivalent to the work that would be required of a student taking the same course in a classroom situation.

D. A Course by Arrangement must be scheduled before the end of the drop/add period of each semester.

E. No more than one Course by Arrangement may be taken in any one semester.

F. No more than two Courses by Arrangement may be applied toward graduation requirements.

01/11

Special Courses

Courses are not given privately or to small groups of student without the approval of the appropriate Associate Provost. Students must not be allowed to begin a special course until final approval is given by the appropriate Associate Provost. Under NO circumstances is a faculty member permitted to receive money from a student for private instruction. The student pays money only to the Business Office and the teacher is paid only by the university.

6/05

I. Procedure for Undergraduate Student Grade Appeal

A. It goes without saying that all grading must be fair, carefully considered, and based solely upon the merits of the academic work involved. Every grade is critically important to every student, and every student deserves the most careful consideration. This careful consideration must be made at the time the semester grade is assigned. In the interest of fairness to all students, it is critically important that a grade not be changed, after having been submitted to the Registrar, on the basis of reconsideration. As sympathetic as the faculty member may be to the student's situation, it must be remembered that in fairness every student in the class would be entitled to the same kind of reconsideration—and such could easily become an endless and unworkable situation. Thus it is stressed that diligent and careful consideration must be given at the time the grade is assigned.

8/01

B. After a final grade has been submitted to the Registrar, there are only two conditions upon which it may be changed:

1. A clerical error or error in calculation attested to by the professor
2. A determination of unfairness, as determined by the appeal process described below:

7/09

C. The official university policy on grade appeals is found in the undergraduate catalog in the "Grades and Reports" portion of the Academic Regulations section under "Academic Appeals." Academic Appeal Filing Forms may be obtained from the Office of Associate Provosts (102 Webb Hall, Phone 704-406-3522). The appeal document should include the student's local or permanent address, University email address, student ID number, and a current phone number where he or she may be reached. All appeals should be signed and dated. Appeals made on behalf of the student by another party (e.g. faculty, official of the institution, another student, or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration.

7/09

D. The student who believes a grade to be unfair should discuss the matter with the professor who assigned the grade.

7/09

E. If the student is not satisfied with the professor's response to this appeal, the student should appeal in writing to the Dean/Department Chair using an Academic Appeal Filing Form. The Dean/Department Chair should discuss the matter thoroughly with both the student and with the professor. Within ten days of receiving the student's written appeal, the Dean/Chair should notify the student in writing of the decision.

7/09

F. If either the student or the professor is not satisfied with the determination of the Dean/Department Chair, he or she may appeal in writing to the Educational Policies and Standards Committee (EPSC) using the Academic Appeal Filing form. The EPSC Chair or the Chair of the EPSC Academic Appeal sub-committee will research the appeal, consult with the appropriate Associate Provost, and report to the committee. EPSC will then reach a decision on the matter. The student will be informed of the action taken by the EPSC. Decisions of the EPSC are final and cannot be further appealed.

6/05, 7/09, 04/11

G. The deadline for initiating a grade appeal is the end of the following fall or spring semester. An exception to this time limit is a grade appeal in a pre-licensure program of the Hunt School of Nursing, which must be submitted to the professor within two weeks of the end of the semester.

7/09; 4/10

H. Any grade change, whether as a result of the appeal process or as a result of clerical or calculation error, must have the written approval of the appropriate Associate Provost. Such approval serves as an additional safeguard of the integrity of the grading system and also serves as a form of appeal for a faculty member whose grade has been overturned by the Dean/Department Chair or the Educational Policies and Standards Committee.

I. An Incomplete may be assigned only when a small amount of coursework (e.g., tests, project, research paper, or final exam) is not submitted by the end of the course. An Incompletes is appropriate only in situations where there are mitigating life circumstances of a serious nature that prevent completion of course requirements. When semester grades are submitted, the faculty member assigns an "I" in place of the grade for the student needing an Incomplete. Within 24 hours of submission, the Registrar's Office will send the faculty member an e-mail notification that the "Incomplete Contract" is available through WebbConnect under the "Manage Classes" folder. The faculty member completes the online contract and submits it electronically through WebbConnect. WebbConnect automatically sends the contract to the student via the student's Gardner-Webb e-mail address. The student must "accept" the contract in order to confirm the Incomplete. If the student "denies" the contract, the faculty member will be notified, and either a revised contract will need to be submitted or a final grade assigned for the course.

The final date for completion of the coursework and conversion of the Incomplete designation to a grade can be no more than 90 days after the last day of the term in which the "I" was submitted. If the 90 day period expires without conversion of the Incomplete, notification is sent to the faculty member by email requesting the final grade. If no grade is submitted at that time, the Incomplete is converted to a final

grade of "F." Once the "F" is recorded, the student, the advisor and faculty member are notified by e-mail.

6/07;6/16

II. Procedure for Graduate Student Grade Appeal

A. It goes without saying that all grading must be fair, carefully considered, and based solely upon the merits of the academic work involved. Every grade is critically important to every student, and every student deserves the most careful consideration. This careful consideration must be made at the time the semester grade is assigned. In the interest of fairness to all students, it is critically important that a grade not be changed, after having been submitted to the Registrar, on the basis of reconsideration. As sympathetic as the faculty member may be to the student's situation, it must be remembered that in fairness every student in the class would be entitled to the same kind of reconsideration—and such could easily become an endless and unworkable situation. Thus it is stressed that diligent and careful consideration must be given at the time the grade is assigned.

8/01

B. After a final grade has been submitted to the Registrar, there are only two conditions upon which it may be changed:

1. A clerical error or error in calculation attested to by the professor
2. A determination of unfairness, as determined by the appeal process described below:

C. The official university policy on grade appeals is found in the graduate catalog. A student who experiences a problem concerning a grade or any other aspect of a course should first discuss the matter with the professor. If the problem is not resolved, he or she should go next to the dean of the school, the chair of the department, or the coordinator/director of the particular graduate program, whichever is appropriate. If not satisfactorily resolved, the matter should be taken to Dean of the School of Graduate Studies, who will hear only those parties involved and make a decision in the case.

D. If a student is not satisfied with the decision in his or her case regarding an academic matter, that student has a right to appeal. (This right to appeal academic matters applies to applications of written academic policy, to academic dishonesty decisions, and to grade and other course complaints that have already been through the process stated above.) In order to appeal an academic matter, he or she should address a letter to the Chair of the Graduate Council, stating the reason for the appeal and explaining the circumstances. If the student is asked to appear before the Council, he or she at that time may bring a representative from within the University to act as counsel.

E. Deadline for an academic dishonesty appeal is seven days after the date of the decision being appealed. Grade appeals must be completed on or before the last day of

the following semester. Deadline for all other types of academic appeals is eighteen months after the date of the decision being appealed.

10/14

III. Other Academic Appeals

A. The policy on other academic appeals is as follows:

A student who has a question about an academic decision should consult the university official responsible for the decision. If the matter is not resolved to the student's satisfaction, the student may appeal in writing, preferably using an Academic Appeal Filing Form, to the Assistant Provost and Dean College of Adult and Continuing Education (DCP students only) and then the appropriate Associate Provost, who will consult with the Provost. The final step in the appeal process is to the Educational Policies and Standards Committee. Decisions of the EPSC are final and cannot be further appealed.

7/09

B. All academic appeals (other than grades as noted above) should be made in writing no more than twelve months after the date of the decision being appealed.

04/11

C. For other graduate student appeals, follow the process as outlined in the *Catalog of Graduate Programs.*

6/07, 10/14

Access to Student Records

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as FERPA or the Buckley Amendment) requires post-secondary institutions to guarantee students' basic rights regarding their educational records. The Act was designed to protect the confidentiality of student records, guarantee student access to certain records, regulate disclosure of information from the records, provide students with the opportunity to correct or amend records and add explanatory statements, and ensure annual notification to students of their pursuant rights.

Student records are considered to be non-public and are maintained by full-time staff of the University who are employed for that purpose: Director of Admissions/Financial Aid, Registrar, Director of Counseling, Director of Residence Life, and Dean of Student Development.

Release of Information

In accordance with The Family Educational Rights and Privacy Act of 1974, Gardner-Webb has designated the following categories of releasable information about students:

Personal Information
Specific data or information, which may include admissions, enrollment, financial aid, disciplinary, residence, personal information, social security number, counseling records, and/or other personally identifiable information (exception for professional notes kept apart from student's official records, files) will be released to agencies acting for or under contract with the University, and/or University officials, which may include, but are not limited to, the President, Vice President, Provost, Deans and appropriate Department Heads/Directors with a legitimate "need to know".

Directory Information
Directory information will be released without the student's consent unless the student requests, in writing, that it be withheld. Directory information categories are name, address, telephone listing, date and place of birth, major field of study, classification by year, parents' names and addresses, number of hours in which enrolled, marital status, nationality, rank in class, participation in officially registered activities and sports, weight and height of members of athletic teams, dates of attendance (including matriculation and withdrawal dates).

8/05

Communication between Faculty and Athletics Staff

Members of the coaching staff are instructed not to initiate direct communication with faculty or staff in other University departments regarding the status or academic performance of student-athletes. Contact with current faculty members about the academic standing of student-athletes should be initiated by the Assistant Athletic Director for Academic Services.

However, faculty and staff may initiate contact about the status or academic performance of particular student-athletes with a member of the coaching staff and, on these occasions, the coach is permitted to continue the dialogue about those same student-athletes without Athletics Administration approval. Also, a member of the coaching staff is permitted, without prior approval, to return telephone calls placed by faculty or staff members.

Any questions about this policy should be directed to the Assistant Athletic Director for NCAA Compliance.

8/10

**Online, Hybrid and Blackboard Enhanced Courses:
Policies and Procedures**

**January 2001. Revised January 2002, September 2003, January 2004, January 2005, January 2006,
January 2007, April 2008, March 2009, March 2010, August 2010 and March 2012.**

Preface

Every generation of academe has believed that profound changes were occurring in higher education in its own day, so it is nothing new to suggest that a revolution may be taking place. Nonetheless, it can surely be said that the potential for change in higher education being brought about by technology and its applications in online learning is unprecedented. Potential is the key word, for we do not yet know what the long-term effects will be. There is much that is uncertain.

Early on it was thought, or at least hoped, that technology would save money while enhancing quality. Many institutions of higher education found that the opposite was the case. The increased use of technology requires the acquisition of additional teaching skills for online faculty and a greater commitment of time for the conduct of the course. To date, however, Gardner-Webb has been able to hold cost to a low level while maintaining quality as reflected by student and instructor evaluations. In some cases, quality has been enhanced in traditional classes as an ancillary benefit of involvement in online technologies. In addition, evening programs have also been able to document ancillary support and growth in traditional programs as a direct consequence of the presence of the online cohort.

Fears existed in the last decade that online courses would become so dominant as to threaten traditional, especially residential, education. It is still early in the course of this "revolution," but it appears sage to predict that online instruction will not be the demise of traditional modes of instruction in which education is a genuine experience and not just a commodity. It is clear that many institutions have experienced phenomenal growth, which can be attributed to the presence of online programs and the demand for them. It is incumbent on Gardner-Webb to use technology and distance learning to enhance the quality of the learning experience and to enrich faculty-student interpersonal relationships and thus strengthen its competitive position.

Definition

1. For the purposes of these *Policies and Procedures*, "Distance Learning" is the delivery of a course online: The course materials are delivered online (syllabus, course information, "lectures," announcements, assignments, at least some testing, faculty-student discussions) with the instructor online. There may be some face-to-face contact of professor and students, but students are in a classroom as a group and with the professor significantly less than the time they would be in a traditional-format course.

The line between online and web-enhanced may be unclear when there is still a significant amount of "seat time." Classes with reduced seat time may be classified as hybrid classes as long as at least 50% of the semester hourly requirements are satisfied using face-to-face individualized class meetings. Throughout this document, online will refer to fully online or hybrid classes.

2. In its Policy Statement, the Commission on Colleges of the Southern Association of Colleges and Schools recognizes the following definition, which it says " is based on an extension of the Principles developed by the Western Interstate Commission on Higher Education":

    Distance Education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous.

    Distance education may employ correspondence study, or audio, video, or computer technologies.

    Distance Education: Definition and Principles – A Policy Statement. The Commission on Colleges, Southern Association of Colleges and Schools. (2000).

Purpose

Gardner-Webb engages in Online Learning for two primary purposes:

1. To employ technology to maintain or enhance academic quality.
2. To be competitive by offering students time and place conveniences afforded by Distance Learning.

Principles

1. Gardner-Webb will employ Distance Learning in a manner consistent with its mission. It will be used:
    *   To provide superior undergraduate and graduate education strongly grounded in the liberal arts.
    *   To foster meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning.
    *   To assist in preparing Gardner-Webb graduates to make significant contributions for God and humanity in an ever-changing global environment.

2. Distance Learning will be continuously evaluated on the basis of the above purpose.

- Distance Learning will operate in a manner consistent with Gardner-Webb's institutional values: Academic Excellence, Liberal Arts, Strong Work Ethic, Christian Heritage and Values, Teamwork, Personal Accountability, Student-Centered Focus, Institutional Involvement and Responsibility, and Diversity.
- Distance Learning at Gardner-Webb will fully comply with the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools. It will also comply with the Commission's Policy Statement.
- The leadership of Gardner-Webb's Distance Learning program will stay abreast of current developments in distance learning and particularly with descriptions of generally accepted standards and principles of good practice, and so far as is consistent with University policies and principles will comply with these standards and principles.
- Gardner-Webb is mindful of concerns expressed with regard to distance learning, particularly those described by the council for Higher Education Accreditation. Judith S. Eaton, president of CHEA, writes: "A small set of core academic values is central to the history and tradition of higher education. Distance learning, however unintentionally, challenges these values" (Core Academic Values, Quality, and Regional Accreditation: The Challenge of Distance Learning, CHEA Monograph Series 2000, p. 1) These values are:
  - Institutional autonomy;
  - Collegiality and shared governance;
  - The intellectual and academic authority of faculty;
  - The degree (whether associate, baccalaureate, professional, master's, or doctorate);
  - General education; and
  - Site-based education and a community of learning.

Because they are consistent with its own purpose and values, Gardner-Webb will strive to preserve these values in its employment of Distance Learning.

3. The University's Strategic Plan 2001-2010 calls for the development of online courses. The objectives and guidelines of the Strategic Plan will be incorporated in the overall planning for Distance Learning.

Strategic goal four includes the following objective:

(4.8) Gardner-Webb will develop and implement a plan to encourage its schools and departments to create online courses.

Action items related to this objective include: creation of a policy manual; maintaining of an inventory of online courses; appropriate management of course loads of instructors who teach online courses; and adequate technical assistance.

Strategic goal six, related to technology, provides the following guidance which will be considered in the development of Distance Learning:

Gardner-Webb recognizes the importance of technology and the critical role that it plays in educational programs and administrative operations. Technology is not an end in itself but a tool. Our goal is to use technology to enhance as fully as possible the quality of teaching and learning. We will not allow technology to depersonalize our University community. Rather, we will use it to improve relationships among students, faculty and staff by saving time and effort that may be applied to those relationships, and we will use it to improve productivity and efficiency. To accomplish this, we must provide and maintain technology that continues to be state-of-the-art, and we must provide sufficient technical support.

Academic Issues

Oversight and Division of Responsibility

The roles of Department Chairs, Deans, and Program Coordinators related to Graduate and GOAL-DCP online courses are the same as those for traditional format courses. Online courses in the Traditional Undergraduate Program are governed by the TUG Online Course Policy located at the end of the Online Policy. Deans/Department Chairs have the ultimate responsibility for staffing and evaluating all online course content.
The following issues concerning Graduate and GOAL-DCP online courses are the prerogative and responsibility of the Deans, Department Chairs, and Program Coordinator:
- Approval of online courses
- Scheduling and listing of online courses
- Staffing online courses
- Certification of comparable standards in conventional and online courses.

4/18

Teaching methods

In developing an online course, the instructor should not think in terms of simply transposing the objectives and methods of a traditional course into the online context. When planning the course, an instructor should begin with a thorough consideration of the capabilities of the available technology, particularly asynchronous communication, and the resulting impact on teaching methods and learning styles. Faculty are encouraged to base course objectives on demonstration of competencies and learning outcomes.

Communication between students and instructors

Students will be instructed to access a syllabus within Blackboard, which will typically be provided in the week prior to the scheduled onset of the course. Students and instructors should both recognize the importance of timely communication.

Instructor Competency

Those who wish to teach fully online classes must complete training conducted by the Technical Services division covering skills on both introductory and intermediate levels.

Student Competency

The university assures that students interested in enrolling in online classes are competent and possess appropriate levels of technical proficiency to take online courses by the following:

- Disclaimers are offered in advance of the semester at a central location, the Online Learning website, where students learn of the technical knowledge required to enroll in the class. These requirements may include specific hardware, software, or technical student background and ability.
- Students are expected to have personal access to a computer which allows them to load course-related software, access the internet, and complete basic assignments. The computer should conform to University minimum specifications (See http://www.gardner-webb.edu/information/departments/technology-services/policies-procedures-and-agreements/frequently-asked-questions/index) "Direct access" means that the student has access to the computer daily or almost daily, and that the student has the authority to install software and save files on the computer. This excludes computer access through one's local library. Access to a computer which is accessed as an employee is discouraged.
- Students are required to receive competency certification prior to enrolling in their first online course. Competency certification is located within every online course.
- Students and instructors are able to access timely assistance the Blackboard Helpdesk.

Course Delivery Method

To insure consistency, a minimum amount of documentation should be offered using the standard course delivery software (currently Blackboard). Minimum documentation includes a general description of the course approach, a syllabus, a course schedule, a list of specific assignments, and a general description of testing methods. Instructors may choose to use websites to complement or duplicate class materials included in Blackboard. Since copyright issues are reduced and public domain issues are diminished for documents offered through Blackboard, instructors are encouraged to provide copyright-sensitive documents within this framework, rather than through the use of a website. Instructors are encouraged to use audio and video files for orientation purposes and to deliver course instructions and content, where appropriate.

Class size

The effect of online instruction on teaching loads and class sizes continues to be studied. It is understood that teaching a course online takes more time than the same course, with the same number of students, in the traditional format. The scale for pay for online teaching provides incremental increases in pay for corresponding increases in enrollment beyond a class size that is

considered to be normal. The targeted class-size for online courses will be 15 to 30 students. Final determination of enrollment limits and class sizes will reside with Deans and Department Chairs.

Classification

Classes will be categorized according to the following classifications:

Face-to-face: Classes categorized as face-to-face should include at least one of the following:
- ☐ Traditional instructional face-to-face classroom meetings, or
- ☐ Individualized tutoring or advisement meetings, or
- ☐ Laboratory meetings, field trips, and other instructor-supervised educational activities, or
- ☐ In-classroom tests, exams, student presentations, and other evaluation meetings.

Hybrid: A hybrid course consists of a combination of face-to-face group or individualized meetings and online educational opportunities as designated by the instructor. Online opportunities may include independent study, visual electronic interaction, and other online communication.
- ☐ In order to teach a hybrid course, the instructor must first complete the instructional technology course provided by the university.
- ☐ Students who enroll in a hybrid course are expected to complete the online orientation included within every online course.
- ☐ Face-to-face group or individualized class meetings must comprise at least 50% of the semester hourly requirement for the course.

Online: An online course involves online resources to compensate for a face-to-face requirement of less than 50% of class meetings. Normally online courses are conducted with few or no face-to-face requirements with the exception of instructor requirements for the final exam.

Testing

Testing in online courses and the obvious concerns related to academic integrity are among the most problematic aspects of Online Learning. Policies related to testing must preserve the academic integrity of the University and consider the instructor's prerogative regarding course objectives and teaching methods. Specific policies regarding testing include the following:
- ☐ All online course instructors must include a statement in their course syllabus regarding the final exam, giving the date, time, and type of delivery (online or face-to-face, for example). If online finals are required, information should be given as to dates the final exam will be available, time limits and any other requirements set by the professor. If face-to-face finals are required, information should also be given as to the location (DCP Center, but not necessarily room #), and students should be informed that they are expected to sit for the exam at that time unless extenuating circumstances of a limited nature and beyond their control can be documented. If face-to-face finals are required, two conditions must be met by the student before a change will be permitted:

the reason must be of a serious nature and must be beyond the student's control.

☐ Students in online courses must be informed of the Honor Code, and the syllabus must describe expectations regarding academic honesty.

☐ Instructors will take reasonable steps to ensure compliance with the University Academic Honesty Policy in all online courses. In order to facilitate more deliberate student identification measures, to ensure the communication of specific University Academic Policy information, and to enhance the integrity of assessments in courses offered online, the following provisions apply, beginning in fall, 2010.

- o The FTFC will be responsible for the generation and ongoing modification of a list of measures, which can be used to enhance the integrity of assessments in online classes. These measures should be continuously reviewed and improved and are included in *Integrity Enhancement Methods for Online Assessments*. (below)

- o Although final examinations in online classes have historically been offered in person, instructors in online courses may offer periodic and final assessments online if they use over half of the measures included in *Integrity Enhancement Methods for Online Assessments* to increase the integrity of these assessments.

- o Students are required to complete their own academic work. Three practices will verify the identity of the student and establish student knowledge of academic honesty and ethics.
    - ▪ Software will be added in the future by Technology Services, which will facilitate additional identity checking through a series of questions and answers within Blackboard.
    - ▪ Information regarding GWU academic honesty and ethics policies will be included within each online course.
    - ▪ Instructors will be required to include information about the GWU academic honesty policy in their syllabi. Instructors will be encouraged to have students submit a statement that indicates that they have read the academic honesty policy and agree to honor it in the online environment.

- o *Integrity Enhancement Methods for Online Assessments* includes the following specific options:
    1. Randomize question and answer order
        - • Set up a question bank and have the test randomly draw from the bank. Each test and each student will have different questions. The Blackboard software allows the course administrator to set up question banks from which you can randomly draw questions for each test and for each student. This is known as using Question Sets. Each student is presented with a unique test, which makes it very difficult to collaborate with other students during the exam. It also deters students from copying their question set and passing it along to their peers who may not have started the exam yet. This means that no two students receive the exact same test and thus cannot significantly aid each other in answering those questions of a multiple choice, fill-in-the-blank, or matching nature.
        - • Randomize the order of answer choices in questions (where practical) so that students cannot simply tell others "the answer is B." (Warning: if a student opens a quiz that uses randomly ordered question-and-answer choices for questions, then backs out without submitting the test, when they reopen the quiz the same questions will show in the same order but the answer choices will be in a new order.)
    2. Set a time and availability period limit on the quiz

- The length of each test and the time slot during which the quiz can be taken is controllable through the test editor. Try limiting the quiz to one attempt and make it time limited. Once it is opened, the clock starts whether or not any questions have been answered. Even if the quiz is closed and the student returns at a later time, time would have been logged on the tracking features of Blackboard. You can look into the time spent on the test to reveal when students originally opened the test and when they actually began to save answers.
- If an exam has a long availability period, it's possible for a few students to take the test early on and share the questions/answers with other students who have not yet taken the exam.

3. Control the number of times a student can take a test
   - The number of times that the student can take a test can be managed through Blackboard. The course administrator can also control the exact grade students receive when they receive a graded test and even specific breakdowns that compare individual answers for the same question.
   - Allowing students to take the assessment twice and averaging the grades together may lower the level of anxiety, which may in turn lower the need to cheat.

4. Wait until the exam availability period ends before providing exam feedback
   - Prevent students from seeing which questions they missed until all students have taken and submitted the exam.

5. Assume that all online quizzes are open book format
   - Allow students to use their notes and resource materials with the understanding that they will have a limited amount of time to take the assessment, so they will not be able to look up all the answers.
   - Create group assessments/assignments where they can use notes, other resources, and each other.

6. Revisit question formats
   - Use essay questions to eliminate some cheating. Essays are helpful in "encouraging" students to take the path of honesty in constructing their answer.
   - Include open-ended questions that require thoughtful analysis of the subject matter and compare student submissions.

7. Deter or prevent quiz printing
   - Use the "no print" script available in Blackboard that restricts a student's ability to copy or print quiz questions.
   - Set Quizzes in Blackboard to have only one question per screen to make printing of quizzes more difficult. Release questions one at a time without the ability to revisit a question.
   - Make the printing of quizzes in Blackboard more difficult by setting the text as white and the background as dark blue. Click on each of the custom colors for background and text to change them to dark blue and white.

8. Rethink your assessment strategy
   - Change the way you do assessments: switch from traditional, objective testing to more alternative assessments, like portfolios, projects, papers, or group activities. Use quizzes more as a self-assessment and base the major part of their final grade on other criteria.
   - Provide many graded and ungraded assessment opportunities for students (consider using the Self Test tool or weekly "practice" quizzes).
   - Increase the number of assessments so that each one is not worth as much; therefore, students are not as likely to feel they need to cheat. You can also

combine this with the ability to drop a grade or two.

9. Utilize Blackboard tracking features
   - The test software can keep track of all logins by each student for each test administered. Thus, a complete record of when each student enters and exits the test and how long he/she stays entered is available. This feature makes it easy to identify the students who pop in and out of tests for the express purpose of looking up answers.

10. Finally, develop distance test proctoring arrangements
    - If appropriate and possible, proctor the assessment. Do not rely 100% on un-proctored online quizzes for the total grade in a course. You may also want to consider adding a password to proctored exams, and an IP restriction if feasible.

Length of online courses

Online courses should be offered over a time frame similar (within 20%) to the length of similar face-to-face classes in a given semester. Online final exam dates typically precede the face-to-face final exam period to minimize conflicts.

Attendance

Attendance will be measured by the documented participation in the class on the part of the student. Consequently, students are required to have some meaningful interaction with the instructor with timing and frequency that would be similar to the timing and frequency of the same course offered in the traditional format. Typically, emails which are sent from the student and replied to by the instructor mark attendance. Alternatives such as posts and replies in discussion boards are legitimate alternatives.

Attendance must be tracked by the instructor in the online format using the same rules which apply to classes conducted in the traditional format, including:
  ☐ The requirement for 75% attendance to comply with accreditation requirements.
  ☐ The requirement for reporting students not attending to appropriate university officials.

Specific language providing for an attendance policy will be carefully communicated in the syllabus and in other course documentation. Because of the unusual nature of attendance in online classes, the interpretation of attendance in the class may involve the professional judgment of the instructor or administrators in online programs. Online instructors must recognize the importance of documented attendance to the administrative policies of the university, including Business Office charges or refunds and Registrar's Office policies for withdrawals.

Initial attendance of an online course occurs once a student completes an assignment or otherwise begins to participate in the course (e.g., posting a comment, emailing the professor, etc). In most cases the initial assignment will be the orientation module found in every online course. Students enrolled in an online course who do not complete an initial assignment may

be administratively withdrawn (receiving a grade of "@W") from a course following the first or subsequent enrollment verification periods.

Intellectual property

Gardner-Webb University compensates for the development of online course content within the parameters of the course contract, and provides university resources for course development. Accordingly, the university reserves the right to use online course content at a later time for its own purposes. The course syllabus, course schedule, assignments, organizational documents, and the design of the course are included in this provision. Extensive content notes, short stories, audio and video files produced by the instructor, and other substantial personal works are excluded.

Copyright

It is understood that Gardner-Webb University is entitled to the copyright for any course which is the University's intellectual property.

Tuition, fees and refunds

Tuition, fees and refunds and related policies for online courses will be the same as those for traditional-format courses. Tuition, fees, and refunds related to attendance in online classes will be implemented in accordance with the attendance policy above.

Financial aid

Financial aid policies and procedures for online courses will be the same as those for traditional-format courses. Financial aid policies and procedures related to attendance in online classes will be implemented in accordance with the attendance policy above.

Registration

Registration procedures and policies for online courses will be the same as for traditional-format courses. Registration is officially indicated by the records of the Registrar's Office and communicated through university class rolls and other traditional documents. Registration on a Blackboard class roll is unofficial and deemed a technical convenience. Registration policies related to attendance in online classes will be implemented in accordance with the attendance policy above.

Withdrawal

A student who withdraws from a course after the drop/add period must withdraw directly through the Registrar's Office. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. A student who calls the Registrar's Office

to withdraw from a course should request that documentation be sent to him or her by hard copy in the mail or by email.

An @W (administrative withdrawal) may not be assigned to a student who has begun to participate in an online course. Logging on to a course to simply to view a syllabus or course content does not constitute attendance or participation.

Technical support

Technical support for students and instructors in online courses will be coordinated by the Coordinator of Information Technology.

Teaching Issues

Course development

Course development is assumed to occur initially and, to some extent, each time the course is taught. Because textbook edition changes and changing technology options imply frequent course modifications, an additional stipend is included in the base course pay amount.

Teaching loads

See the section on "Class size" above.

Office hours

Faculty teaching online courses are expected to be available to students during regular office hours or at alternate times and places. Students in online courses should have opportunity for face-to-face access to the instructor as well as online communication.

Assessment and Evaluation

Course evaluations

Policies for course and instructor evaluations by students are the same for online courses as for traditional-format courses. The online evaluation form is available from the Vice President for Planning and Institutional Research. Students in every online class will be provided with the opportunity to evaluate the course and the instructor. Additional assessment tools such as peer reviews (by instructors) and pre-post tests are also encouraged for every online class.

Assessment

Continuous assessment of online courses will be conducted by the Vice President for Planning and Institutional Research. Pre-tests and post-tests are recommended to provide evidence of appropriate learning and are provided for on the Online Course Delivery approval form.

Assessment plans for the future should include comparisons between online classes and the same classes in the traditional setting.

Planning

Strategic planning for distance learning and online courses is the responsibility of the Director of Online Learning with the approval of the Dean of Adult and Continuing Education and the Provost and Executive Vice President.

<div align="right">7/12</div>

TUG Student Online Enrollment Policy

A traditional undergraduate student wanting to take online courses must complete and submit the online request form.

A TUG student may request to take up to 2 online Gardner-Webb courses in a fall and/or spring semester. A TUG student is allowed to take up to 5 online Gardner-Webb courses during any given summer.

Students wanting to exceed these limits may appeal to the EPSC with the approval of their advisors, so long as the total number of online hours is fewer than half of the total number of hours for the semester (for fall and spring semesters). Decisions of the EPSC are final.

E-mail notifications will be sent to the student's academic advisor upon submission of the online request form. An e-mail notification will be sent to the student once the student is registered for the online course(s).

Schools/departments may restrict TUG students from enrolling in courses that the school/department determines are inappropriate for their majors/minors.

<div align="right">11/15</div>

TUG ONLINE COURSE POLICY

The Traditional Undergraduate (TUG) program at Gardner-Webb University is intended to be a traditional, residential community educational experience, and as such, face-to-face courses are the norm. However, GWU recognizes that online experiences can bring many advantages to both the individual student and to the institution. Online TUG courses/sections should be created only when there is clear need due to staffing issues or other matters related directly to pressing academic or efficiency issues. Every effort should be made to provide face-to-face course experiences, including hybrid courses, for TUG students. In recognition of these facts, the following stipulations apply to fully online courses in the TUG program during the fall and spring semesters (online summer TUG offerings are encouraged and are not governed by this policy, though they are subject to the Online Policy in section III-9 of the Faculty Handbook).

Departments/schools that find it necessary to offer online TUG courses in their major or minor programs must meet the following criteria:

- the initiative to offer TUG sections or courses online must originate with programs and have the approval of the program director and the department chair/dean of the school in which the program is housed.

-Deans/Chairs must secure permission from their respective Associate Provost. The request should provide a rationale for offering the online course that is based on sound academic, staffing and efficiency grounds. It should also demonstrate that offering the course online will not cause the program to exceed the proportional limitation on online courses (1/3 of hours in the major, see below). Once approved, the Associate Provost should communicate the approval to the Registrar's Office.

-online TUG course objectives, competencies, and learning outcomes should be aligned with those in face-to-face courses.

-once approved, permission to offer a course online on a recurring basis should be forwarded to the Undergraduate Curriculum Committee for informational purposes only.

-TUG courses/sections should only be cross-listed with DCP courses/sections if no exclusively TUG alternative is available.

-enrollment caps in TUG online courses function as do enrollment caps in face-to-face courses. When caps are reached, a faculty member may issue overrides to individual students, but new sections are not automatically generated. New online sections may be created, as with face-to-face courses, if the department chair/dean and relevant Associate Provost deem it is necessary to do so in order to accommodate legitimate student demand.

-duly approved TUG online sections/courses are otherwise governed by the general Online Policy of the University (Faculty Handbook, section III-9) and the policy on TUG Student Enrollment in DCP Online Courses.

-no more than 1/3 of the hours in any TUG major may consist of recurring online courses.

NOTE: TUG international students face significant federal limitations on taking on-line courses. This must be taken into consideration when advising these students and in scheduling courses in programs which have significant numbers of international students enrolled.

4/18

Five-Year Academic Program Review

Purpose of the Five-Year Review

The Five-Year Review is designed to serve many of the same ends achieved through specialized accreditation. It is an accountability process designed ultimately to

- improve student learning
- improve the quality of instruction
- ensure best practices in the curriculum relative to the discipline(s)

Who Completes the Five-Year Review?

The Five-Year Program Review is required of all academic schools and departments (referred to hereafter as *divisions*) not evaluated by a specialized accrediting body. If only some programs within a school or department are nationally accredited, the unit should still complete a Five-Year Program review for those programs not reviewed by the national agency.

Timeline

April
- Institutional Effectiveness (IE) office contacts division chair/dean to confirm the division's submission deadline for the next Five-Year Program Review.
- Division chair/dean works with IE office to answer any questions about the timeline or procedure and to begin the process of obtaining relevant data not already in the hands of the division.

August

- Division chair/dean coordinates work effort with the faculty of the division, making writing assignments, etc.
- Division faculty begin work on the division's review document.
- IE office begins the process of providing relevant data not already in the hands of the division

November/December

- Division chair/dean submits nominations for external reviewers to the appropriate Associate Provost's Office along with a CV and other justifying documentation. (See below for more information on the external reviewer.)
- Associate Provost, in consultation with the Provost, approves external reviewer.
- Associate Provost appoints Internal Review Committee. (See below for more information.)
- IE Office extends official invitation to the external reviewer. Dates for 2-day visit by the external reviewer will normally be set in March or April. IE office collaborates with the chair/dean and the external reviewer to arrange an appropriate date.

January

- Internal Review Committee meets to discuss the review document and provide feedback to the division.
- IE Office prepares agenda and make arrangements for External Reviewer's campus visit

February

- Division completes the review document and delivers an ***electronic*** copy to the offices of the Provost, Associate Provost and IE.
- Division sends report to external reviewer.

April
- External Reviewer visits campus to conduct an on-site review of the program. The VP for IE (or designee) hosts and coordinates the visit
- Exit interview

May

- By mid-May the external reviewer submits a written report with recommendations
- Within 90 days of receiving the written report, the division chair/dean arranges for a follow-up meeting on action steps. The follow-up meeting should include invitations to the
    - President
    - Provost
    - Associate Provost for the division
    - VP for IE

Review Document Guidelines

The review document consists of a division's response to a set of comprehensive standards which are considered foundational to higher education. Where relevant, the standards are adapted from the *Principles of Accreditation* of SACSCOC. For each standard, the division explains in a written narrative and provides documentary evidence as to why the division meets the standard (or does not). Evidence should take the form of documentation typically included as part of an appendix. Required documentation is noted for each standard.

Note: For each standard, the narrative must be both descriptive and ***evaluative***.

Standard 1. The division articulates a clear mission which appropriately encompasses all programs offered. (Mission)

Required documentation:
- Division's mission statement as it appears in the University Catalog
- Explanation of the appropriateness of the mission statement for programs offered

Standard 2. The division shows evidence of improvement based upon the last Five-Year Review.

Comment: Compliance with Standard 2 can be demonstrated through a summary of the division's last Five-Year Review process and the results.

Required documentation:
- List of findings or recommendations from previous Five-Year Program Review
- Report on progress in implementing improvements

Standard 3. The division offers degree programs that embody a coherent course of study, are compatible with its stated mission, and are based upon best practices current within the discipline. (Curriculum) (cf. SACSCOC 9.1)

Comment: Compliance can be demonstrated by providing a narrative explanation of the curricular logic of each program along with evidence demonstrating that the program meets current expectations and best practices within higher education. Minors, concentrations, and certificates should also be referenced.

Recommended documentation:
- Comparisons of program curricula with those of peer institutions
- Comparison with recognized standards of excellence (This may include accreditation standards from national agencies which do **_not_** currently accredit the program.)

Standard 4. Each program enrolls sufficient numbers of students to create a community of learning and justify the availability of the program. (Enrollment)

Comment: While there is no established minimum enrollment to justify the existence of a program, good stewardship entails ensuring University resources are utilized efficiently to provide educational opportunities for the greatest number of students. Good educational practice requires that there be at least a minimum sized group of learners to allow for appropriate peer interaction. Use this section to document enrollment patterns over the last 5 years for each program and evaluate the prospects for growth or decline. Enrollment data is available through the office of IE. Data set should include second majors and minors.

Required documentation:
- Five-Year enrollment data on each program offered by the division

Standard 5. The division identifies student learning outcomes for each of the programs it offers, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based upon analysis of the results. (Student Learning Assessment)

Comment: Evidence of student learning is the fundamental benchmark for the success of every academic program. Because academic divisions conduct student learning assessment on an ongoing basis, compliance with this section may consist of a short narrative describing the division's assessment activities supported by copies of the Annual Learning Assessment (ALA's, formerly PIR's) for each of the division's programs for the last five years. (It is not necessary to document assessment of minors, certificates or concentrations.)

Evidence of student learning should be disaggregated for mode of delivery (e.g., online, seated, or low residency), and by portal (TUG vs. DCP). [For the sake of reporting, hybrid programs may be counted as online.]

Required documentation:
- Copies of all program ALA's (or PIR's) for the last five years

Standard 6. (Only for divisions that contribute to undergraduate general education) The division identifies general education learning goals, assesses the extent to which students are achieving these goals, and provides evidence of improvement based upon the analysis of the results. (General Education)

Comment: Like standard 5, standard 6 asks for information related to the assessment of student learning. The general education curriculum, shared by multiple divisions across campus, is the foundation of student learning in undergraduate programs. This standard is an opportunity to assess the impact of the division's contribution to general education.

Evidence of student learning should be disaggregated for mode of delivery (i.e., online vs. seated), and by portal (i.e., TUG vs. DCP).

Required documentation:
- Copies of all program GELO2's (or GELO's) for the last five years

Standard 7. (Only for graduate programs) The division's post-baccalaureate programs are more advanced in academic content than its undergraduate programs. Curricula include (1) knowledge of the literature of the discipline, and (2) ensure student engagement with in research and/or appropriate professional practice and training experiences. (Graduate Curriculum) (Cf. SACSCOC 9.6)

Comment: Increased rigor at the graduate level is a fundamental component of American higher education. The division should demonstrate a clear distinction between undergraduate courses and expectations on the one hand and graduate courses and expectations on the other. If there are courses that enroll both graduate and undergraduate students, the division must demonstrate a distinction between the expectations for undergraduate students and graduate students.

Required documentation:
- Sample syllabi that demonstrate graduate level rigor, engagement with literature and/or research or appropriate professional experiences

Recommended documentation:

- Copies of catalog or other official information containing program requirements
- Examples of independent research projects, portfolios, case studies, theses, dissertations, or other examples by graduate students

Standard 8. The division employs competent faculty members qualified to accomplish the mission and goals of the institution. The number of full-time faculty members is adequate to support the mission of the division and to ensure the quality and integrity of each of its academic programs. (Faculty) (Cf. SACSCOC 6.1 and 6.2)

Comment: This standard addresses two closely related questions—the qualifications of faculty to offer instruction and the adequacy of the number of available faculty. The narrative on faculty qualifications may be quite brief, since the faculty roster and CV's will speak for themselves. The narrative addressing adequate number of faculty should consider patterns of faculty

overloads and the percentage of courses taught by adjunct faculty. Data should be disaggregated by portal (i.e., TUG vs. DCP). If overloads are excessive, a plan of correction should be included.

Required documentation:
- Updated CV's for all faculty (including FT faculty, Gardner-Webb staff teaching for the department and adjuncts) who taught during the last academic year (all terms)
- Faculty roster for last academic year
- Overload data for the last academic year, disaggregated by portal (TUG vs. DCP)
- Evidence of FT faculty participation in all portals (TUG vs. DCP)

Recommended documentation:

- Samples of Dean/Chair evaluation of FT and Adjunct faculty

Standard 9. Library collections and services are sufficient to support the educational needs of the division. (Learning Resources) (Cf. SACSCOC 11.1)

Comment: While the process of demonstrating adequacy should be collaborative, the Dean of the Library has the authority and expertise to certify the adequacy of the current collection for the educational needs of the division. If there are any shortcomings, this standard provides an opportunity to identify the shortcomings and develop recommendations for correction.

Required documentation:
- Certification by the Dean of the Library

Standard 10. The division has adequate physical and (non-faculty) human resources to support the mission of the institution and the scope of its programs and services. (Physical and Human Resources) (Cf. SACSCOC 13.7 and 13.8)

Comment: Physical and human resources refers to the buildings that house a program, labs, other learning spaces, faculty office spaces, building maintenance, clerical support, technology, software or other similar types of resources that play a role in the delivery of educational services. (It does not include sufficient faculty or library resources, both addressed elsewhere.) Narrative should include a description of current facilities highlighting any perceived inadequacies. Inadequacies should be documented as best as possible (e.g., with photos, reference to best practices that might support the need for certain pieces of equipment, etc.).

Required documentation:
- Narrative description of current physical resources

Standard 11. The division's programs appropriately prepare students with skills relevant to success in a profession or calling. (Professional Readiness) (cf. SACSCOC 8.1)

Comment: Gardner-Webb University has identified professional readiness as a priority. Use this section to document efforts on the part of the division to prepare students for successful entry into the professional workforce (including preparation for transition into a graduate or post-graduate program of study).

Recommended documentation:
- Data on student participation in internships and other Professional Readiness Experiences
- Placement data
- Licensure data (where appropriate)
- Data on student acceptance into graduation programs
- Data on demand for professions related to the program (e.g., U.S. Bureau of Labor Statistics data)
- Description of capstone courses
- Professional mentoring provided by division
- Samples of student portfolios (where used)
- Recognitions or honors of students in the program

Standard 12. Programs are designed to encourage student learning in the realm of service or community engagement. (Service)

Comment: Gardner-Webb has identified service and community engagement as priority learning goals. Use this section to document ways in which students are exposed to service learning or community engagement in the division's programs.

Recommended documentation:
- Service learning courses within the curriculum
- Community engagement projects connected to the division or its programs
- Other ways that the division encourages service and community engagement

Other Considerations

Comment: An optional component of the Review Document, "Other Considerations" provides the division with an opportunity to evaluate important aspects of its programs that might not be captured in the standards above but which the division wishes to draw attention to. These might be any issues or concerns that affect the efficacy of student learning or the success of the division's programs.

Findings and Recommendations

Comment: Once the standards have been addressed, the division should assemble for careful review of data and findings. The "Findings and Recommendations" section is an opportunity for the division to summarize what it considers to be the results of the research for the twelve comprehensive standards. The report should highlight strengths to be maintained as well as weaknesses to be remedied. "Findings and Recommendations" should include action steps for the next five years that will become the subject of dialogue with the external reviewer and the administration.

Reference to the division's strategic plan and/or the university strategic plan is appropriate and encouraged. Funding needs may also be documented.

Response to the Review Document

Internal Review Committee

The Internal Review Committee will consist of the VP for IE (or a designee with assessment experience) who will serve as chair, two senior faculty members from outside the division selected by the VP for IE, and the Associate Provost. Ideally, one faculty member should come from a professional school and the other from an arts/science department. The committee works in a consultative role relative to the division. The committee may recommend changes to the review document but may not require changes.

The responsibility of the Internal Review Committee is to

- Ensure that the review document is complete and that guidelines were followed
- Evaluate the division's recommendations and offer feedback
- Offer constructive feedback as needed on any aspect of the subject-matter covered by the review document (or that should have been covered by the review document)

Selecting an External Reviewer:

The Department is responsible for identifying and forwarding a list of at least two potential external reviewers to the appropriate Associate Provost's office. The Associate Provost, in consultation with the Chair/Dean, will approve the external reviewer. Once the external reviewer is chosen and has accepted, the IE office will coordinate the two-day visit in collaboration with the division.

- The external reviewer may not have any other contractual relationship with the University.
- Divisions are encouraged to identify outside reviewers who are not former colleagues or personal acquaintances. While it is understood that this may not always be entirely possible, prior relationships between the reviewer and the faculty should always be disclosed.
- Every effort should be made to find external reviewers who are within driving distance of Gardner-Webb.
- External reviewers will be reimbursed for reasonable expenses for meals, lodging and travel, and should be instructed to save receipts
- Honoraria are negotiated by the IE office on a case by case basis.

The External Reviewer's Responsibilities

The external reviewer will

- Carefully review the Five-Year Review document
- Evaluate the division's programs in light of the review document
- Use the 2-day visit to conduct any follow-up research needed to verify the findings of the division
- Evaluate the overall capacity of the division to fulfill its mission considering best practices of the relevant fields of study

- Provide a verbal exit interview at the conclusion of the campus visit
- Provide a written report within 45 days of the exit interview including recommendations for improvements

Campus Visit:

The external reviewer will exercise his/her own judgment as to how best to utilize the 2-day visit. Common elements will include the following:

- Interviews with
  - Dean/Chair
  - Associate Provost
  - Program Coordinators
  - Students of the Programs
  - IE office
- Inspection of facilities

Exit Interview

The exit interview is an opportunity for the external reviewer to report preliminary findings. It should include the VP for IE or his designee, the division chair/dean, the principal writer or coordinator of the review document and invitations to the

- President
- Provost
- Associate Provost for the division

Final Report & Debriefing

The External Reviewer will provide a written report within 45 days of the exist interview that includes division strengths and recommendations for improvements. Once the written report is received, the VP for IE will assemble the division chair/dean, Provost, Associate Provost, President (if available), and any members of the division the dean/chair would like to include for a debriefing session. The purpose of the debriefing session is to discuss a plan that addresses recommendations and action steps.

Document Retention

The Office of the Associate Provosts will maintain copies of the Review Document, written feedback from the Internal Review Committee, the external reviewer's report, and any other substantive documentation related to the five-year review. Divisions are encouraged to maintain their own copies of the documentation.

05/16; 8/17; 7/18

Educational Agreements

The Educational Agreements policy is intended to provide a process of faculty review and advisement for consortial agreements, contracts and other educational agreements with external bodies that have an effect on the University's educational program, specifically those agreements that involve the recognition of academic credits from other institutions or that would otherwise result in credits appearing on a Gardner-Webb University student's transcript that do not originate with Gardner-Webb faculty. The policy recognizes the special role and responsibility that the faculty have for oversight of the University's various educational curricula and the establishment of criteria for completion of academic programs. The policy assumes and is in no way intended to replace the current practice whereby all transfer and transient credit approved for currently enrolled Gardner-Webb students is ultimately approved (or denied) by the faculty. It is also understood that based on established practice, this approval process is delegated to the Registrar's Office based on precedent and consultation with appropriate program coordinators.

1. Educational Agreements are defined as any written agreement, articulation agreement, contract or other written document which allows Gardner-Webb students to receive credit that appears on their official transcript from an institution other than Gardner-Webb. Likewise, Educational Agreements also include written agreements that allow students not fully matriculated at Gardner-Webb to participate in Gardner-Webb classes and/or receive Gardner-Webb credit which appears on another institution's transcript. Other institutions are understood to include schools or organizations that may or may not be accredited by a regional or specialized accrediting body. For the purposes of this policy, site affiliation agreements through which students participate in internships, practica, clinical experiences, etc. are not included as Educational Agreements. Nor does the policy apply to agreements the University enters into with vendors or service providers who do not provide educational experiences that result in transcript credit. Nor does the policy apply to agreements that involve educational experiences that are by definition non-credit.

2. While Educational Agreements may originate from any number of sources (administration, Schools, Departments, individual faculty, etc.), it is the responsibility of the Provost to carefully review any and all educational agreements before proceeding with a process for approval. The Provost will evaluate agreements comprehensively in collaboration with other relevant offices across campus (e.g., Enrollment Management, Finance, etc.)

3. If an Educational Agreement is deemed to be in the best interest of the University, the Provost will present the agreement to the Chair of the Faculty, who will convene an ad hoc committee to review the agreement. This ad hoc committee will consist of the Chair of the Faculty (who presides over the ad hoc committee), three elected faculty members of the Administrative Advisory Committee and three elected faculty members of the Educational Policies and Standards Committee. The respective chairs of these two committees will select their committee's three representatives for the ad hoc committee. If the agreement relates to General Education courses, two members of the General Education Committee will be appointed to the ad hoc committee by the chair of that committee.

4. The agreement will be presented to the ad hoc committee for review. The agreement should be presented prior to execution, whenever possible. Likewise, the committee should have 30 days to consider a proposal, whenever possible, as specified below.

a. The committee will be provided with the other institution's website or equivalent information that describes the institution's mission and resources. Where appropriate, information on the qualifications of the other institution's instructors should be included. Sample data is acceptable, assuming the sample is broad and representative.

b. The Office of Institutional Effectiveness and Planning will provide information regarding the external institution's accreditation status, where appropriate, with all of its accrediting bodies, and the institution's standing with the Department of Education or the Council on Higher Education Accreditation where appropriate. Special attention will be given to any sanctions or negative actions.

c. The Provost's Office will make every effort to provide the proposal prior to implementation and allow the committee 30 days to review the agreement. If time constraints do not allow committee review prior to implementation, the President may elect to provisionally approve an agreement (See below). The faculty recommendation should include a "Yes" or "No" recommendation on proceeding with the agreement, although further commentary may also be included.

5. If the ad hoc committee approves an agreement, the Provost will present the agreement to the President for approval. The President may elect to consult with the Senior Staff or may elect to approve or not approve the agreement unilaterally. The President is the final authority for the approval, suspension or discontinuation of Educational Agreements.

6. If the ad hoc committee chooses not to recommend the agreement, the President may elect (1) not to approve the agreement or (2) may elect to approve the agreement provisionally for six months with the understanding that the ad hoc committee will be asked to re-evaluate the agreement at the end of the six months (or as near after that point that a meeting can be scheduled) in light of the record of performance. If the committee again chooses again not to recommend the agreement, the same options noted above apply.

4/18

IV. ITEMS OF GENERAL FACULTY INTEREST

7/09; 7/12; 7/15;8/17;10/18; 8/20;9/20

1. Honorary Doctorate
       (See Faculty Constitution)

2. Posthumous Honorary Degrees

Gardner-Webb University believes in having a compassionate interaction with families and friends of students who died while enrolled at the University. The awarding of a posthumous, honorary degree can bring closure to a tragic situation for the family and friends of the deceased student as well as the University faculty. The family of the deceased student may initiate a request for a posthumous degree through the school/department of the deceased student's major. Faculty within the school/department of the deceased student's major may also initiate the process.

A. Eligibility

   To be eligible for the award of a Gardner-Webb University degree posthumously, the student generally must meet the following conditions:

   1) At the time of death, the student had completed at least two-thirds (2/3) of all coursework towards a degree.
   2) The student was in good academic standing and was successfully progressing towards completion of degree requirements.
   3) Recommendation for awarding of the degree was approved by the majority of the faculty within the student's major school/department as well as the Dean/Department Chair or, when appropriate, the Dean of the Graduate School.

Final approval for awarding of posthumous degrees shall rest with the Board of Trustees, which will act upon recommendation of the President of Gardner-Webb University.

B. Approval Process

   The process for identifying and considering candidates for the award of degrees posthumously shall be as follows:

   1) The Dean/Chair of the department recommending the student shall send the posthumous degree form along with a degree evaluation and student transcript to the Provost and Executive Vice President. If the request is made by the family it shall be sent to the Dean/Chair of the deceased student's major for processing.
   2) The Provost and Executive Vice President will certify the eligibility of the deceased and prepare a recommendation to the President.
   3) The President will determine if the request should be presented to the General Faculty for approval and, if approved, forwarded to the Board of Trustees for their consideration.

C. Awarding of Posthumous Degree

Upon approval by the General Faculty and the Board of Trustees, the following procedure will be implemented:

1) The family of the deceased will be notified of the approval.
2) The degree will be conferred at the next regularly scheduled commencement exercise unless otherwise requested by the family.
3) The honorary nature of the award will be indicated on the diploma, the student's permanent record and the commencement program.

D. Extraordinary Circumstances

Under special circumstances, the President may grant the awarding of a posthumous degree to a student who has completed less than two-thirds (2/3) of the degree coursework. In such cases, the appropriate faculty, Dean/Department Chair, and Provost and Executive Vice President will be consulted prior to a recommendation being prepared for consideration by the General Faculty and the Board of Trustees.

Gardner-Webb University
Posthumous Degree Request
Office of the Provost and Executive Vice President

STUDENT INFORMATION:	
Name of Student:	Student ID:
Degree Being Sought:	School/Department:

Attached:
 	
      o Degree Evaluation
      o Transcript
      o Letter of Request	

DEGREE REQUESTING PARTY:	
School/Department: OR	
Name (family):	
Email Address:	Phone Number:
Mailing Address:	

FOR UNIVERSITY USE:

This Degree Request Has Been:

- o Approved
- o Denied

Comments: _____

          _____

          _____

Provost and Executive Vice President Signature:

_____ Date _____

If approved and signed please forward to the Office of the President.

Listed below are services which come under the jurisdiction of the Campus Shop:

A.   Textbook and ancillary orders

B.   General office and school supplies

C.   Special orders

D.   GWU merchandise and apparel

E.   Technology

A.   For the convenience of faculty, staff, and students, the Campus Shop handles orders and sales of all textbooks and related supplements as needed, working with faculty requests and enrollment forecasts. The cooperation and support of faculty and staff in submitting accurate information and adhering to deadlines is appreciated.

The order process functions in the following manner:

1. Reminder notice will be given to faculty and staff approximately 2 weeks prior to the deadline that textbook requisitions are due. Electronic order forms are emailed with the notice; printed order forms are available in the Campus Shop.

2. Faculty members should complete the standard book request form in its entirety, listing ALL required texts and supplements with exact ISBNs for the text or package requested. Forms should be returned to the Department Chair who will submit them to the Campus Shop on the specified date.

3. Forms with invalid, discrepant, or missing ISBNs will be returned to the Department Chair for correction.

4. Requisitions are processed and book orders are placed by the Campus Shop. In the event of a change request after orders have been placed, all subsequent related costs as a result of the change will be charged to the department.

Cancellations, additions, and changes in courses and sections should be relayed to the Campus Shop immediately so quantity adjustments can be made.

Completed textbook requisition forms from all departments are due in the Campus Shop in accordance with the following schedule:

Spring Semester – 2nd week of October

Summer and Fall Session – 2nd week of March

Members of the teaching faculty are urged to convey to the Campus Shop listings of supplementary books and supplies (such as maps, calculators, reference books) which will be recommended to students. Whenever possible these items will be made available for sale.

Desk copy requests must be made directly to the publisher by the faculty member or department. The Campus Shop does not loan or order complimentary copies.

B.   For the convenience of faculty, staff, and students, the Campus Shop stocks general office and school supplies. Orders for specific supplies are made by the department directly through Forms and Supplies, Inc. [FSI Office].

C.   The Campus Shop will place special orders for trade books, specific texts, or select supplies upon request. Please contact the appropriate person (Textbook Manager or Supplies Manager) with an exact description and detail of the item requested.

D.   The Campus Shop offers a variety of Gardner-Webb University collegiate apparel, accessories, and gift items in addition to textbooks and school supplies. Faculty and staff receive a discount on personal purchases (10% on books; 15% on supplies; 15% on GWU merchandise, 10% on technology). Merchandise on sale is not eligible for discount.

Cap and gown rental for graduation exercises and other occasions which require academic regalia is the responsibility of the individual. If a faculty member needs to rent academic apparel, it is his/her responsibility to order in time for the event. Order directly from Jostens at 1-800-854-7464.

6/05;8/18

The following is a listing of business policies and procedures that have been reviewed and affirmed by Senior Staff. As does any business, the University must have and adhere to sound business practices. Please review these policies and procedures carefully and incorporate them into your business activities.

<u>Purchasing</u>

- All requests for vehicles, furniture (desks, chairs, file cabinets, etc), computers (hardware, software, printers, etc.), and large ticket office equipment such as copiers, television/VCR/DVDs, fax machines, etc. must be channeled through the Department Chair, director, or Dean to the respective Vice President or Associate Provost. The V.P. can approve purchases up to $250. Purchases in excess of $250 are to be forwarded to the President or his designee. Once approval is received, computer purchases must be channeled through Technology Services. Requests for furniture should be made using an Improvement Request Form. Copier requests should be made to the Office of Business Services.

- Office supplies should be purchased through the campus shop directly or online with FSI. The campus shop has established an agreement with FSI, who should be able to meet all of your office supply needs including direct delivery to your offices. Should the campus shop or FSI not be able to meet your needs, please contact Campus Shop Manager.

- Flowers <u>should not</u> be charged to University budgets for funerals, weddings, anniversaries, and the like. The President's Office will handle flowers for these occasions. If you or your staff know of a situation that warrants flowers, please notify the President's Office.

- The University will not reimburse funds spent for staff birthday parties, anniversaries, showers, and so forth. Retirement celebrations will be reimbursable expenses when the appropriate approvals (Vice President or Associate Provost and/or President) are obtained in advance.

- Group meals for staff development purposes are reimbursable only with prior approval of the Vice President or Associate Provost.

- Departmental budgets should not be used for employees' meals in the cafeteria unless directly related to their job and approved by their Vice President or Associate Provost.

- Gifts for student workers are **not** reimbursable department expenses.

- Memberships, dues, and subscriptions must be approved by the respective Vice President or Associate Provost. The University has a Sam's Club membership, therefore individuals will not be reimbursed for Sam's Club, Costco or similar wholesale clubs.

The Sam's card may be checked out from Accounts Payable. A Wal-Mart credit card is also available for check out.

• The President must approve payment of membership dues in individual employee names to civic organizations (i.e. Rotary, Chamber of Commerce).

• The University will not reimburse for payment to an individual. Payments to individuals for speaking on campus, etc. must be paid directly to the individual through Accounts Payable.

• Prepayment for goods is prohibited unless the vendor will not bill the University. Many times vendors will accept a University purchase order as a "commitment to pay" and will invoice the University upon receipt of a valid purchase order. The purchase order should be issued by the department making the purchase. Copies of Current Fund purchase orders should NOT be sent to Accounts Payable as we have access to them electronically. Checks will not be processed from purchase orders.

• Purchase orders may be created and printed through WebbConnect under the Finance folder.

Choosing the option to Create a New Purchase Order will bring up a form that will allow you to enter all the variables required for a purchase order. Once you have entered all necessary information, you may Save and Print the purchase order.

Printing

• Printing orders and pieces that are to be sent off campus are to be requisitioned through the Publications Office.

Cash Management

• Money should not be collected by individual departments. Student tuition and fees are to be collected by the Student Account's office and all Gifts/Donations should be sent to Advancement. Individual departments are prohibited from establishing new fees. Any request for a new fee should be channeled through the Appropriate Vice President to the Finance Office.

• Cash and checks should be kept in a safe, secure location if retained overnight from sporting events, theater productions, etc. Those funds should be turned into the Student Account's Office as soon as possible (same day but no later than the next business day).

- Student Accounts personnel must verify the deposit in the presence of the person making the deposit. This means that deposits cannot be sent via campus mail and cannot be left in the Student Accounts.

- All deposits must be accompanied by a deposit ticket and presented at the Student Account's window.

Travel

- All local rental cars are to be arranged through the Office of Business Services at extension 4299.

- Documentation for all travel expenses that were booked by the Accounting Office using the University Credit Card, such as hotel stays, etc. should be submitted to the Accounting Office immediately after returning from travel. Accounting is not able to process the charge without an itemized receipt detailing the expense. Promptly submitting these receipts will ensure that finance charges are avoided.

- Faculty and staff will be reimbursed for meals consumed during required business travel up to $30.00 per day. This amount is inclusive of sales tax and gratuity. Excessive gratuity (in excess of 20%) will not be reimbursed. Itemized receipts detailing items purchased and sales tax MUST be submitted for reimbursement. Incidentals (i.e. gum, mid-morning coffee, snacks, bottled water, etc.) will not be reimbursed. The "Travel Expense Report" should be used when requesting reimbursement for travel. This form can be found in WebbConnect under the Finance folder.

  Faculty eligible for professional development funds will follow the stated daily allowance of $30 when attending conferences or other overnight travel. Itemized receipts are required for any approved meal expense.

- When asking to be reimbursed for a meal that included several other individuals, receipts must be attached and you must list the names of those individuals and the purpose of the meal.

- Adjunct faculty and fulltime faculty and staff teaching in an adjunct capacity will be reimbursed up to $7.00 per meal when teaching at a site more than 10 miles from their homes. No receipt is required. The "Adjunct Travel Expense Report" should be used for requesting adjunct related travel reimbursement.

- Adjunct faculty travel expenses (meal, mileage, etc.) will be reimbursed twice during the fall and spring semesters (mid-term and at the conclusion) and at the conclusion of each summer session. The DCP, Graduate and Accounts Payable Offices will agree upon a reimbursement schedule each semester and will make the faculty aware of this schedule. Reimbursement requests submitted outside of this time frame will not be paid.

- A **Travel Expense Report** (not a Payment Request Form) should be completed for reimbursement for any travel related expenses. The Travel Expense Report must be fully completed, including column and row totals. The purpose of the travel as well as the original signature of the person being reimbursed must be included on the form, and the original of the form as well as all of required receipts submitted.

- All travel reimbursements should be thoroughly reviewed by the appropriate Department Head, Vice President, Associate Provost prior to their approval and submission to Accounts Payable. The reviewing/approving supervisor should verify that the travel is a legitimate University expense, reimbursements for meals and the like are within policy limits, all necessary itemized receipts are provided and the travel expense reimbursement form is accurately tallied.

Accounts Payable

- All properly approved (appropriate approval signature(s) and account numbers(s) to be charged) invoices, payment requests, travel reimbursements, advances, etc. received in the Accounts Payable Office by 1:00 pm Friday will have checks available for issuance by 10:00 am the following Friday. Checks made payable to faculty and staff will be available for pickup in the Accounts Payable Office unless it is requested that they be mailed. Employees who have selected direct deposit should expect to see their reimbursement deposited to their account on the following Friday as well. Checks payable to vendors, organizations, or persons not employed by the University will be mailed Friday unless it is specified on the source document that the check will be picked up. Those checks will be available in the Accounts Payable Office. Original forms, receipts and signatures are required (no copies, faxes or signature stamps).

  - All requests for reimbursement (travel expense reimbursements as well as reimbursements for goods purchased out of pocket) must be submitted as soon as possible, but no later than two months after the expense was incurred or within two weeks after the end of the fiscal year, whichever comes first.

- Individuals may have only one advance at a time and should clear their advance immediately following the purpose or event for which it was requested. Unused advance monies should be deposited at the Student Account's to the advance account from which they were taken and not be held for another upcoming event. Advances should be requested for the minimum amount needed. Advance funds should not be used to pay an invoice. All invoices must be sent to Accounts Payable for payment.

- When Advance funds are given to students for meals, the student MUST sign stating the date, number of meals for the day and total amount received. The meal limit is $7.00 per meal when using advance funds.

- All advances, reimbursements, or check requests for faculty, staff, and students must have the individual's full legal name and GWU ID number listed. There are numerous individuals on campus with similar names and without the payee's GWU ID number it can be difficult, if not impossible, to identify the correct individual in the system.

- The University does not accept CODs. Other arrangements will need to be made with the Accounts Payable Office and the outside vendor.

- All invoices should be mailed directly to the Accounts Payable Office at PO Box 997.

- A **Payment Request Form** should be completed to request reimbursement for items purchased out of pocket that are not related to travel, as well as to compensate individuals for services provided. All fields on this form must be completed. If the individual being paid is a student or employee of the University, he/she should sign the signature line for Requestor. The ID number listed should be that of the individual to be paid, not the individual requesting the payment.

- Payment for services rendered, including stipends and honorariums, are taxable to the recipient and must always be processed through the Accounts Payable Office. Cash or cash equivalents (i.e. gift cards) should **never** be given to an individual for services rendered or as a gift.

- Payment for services rendered to any individual currently on the University's payroll will be processed through the Payroll Office, and these individuals will be paid on their next scheduled pay date. (This category includes students who have been awarded Work Study, RAs, GRDs, and graduate assistants.)

- The University has an Amazon Business account. To order items through Amazon, you may send the URL link to Robin Hamrick or Haley Kendrick. Amazon does not necessarily have the lowest price on the market for all items so please be sure and price compare before ordering.

Human Resources & Payroll

- All new as well as replacement positions must be approved in advance by the President. Once the position has been approved and filled, all new hires (except for new faculty) should report immediately to the Human Resource Office for formal paperwork and orientation. New faculty will receive orientation from Human Resources at the beginning of the academic year but are encouraged to report to Human Resources to complete paperwork as soon as they arrive on campus to begin work.

- Faculty members who resign should do so in a letter to the appropriate Associate Provost as soon as the decision is made. Any personnel terminations, voluntary or involuntary, should be immediately reported to the Human Resources Office and the Payroll Office. Please indicate the last day of work in order for the last pay period to be calculated.

- The University prohibits any employee, faculty or staff, from personally compensating students financially for the student's participation in any University activity (e.g. clubs, ensembles, teams, etc.) Students may only be compensated in instances that have been duly authorized by supervising University officials (Associate Provost or Vice President) who have approved the use of designated University funds.

6/19

- Please consult the Personnel Handbook or the Human Resource Office for questions relating to all personnel benefits (using vacation time, sick leave time, FMLA, tuition remission, etc.).

Fund Raising / Gift Solicitation

- All University fund-raising projects must be approved by the Associate Provost. All gift solicitations to individuals / businesses / organizations outside GWU must be submitted to the Vice President for Institutional Advancement for approval.

- Decisions on making donations to charitable organizations on behalf of the University will be made by the Institutional Advancement Office in consultation with the President's Office.

Media Communications

- The President, Vice President for Institutional Advancement, and the Director of University and Media Relations are the official spokespersons for the University. All media contacts with employees of the University should be referred to the Director of University and Media Relations. The Director will handle the inquiry personally or will request the assistance of a faculty member, staff member or administrator, as appropriate.

4/05, 5/08, 12/08

Planning and Assessment Documentation

Assessment of student-learning outcomes is an essential component of effective teaching and is considered a primary responsibility of every academic school and department. Likewise, strategic and long-term planning is a necessary undertaking if programs are to remain relevant and effective. As a stimulus to effective planning and assessment, the University requires annual reporting on the assessment of student learning outcomes along with a record of improvements that are identified and implemented as a result of the assessment. Assessments must be conducted annually on every "major" and degree program across the curriculum. (Reporting on minors and concentrations is not required.) Every school and department is also responsible for maintaining and reporting annually on a strategic plan tailored to the needs of the school or department.

Due dates for annual reports are as follows:

June 1   Strategic Plan updates

Dec 1   Annual Learning Assessment (ALA) for each major or academic program

General Education Learning Outcomes (GELO2) for schools or departments with courses in the General Education Curriculum

Outcomes Report for non-teaching units across campus

Reporting forms along with detailed instructions are available online to all faculty. Currently, these documents are stored on the University's Microsoft *OneDrive* account. All faculty have access.

Instructions:

1. Log in to WebbConnect.
2. Click the link for Email-O365.
3. Click the Office 365 App Launcher in the upper-left hand corner of the email screen. It appears as a checkered box.
4. Click OneDrive.
5. Once OneDrive opens, click "Shared" in the left-hand column to view shared files and folders.
6. Forms and instructions are located in the folder titled "Templates and Instructions."
7. Faculty are also able to view the uploaded documentation of all schools and departments, which are stored in folders labeled by the calendar year (e.g., "2017" "2018").
8. If the appropriate folders do not appear in the shared directory, contact the Office of Planning and Institutional Effectiveness (ext. 4253) to request access.

Annual reports (strategic plan updates, ALA's and GELO2's) should be uploaded by the department/school directly to the appropriate OneDrive folder prior to the due date each year.

Gardner-Webb University

Committee Annual Report
Evaluation by Committee Chair

Please submit this evaluation via email no later than May 25

Committee:

Chair:

Academic Year:

Committee Membership

Faculty:

Students:

The membership composition of this committee is:

_____ *Satisfactory*   _____ *Unsatisfactory*

Committee meetings were:

_____ *Well attended*   _____ *Poorly attended*

Committee meetings were conducted:

_____ *Less than once per month*   _____ *Monthly*   _____ *More than once per month*

resulting in a meeting schedule that was:

_____ *Too infrequent*   _____ *Adequate*   _____ *Too frequent*

List the major issues addressed by the committee during year.

Did any of the issues cited above deviate significantly from the duties of the committee as outlined in the faculty handbook? If yes, please explain.

Describe any unfinished committee work that will need to be addressed during the upcoming academic year.

What was the most significant accomplishment of the committee this year?

List the major strengths of the committee.

List the major weaknesses of the committee.

As chair, how would you rate the effectiveness of this committee?

What suggestions do you have for improving the effectiveness of this committee?

Other comments?

Other than this committee, how many committees have you chaired at GWU?

__ *0   1   2   3   4*

Has your experience as chair of this committee made you more likely or less likely to accept a similar appointment in the future?

Sexual Misconduct and General Harassment Policy

Notice of Nondiscrimination
Various federal regulations, including the regulations implementing Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, require that each recipient of federal financial assistance, such as Gardner-Webb University, publish this Notice of Nondiscrimination. **Gardner-Webb University does not discriminate on the basis of race, color, national origin, sex, disability, or age in employment for any of its programs and activities**. The person designated to oversee policies, procedures and complaints related to possible discrimination on the basis of sex (including sexual harassment and sexual misconduct) is referred to throughout this document as the Title IX Coordinator. The Title IX Coordinator for Gardner-Webb University is:

> Steve Gambill ,
> Dover Chapel, Room 106
> Ext. 704-406-2639
> sgambill@gardner-webb.edu

Gardner-Webb University believes the journey to acquire knowledge can only flourish in an environment free from sexual misconduct or gender-based discrimination. Sexual Misconduct includes, but is not limited to sexual assault, sexual harassment, domestic violence, dating/acquaintance violence and stalking. All forms of sexual misconduct are viewed as acts of aggression and repression and are not conductive to a positive educational environment and therefore prohibited on campus.

All students and employees of the University are subject to the institution's Sexual Misconduct and Harassment policy. The policy is posted on the University's website at http://www.gardner-webb.edu/Assets/gardnerwebb/Information/sexual-misconduct-policy.pdf

Gardner-Webb University
List of Title IX (Sexual Harassment and Sexual Assault)
Campus, Local, State, and National Resources
University Resources

Steve Gambill

Interim Title IX Coordinator and ADA Coordinator

Dover Chapel, Room 106, 704-406-2639

In addition to the Interim Title IX Coordinator listed above, various members of the Gardner-Webb University community are trained to refer sexual harassment and sexual assault complaints to the appropriate authorities. These individuals are listed below.

Complaints related to faculty or academic personnel:
Dr. Carmen Butler, Tucker Student Center, 704-406-3980
Dean of Student Success
cbutler@gardner-webb.edu

Complaints related to athletics:
Ms. Pam Scruggs, Associate Athletics Director and
Senior Women's Administrator
Lutz-Yelton Convocation Center, 704-406-4341
pscruggs@gardner-webb.edu

Complaints related to non-faculty employees:
Ms. Frances Sizemore, Associate Director of Human Resources
Webb Hall, 704-406-3502
fsizemore@gardner-webb.edu

Complaints related to traditional undergraduate students:
Brian Arnold, Interim Vice President of Student Development
And Dean of Students
Tucker Student Center, 704-406-4374
barnold@gardner-webb.edu

Complaints related to degree completion:
Dr. Elizabeth Pack, Dean of Adult and Distance Education
Graduate House, 704-406-2173
epack@gardner-webb.edu

Complaints related to graduate studies:
Dr. Sydney Brown, Dean of the Gayle Bolt Price School of Graduate Studies
Graduate House, 704-406-3019
skbrown@gardner-webb.edu

Cleveland County Resources

Cleveland County Abuse Prevention Council
      24-hour crisis line 704-481-0043

Boiling Springs, NC Police Department
      http://www.boilingspringsnc.net
      704-434-9691

Shelby, NC Police Department
      http://www.cityofshelby.com/govt/dept_police/index.php
      Non-emergency 704-484-6845
      Emergency 9-1-1

Cleveland County Sheriff's Office
      http://www.clevelandcounty.com/sheriffs_office
      704-484-4888
Cleveland County District Attorney's Office—Victims' Rights
      http://www.ncdistrictattorney.org/27B/victims_rights.htm
      704-476-7810

State and National Resources

North Carolina Sexual Assault Response Team
      http://www.nccasa.org

North Carolina Department of Public Safety
      https://www.ncdps.gov

RAINN-Rape and Incest National Network--is the nation's largest anti-sexual violence organization and was named one of "America's 100 Best Charities" by Worth magazine. RAINN created and operates the National Sexual Assault Hotline (800.656.HOPE and in partnership with more than 1,100 local sexual assault service providers across the country and operates the DoD Safe Helpline for the Department of Defense.

www.rainn.org

1-800-656-4673

SAVAN- Statewide Automated Victim Assistance and Notification. SAVAN is a free, anonymous, computer-based telephone program that provides victims of crime with two important services: information and notification. The SAVAN program is designed to provide you with a quick easy access to offender information and to alert you when an offender's custody status changes.

www.ncsavan.org

National Sexual Assault Hotline
1-800-656-HOPE (4673)

National Domestic Violence Hotline
1-800-799-7233

06/16

EMPLOYEE-STUDENT AND FAMILIAL RELATIONSHIPS

1. Policy

   The faculty-student relationship lies at the foundation of the educational process. Typically, there are also other members of the University staff who enter into significant relationships with students in an educational context. As a matter of sound judgment and professional ethics, all employees have a responsibility to avoid any apparent or actual conflict between their professional responsibilities and personal relationships with students.

   Romantic and/or sexual relationships between an employee and a student have the potential to pose risks to the employee, the student, or third parties. In such relationships, voluntary consent by the student is suspect because of the inherently unequal nature of the relationship. A romantic and/or sexual relationship between an employee and a student can lead to a complaint of sexual harassment when the student feels that he or she has been exploited. In addition, employees, or students may express concerns about undue access or advantage, favoritism, restricted opportunities, or unfavorable treatment as a result of the relationship. These concerns are damaging whether the favoritism is real or perceived. They also arise in cases where the relationship between the employee and the student remains amicable, as well as in cases that lead to accusations of exploitation. For all these reasons, the University strongly discourages romantic and/or sexual relationships between employees and students.

   In spite of these warnings, the University recognizes that sometimes such relationships occur. If a romantic and/or sexual relationship occurs or has occurred between an employee and a student for whom the employee has supervisory responsibility, an inherent conflict of interest arises. When a conflict of this nature occurs, the employee must disclose the relationship so that a resolution to the conflict can be sought. The University also recognizes that sometimes a romantic and/or sexual relationship may occur between an employee and a student where the employee has no supervisory responsibility over the student. These relationships must also be reported to determine whether a conflict of interest exists.

   This policy applies to any University employee. Throughout this policy, the term "employee" is used to refer to regular instructional faculty, clinical faculty, adjunct faculty, preceptors, administrators and staff. This policy makes no distinction between undergraduate and graduate students or students who are full-time and those who are part-time.

2. Definition

   Supervisory Responsibility includes, but is not limited to, teaching; research; academic advising; coaching; service on evaluation, thesis or dissertation committees; grading;

recommending in an institutional capacity for employment, scholarships, or awards; directing activities; training;, leading;, evaluating; disciplining; assigning responsibilities; and recommending for rewards. This supervision can occur on or off campus, in curricular, co-curricular, or extra-curricular activities. (A student auditing a course is for the sake of this definition not considered to stand within a supervisory relationship.)

3. Regulations

   a. Prohibition of Supervision
      An employee is prohibited from having supervisory responsibility over a student with whom he or she is currently having a romantic and/or sexual relationship. An employee may be prohibited from having supervisory responsibility over a student with whom he or she has had a romantic and/or sexual relationship in the past.

   b. Employee-Student Relationships: Disclosure and Conflict Resolution
      i. Disclosure Requirement: If an employee is having or has had a romantic and/or sexual relationship with a student, the employee must disclose the relationship to his or her Department Chair, Dean, Supervisor, Associate Provost or the appropriate Vice President. The appropriate Vice President or Associate Provost in consultation with the Department Chair, Supervisor, or Dean, will determine if a genuine conflict of interest exists. Failure to disclose could result in disciplinary action up to and including dismissal.

      ii. Development and Approval of a Conflict Resolution Plan (hereafter referred to as the "plan"): If a conflict is found to exist, a written plan to resolve the conflict of interest should be developed by the employee in consultation with the appropriate Dean, Department Chair, or Supervisor. In most cases, the aim of the plan will be to remove the employee's responsibility for supervising the student and to make alternative arrangements. The plan must address the need to preserve and maintain the student's immediate and long-term educational opportunities, ability to meet program requirements, and career progression. For these reasons, the student must find the plan to be acceptable.

         At any time, the student, the employee, the Dean, Department Chair or Supervisor may consult with the Office of Human Resources. Final approval of the plan is the responsibility of the appropriate Associate Provost or the appropriate Vice President.

4. Determination of Plan Acceptability

   Making alternative arrangements for the employee's supervisory responsibility may have a negative impact on other students, other employees, and the University. Therefore, the Associate Provost or the Vice President has the authority to decide that no acceptable

resolution to the conflict can be found.

    a. When a Conflict Resolution Plan Is Not Agreed Upon: If it is not possible for all the relevant parties to agree on a plan to resolve the conflict of interest, the romantic and/or sexual relationship must be discontinued until the employee no longer has supervisory responsibility for the student (also see Paragraph 10, Sanctions). In the case of a past relationship, the Provost or Vice President in consultation with the President will decide on the course of action.

    b. Record Keeping: A written record of the approved conflict resolution plan must be placed in the employee's personnel file in his or her home administrative unit (also see Paragraph 8, Confidentiality).

5. Role of the Dean, Department Chair, Supervisor and Vice President

A Dean, Department Chair, Supervisor, or Vice President who learns that an employee has supervisory responsibility for a student with whom the employee is having or has had a romantic and/or sexual relationship is obligated to attempt to develop a plan to resolve the conflict of interest. If the Dean, Supervisor, Department Chair, or Vice President learns of a potential conflict of interest from another source (e.g., student or third party), he or she is first obligated to determine whether a conflict of interest exists. If a conflict of interest exists, the Dean, Department Chair, Supervisor, or Vice President must attempt to develop a plan to resolve the conflict of interest.

6. Impact on Third Parties

Any student, faculty member, or staff member who believes he or she has received inappropriately favorable or unfavorable treatment as the result of a romantic and/or sexual relationship between an employee and a student may file a complaint with the Dean, Department Chair, appropriate Associate Provost, or the Office of Human Resources. Complaints will be received in accordance with the Student Grievance Policy as found in the Student Handbook, the grievance procedure found in the Personnel Policy Manual or the University's Harassment Policy, whichever is most appropriate to the situation.

7. Existing Student Policies

This policy does not preempt existing codes of student conduct.

Nothing in this policy shall be deemed as supplanting or otherwise affecting the University's Harassment Policy

8. Confidentiality

University administrators need to respond appropriately to all conflicts of interest that arise under this policy. Within this context, every reasonable effort will be made to preserve confidentiality and protect the privacy of all parties in the course of

investigating a potential conflict of interest or, where a conflict of interest exists, in attempting to develop an alternative plan for supervision of the student.

9. Sanctions

Violations of this policy will be considered misconduct on the part of an employee and will be subject to institutional sanctions up to and including termination of employment. Violations of this policy include but are not limited to the following:

a. An employee is having or has had a romantic and/or sexual relationship with a student but fails to disclose the relationship promptly (see Paragraph 3.b., Disclosure Requirement).

b. The employee discloses the relationship but fails to cooperate in the development of a satisfactory plan to resolve the conflict of interest (see Paragraph 3.b Development and Approval of a Conflict Resolution Plan) or fails to adhere to an agreed-upon plan.

c. The employee discloses the relationship, but after the Department Chair, Dean, Supervisor, Vice President, and/or Associate Provost determine(s) that no satisfactory plan is possible to resolve the conflict of interest; the employee continues the relationship (see Paragraph 4. When a Conflict Resolution Plan Is Not Agreed Upon).

10. Other Familial Relationships between Employees and Students

Because family relationships also have the potential for conflict of interest, favoritism, bias, or perceptions of the same, they must be addressed in a similar fashion. When an employee finds he or she is or will be in a faculty-student relationship with a member of his or her immediate family (spouse, parent, child, or sibling) the faculty member must immediately notify his or her Dean, Department Chair, or Supervisor and initiate the process of conflict resolution as described above. In the case of more distant relatives (aunt, uncle, cousin, brother-in-law, etc.), employees are encouraged to exercise good judgment and discretion in consultation with their Dean, Chair, or Supervisor to determine whether a Conflict Resolution plan is necessary.

Additional familial relationships involving staff are addressed in policy 5.9 in the Personnel Policy Manual, Employment of Relatives.

Faculty Marshals

The four full-time faculty members with the rank of professor who have the longest tenure at Gardner-Webb will be identified as Faculty Marshals. Vacancies will be filled by appointment of the Provost.

Duties of the Faculty marshals will be to assist in Fall Convocation, Commencement activities, and any other activity requiring formal presentation of the faculty in academic regalia. Duties will be assigned by the President, the Provost, or their designates.

5/06

Final Examinations/Assessments must:

-be given in every course
-contain a comprehensive component
-be held during the officially assigned time for the course (see the Registrar's Office "Final Exam
 Schedule" which is available on the website)
-be taken by all students enrolled in the course (with the possible exception under the policy on
  exemptions, presented below)
-be taken by students during the officially assigned time (graduating students' exams may be taken early
  so that instructors are able to comply with final grade deadlines for these students).

Rescheduling final exams requires students desiring to reschedule their exams to secure the permission of both the instructor and the Associate Provost. This permission is recorded on the Request to Reschedule Final Exam forms available in the Office of the Associate Provosts (Webb 102). Graduating students do NOT need to submit these forms for exams they must have rescheduled due to the deadline for submitting graduating students' grades.

A student who has extenuating circumstances that make her/him unable to take the final exam may request permission from the instructor to receive an Incomplete (I) grade.

Students who do not take the final exam in a course will receive a failing grade for that course. Instructors may use their discretion and submit an Incomplete (I) grade plus the necessary forms, but if students do not complete the exam in the allotted time, the Incomplete grade will become an F.

                                                                                              7/18

A course instructor may waive the requirement for a comprehensive final examination for undergraduate students on the candidates for graduation list who meet the following criteria:

>   A student must:
>
>   1. Be enrolled in a 300 or 400 level course
>
>   2. Have an "A" average for the course
>
>   3. Have not exceeded the number of absences permitted
>
>   4. Be graduating in the semester in which the option is used (Must be listed on the Graduating Senior List on the Web site)
>
>   5. Have the faculty member's approval for the exemption.

Any professor has the prerogative to require that comprehensive exams be taken. This is up to the individual professor to decide.

The final exam schedule for each semester can be found on the Registrar's website. http://www.gardner-webb.edu/academics/registrar/exmschd.html

6/07

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. Students are not to lie, cheat or steal nor tolerate those who do. The Student Government Association requires all students in the traditional undergraduate program to sign the Honor Code Form as a part of the enrollment process at the University. This signed form is kept in the Office of the Vice President of Student Development.

04/13

Policy of Academic Honesty

Preamble

As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

Student Responsibilities

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
3. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
4. Students must understand the definitions of plagiarism and academic dishonesty.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.
6. Students are expected to report incidences of academic dishonesty to their professor.
7. Any student who threatens or coerces another student or faculty member for reporting an Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

Faculty Responsibilities

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific

precaution does not, however, constitute an excuse for any form of academic dishonesty.

3.   Faculty members must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4.   Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction.
5.   Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be found responsible on suspicion alone.
6.   Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their professor stating: "I have neither given nor received unauthorized help on this assignment."

Definition of Academic Dishonesty

Academic Dishonesty is the deliberate and knowing misrepresentation of one's academic work. A student is dishonest when two circumstances occur: (1) The student could reasonably be expected to know that his/her professor would disapprove of some aspect or circumstance of the student's academic work; and (2) the student submits work to the instructor for evaluation while hiding that particular aspect or circumstance from the instructor. To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned.

From another perspective, academic dishonesty may be viewed as the use of unauthorized assistance in any work that is to be evaluated – "unauthorized" meaning that the professor would not approve of the form of assistance received and is unaware of its use. The student is being dishonest if he/she deliberately hides this assistance from the instructor while knowing the instructor would not approve of this assistance. If the instructor is unaware of the assistance that has been received, he/she will evaluate the work as being entirely the student's own. Thus, the evaluation has not been fairly earned by the student. Furthermore, any student who knowingly gives unauthorized assistance is also guilty of academic dishonesty.

On tests and examinations academic dishonesty occurs when a student receives any assistance that the professor has not expressly permitted. It may take the form of looking on another student's test paper or bringing into the test site any information or materials not expressly permitted by the professor. Both of the above definitions of academic dishonesty apply: the student has misrepresented the test as being entirely his/her own work. Furthermore, the student has received unauthorized assistance.

On research papers, reports and other written assignments a form of academic dishonesty is plagiarism, which is the use of someone else's information or exact words without properly "documenting" or identifying that source. Whenever someone else's exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other

than the student's own personal knowledge—"book, article, interview, etc."—must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should not hesitate to consult the professor about any question or uncertainty regarding proper documentation or research information.

A professor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the professor has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the professor if there is any doubt about outside assistance being allowable.

Because TUG students receive academic credit for the DIMENSIONS program and because grading for this program is based exclusively on attendance, academic dishonesty also includes any attempt to gain credit for DIMENSIONS without attending or staying for a complete program.

The examples above are not intended to be a full list of cases of academic dishonesty, but they illustrate the definition. Ultimately, academic dishonesty amounts to deliberately hiding something from the professor. So the best advice is this: whenever in any doubt, consult the professor.

PROCEDURES FOR HANDLING CASES OF ACADEMIC DISHONESTY *FOR UNDERGRADUATE STUDENTS*

Official Warning Purpose

The purpose of the official warning is to provide the Gardner-Webb community with a more flexible way of addressing instances of academic dishonesty. In essence, the official warning creates a way of handling misdemeanor cases to complement the existing system for handling more serious instances (see Formal Charges section below). Faculty should issue a warning when they deem it appropriate; typically this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. A warning would also be suitable in cases where the instructor judges that the student's actions, while unacceptable, were more the result of ignorance than a deliberate effort to deceive. A warning is also acceptable in other cases where faculty members who, in their best professional judgment, believe that an act of academic dishonesty occurred, but for whatever reason, do not wish to file formal charges against the suspected perpetrator. Faculty members must indeed have evidence to issue a warning; they must be able to explain what specific violation has occurred and be able to document their charges. Students have, as always, the right to appeal any decision made by university officials.

Procedure

The instructor must meet with the student(s) involved and thoroughly explain the specific type of violation, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student(s). In this conference, the instructor should also conscientiously

listen to the student's position as well. Upon completion of the conference, if the instructor deems a warning is merited, he or she should send an Academic Dishonesty Report indicating an Official Warning has been issued. The Report should also include details of the incident (including copies of any evidence available), the student's position and the faculty member's rationale for not filing formal charges of academic dishonesty. The Report must be signed by both faculty member and student and filed with the office of the Vice President of Student Development for TUG students and the Office of the Dean of Adult and Distance Education for GOAL-DCP students. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. The Report will become part of the student's confidential disciplinary file in the Vice President's office or the Dean's Office and will serve as a record of the student having been warned about the nature and consequences of academic dishonesty. Thus, it may be used as evidence should any charges of academic dishonesty be filed against that student in the future. The warning, however, <u>does not</u> count as a student's first incident in determining sanctions should an actual charge be filed at some future date. The instructor's right to assign an appropriate grade on any assignment remains in effect.

In cases where a student has already received a warning or has been found responsible for Academic Dishonesty (first or second incident) a warning is not appropriate. In these cases, the office of the Vice President of Student Development (TUG) or the Dean of Adult and Distance Education (GOAL-DCP)will contact the instructor issuing the warning to inform him or her of the student's prior responsible outcome. The instructor must then file formal charges against the student.

The student's right of appeal and all appeals policies remain in effect concerning decisions made in this process. In the case of an official warning, a student may indicate, within one week, that he or she is not responsible and request a review of the decision commensurable with the process of review in the case of a formal charge outlined below.

Formal Charges

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. If, based upon a thorough investigation of the incident, the faculty member concludes that the student has committed an act of academic dishonesty serious enough to warrant formal charges the faculty member must present the charges and the evidence to the student in a conference. A student may plead responsible to the charges and thereby waive his/her right to a hearing. The student who pleads responsible agrees to accept whatever penalty the faculty member deems fitting (ranging from a lowered grade on the assignment to assigning a "FX" for the course). An Academic Dishonesty Report indicating the incident and the penalty assessed for the infraction (or the student's intention to contest) must be signed by both faculty member and student and filed with the office of the Vice President of Student Development (TUG) or the Dean of Adult and Distance Education. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. If the faculty member assigns a grade of "FX", the office of Vice President of Student Development (TUG) or Dean of Adult and Distance Education will send a copy of the Academic Dishonesty Report to the Registrar's Office.

The case is closed at this point, unless one or both of the following occur:

1) The student wishes to contest the faculty member's charges on the grounds of inadequate or newly discovered evidence, or unfair treatment. Such an intention must be filed in writing, with

the office of Vice President of Student Development (TUG) or the Dean of Adult and Distance Education (GOAL-DCP) within one week of conference with the faculty member (i.e. the date listed on the Academic Dishonesty Report). This intention to contest should state as fully and plainly as possible the grounds for contesting the charge.

2)   The Vice President of Student Development (TUG) or the Dean of Adult and Distance Education (GOAL-DCP) determines that this is the student's second incident.

In either case, the Vice President of Student Development (for TUG cases), or Dean of Adult and Distance Education (for GOAL-DCP cases) will notify the Chair of the Academic Honor Court, who is the faculty representative to the Court appointed by the Chair of the Faculty for a three year term. The Chair of the Academic Honor Court will convene a meeting of the Court.

The TUG Academic Honor Court is composed of the following members or their alternate in case of a conflict of interest:

Member	Alternate
Faculty representative (Chair)	Faculty member appointed by Chair of Faculty.
President of Alpha Chi	Vice-President of Alpha Chi
Student elected from SGA from among its membership.	Alternate SGA member elected at time that representative is elected.
Vice President of Student Development	
Associate Provost for Arts & Sciences	

The GOAL-DCP Academic Honor Court is composed of the following members or their alternate in case of a conflict of interest:

Member	Alternate
Faculty representative (Chair)	Faculty member appointed by Chair of Faculty.
Member of Alpha Sigma Lambda selected by the Chair of the Honor Court	Member of Alpha Sigma Lambda selected by the Chair of the Honor court
Student representative to the GOAL-Degree Completion Council	Alternate student representative to the Degree Completion Council
Dean of Adult and Distance Education	
Associate Provost for Arts and Sciences	

In the case of a contested charge, the Academic Honor Court will convene for a hearing. At the hearing, both the student and the faculty member may present evidence regarding the charges. In accordance with University policies, students may ask anyone from within the University community to appear on their behalf at the hearing. Members of the Academic Honor Court are expected to hear the case objectively and decide the case based upon the presentation of evidence.

The Academic Honor Court may either support or dismiss the faculty member's charges. Should it find the student responsible of a second incident, the Board will levy sanctions (see below) against the student in addition to those imposed by the faculty member, and may do so in the case of a contested first incident. The results of the TUG Honor Court proceedings will be filed with

the Office of Student Development and the Office of the Associate Provost for Arts and Sciences. The results of the GOAL-DCP Honor Court proceedings will be filed with Office of Adult and Distance Education and the Office of the Associate Provost for Arts and Sciences.

A student found responsible for Academic Dishonesty may appeal the decision to the Provost of the University, but only on the basis of additional evidence unavailable at the hearing, improper procedure, or a sanction inconsistent with the incident. A faculty member may appeal a decision only on the grounds of improper procedure or a sanction inconsistent with the violation. Such an appeal must be filed with the Provost, in writing, within 24 hours of the decision. The Provost may decide to hear the appeal or to uphold the decision. The Provost's decision is final.

The University reserves the right to adjudicate student academic dishonesty cases by means of an administrative process rather than through the Academic Honor Court when the University is not operating under normal conditions, e.g. before classes begin in a new semester, during school vacations periods, during examination periods, during any summer session, and the time period between the last exam and graduation. In such cases, there would be no student representation. The accused student retains the same rights under the administrative process as under the standard academic judicial process. Any student who wishes to have his or her adjudication delayed until student representation is possible must make a written request to the chair of the Academic Honor Court prior to the scheduled hearing date specifically agreeing to the consequences of delaying adjudication (such as delayed graduation, delayed registration, etc.).

SANCTIONS

First Incident

The sanction for a first incident may range from penalizing the student's grade on the specific assignment and submitting the Academic Dishonesty Report as a written record of the violation to assigning the student a failing grade for the course. When a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the incident on the student's transcript.

Second Incident

The sanction for a second incident may range from a grade of FX for lesser offenses to suspension or expulsion for extensive dishonesty on tests, exams, or major papers. The Academic Honor Court should base, in part, its determination of the severity of the punishment upon the severity of the first infraction. Any student convicted of a second incident will receive a failing grade for the course and an FX will be recorded as a permanent indication of the incident on the student's transcript. Students responsible for any second incident will be ineligible for academic honors.

Third Incident

Any student found responsible for a third incident of any kind will be expelled from the University with the action so noted on the student's transcript.

Repeating Courses in which Academic Dishonesty Occurred:

University Policy regarding repeating courses is not applicable in a situation where a failing grade was assigned because of academic dishonesty (FX). An "FX" that is assigned as a penalty for

academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average.

Academic Dishonesty Outcome Letters

In accordance with The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA or the Buckley Amendment) addressing university officials considered in the category of "need to know", it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing:

- the accused student
- the accused student's appeal advisor
- the professor bringing the charges
- members of the Academic Honor Court
- the accused student's academic advisor
- Registrar's Office
- Provost & Executive Vice President of the University
- the accused student's disciplinary file

8/00; 8/03; 6/07; 04/13;
4/13; 8/14;1/16;8/18;4/19

ACADEMIC DISHONESTY REPORT
(Undergraduate Programs)

A. Indicate whether this Report involves an Official Warning or Formal charges
　　　　OFFICIAL WARNING

I, the undersigned, have discussed with my instructor the nature of an infraction of the academic Dishonesty Policy. Based on this discussion I understand that I will receive an Official Warning which will become a part of my confidential disciplinary file. There may also be additional sanctions if issued a **WARNING**. I also understand that it may be used as evidence should charges of academic dishonesty be filed against me in the future. Student and Instructor sign and date on the lines provided.

　　　　FORMAL CHARGES

I, the undersigned, have been charged with academic dishonesty and have discussed the charge(s) with my instructor.

Specific charge: [Plagiarism or Cheating] (Circle one)

B. Based upon this discussion, I plead: [check one of the following]

　　　　Responsible. I realize that by entering this plea I do hereby waive all rights to contest these charges.

By pleading responsible I accept the following sanctions(s):
　　　　Grade reduction on assignment;
　　　　"0" on assignment;
　　　　Grade reduction for course;
　　　　Course failure for academic dishonesty (FX);
　　　　Other

　　　　Not Responsible. I realize that by entering this plea **I must file, in writing and within one week, my intention to contest these charges.** This statement must also include the grounds for contesting the charges (inadequate or inaccurate evidence, unfair treatment) and should describe as fully as possible the student's view of the incident. The statement should be directed to the VP of Student Development or, for DCP students, the Dean of GOAL- The Degree Completion Program.

NOTE: "University Policy regarding repeating courses is not applicable in a situation where an "F" was assigned because of academic dishonesty (FX). An "FX" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average." Gardner-Webb University Undergraduate Catalog and Student Handbook (TUG) or GOAL-The Degree Completion Student Handbook (DCP).

Student's Name:[Please print]_____

Signature: _____

Instructor's Name:[Please print]_____

Signature:_____

Witness:_____
(not required when an Official warning is issued)

Date: _____

ACADEMIC DISHONESTY REPORT

Student:_____

Program (Circle one):   TUG GOAL-DCP

ID#: _____

Instructor: _____

Course:_____

Date of Infraction: _____

Specific charge [Plagiarism / Cheating]: _____

In the space provided below, and/or on attached sheet(s), please describe as thoroughly as possible the nature of the infraction, how you discovered the infraction, and what evidence (including the names of eyewitnesses) you have located supporting your charges. Be certain to include your assessment of the severity of the infraction and the importance (percentage of course grade, etc.) of the assignment in which you believe dishonesty occurred. Because this statement may be reviewed by the Academic Judicial Board it should be as detailed and accurate as possible.

Both pages of the *ACADEMIC DISHONESTY REPORT*, with all signatures, must be forwarded to the **Office of the Vice President of Student Development for TUG students or for DCP students, the Dean of GOAL-DCP**, within one week of the date on the form.

FOR OFFICE OF STUDENT DEVELOPMENT USE ONLY

   Warning   First Offense   Second Offense   Third Offense

A. University Philosophy

The university administration regards emeriti as valuable and useful members of the academic community and therefore desires that:

1. They be provided with the opportunity to continue their scholarly activities;
2. The campus make effective use of their talents and expertise;
3. Retirement be perceived as an attractive option for older faculty members.

B. Emeriti will have ID cards issued to them which are like the current faculty ID cards and which will facilitate the following:

1. Access to University Facilities and Services
    Entertainment, i.e., sports events, concerts, films, student forums, lectures, are available to Emeriti.

2. Wellness Center Services
    Emeriti may use recreation services on a space-available basis. Identification card is necessary.

C. Parking Permit
    Emeriti may get a free permanent non-transferable campus parking permit at the police station.

D. Library
    Emeriti may have continued use of the university library services and facilities including borrowing privileges and access to electronic resources.

E. Email
    Emeriti may have continued access to the university's electronic mail system and to the centrally provided academic computing facilities as long as the individual pays all in-home expenses. Emeriti will remain on mailing lists for newsletters (e.g., *Webb Words*) and prayer concerns.

F. Other:

      1. Listing in campus/online directory
      2. Invitation to march at graduation
      3. Extension of benefits to spouse and minor children

8/02

University Research

Gardner-Webb University is committed to maintaining the highest ethical standards of practice in research and research-related scholarly activities. Responsibility for quality research is shared among every person involved in the research community including research subjects, the Institutional Officer, the IRB Administrator, the IRB Chair, IRB Members, Student Investigators, Principal Investigators, Faculty Sponsors, Research Coordinators, Contract Research Organizations, and Sponsors. Each participant should understand his or her responsibility in the research process.

Office of Research Integrity and Compliance (ORIC)

In order to serve the GWU research community, the Office of Research Integrity and Compliance (ORIC) was established in 2016.

ORIC Mission Statement

To serve our beneficiaries through increased knowledge among staff, IRB committee members, and colleagues resulting in greater accessibility, responsiveness, efficiency, and productivity in research done in service to God and humanity, and to enhance the protection of human participants and animals in research.

ORIC Purpose

The ORIC supports the University community in promoting the responsible conduct of research investigations. As one highly important aspect of that purpose, it provides support and training for Gardner-Webb's faculty members, students, and staff in the regulatory requirements for the conduct of scientific research. Prior to receiving approval, all investigators and faculty sponsors are required to complete education appropriate for the type of research being conducted. Gardner-Webb University has adopted CITI (Collaborative Institutional Training Initiative) as our online resource for educational training.

Research activities are governed by a number of regulatory and compliance committees imposed by federal and state laws. Non-compliance can result in severe penalties to the institution and in some instances to the individual. It is the responsibility of all faculty members to be familiar with university policy as it relates to those areas of research requiring compliance with government regulations. The Office of Research Integrity and Compliance will enable the faculty to fulfill that critical responsibility through development and implementation of university policies related to the use of human participants in research, the use of animals in research, conflicts of professional interests, misconduct in science, and other regulatory compliance programs.

ORIC Structure

The Office of Research Integrity and Compliance will be administered by a part time Director. The Director reports to the Institutional Official and will work with a part time administrative assistant in the ORIC.

With regard to research involving human subjects, the IRB Chair reports to the IRB Administrator who reports to the ORIC Director.

With regard to research involving non-human subjects, the reporting structure is currently under development.

ORIC Responsibilities

- Serve as a resource for investigators on regulatory information;
- In conjunction with the IRB Administrative Committee, develop, maintain, update, and provide guidance with forms, informed consent templates, and submission procedures;
- Maintain the integrity and quality of both human subject and once procedures are developed, animal research conducted through review of research applications, assessment of research activities in schools and departments, and professional development for faculty and staff;
- Provide educational opportunities instructing all interested faculty and staff on the IRB review process;
- With the assistance of the ORIC Administrative Assistant, oversee the maintenance of files on all human subject and animal research at the University
- Oversee the maintenance of a database for tracking and archiving all research proposals involving human subjects and animal research;
- Oversee the continuing operation of the CITI Certification process;
- Maintain the University Policy and Procedures for Research Compliance; and

- Keep the University research community abreast of new developments affecting compliance with the responsible conduct of research with human subjects and animals.

6/20

Institutional Review Board (IRB)

Responsibility

The Gardner-Webb University (IRB) exists to support and monitor the ethical research of undergraduate students, graduate students, faculty, and any other researchers requesting or requiring supervision. The IRB supports research ethics as described by the U.S. Department of Health and Human Services. As an independent university, Gardner- Webb voluntarily adheres to the Common Rule of 45 CFR 46, the federal regulation governing research falling under the oversight of the Department of Health and Human Services (DHHS). The IRB is charged with identifying and appropriately responding to inquiries regarding conflict of interests in the review of applications for research.

In terms of individual responsibilities, every person involved in research – subjects, the Institutional Officer, the IRB Administrator, the IRB Chair, the IRB Members, Principal Investigators, Faculty Sponsors, Student/Staff Researchers, Research Coordinators, Contract Research Organizations, and Sponsors—should understand his or her role on a project in light of the ethical principles described in the Gardner-Webb University's *Institutional Review Board: Policies and Procedures Manual.*

The IRB meets three times in the fall, three times in the spring and in the summer as necessary. The IRB meeting calendar is published by June 1 each year for the upcoming academic year and can be found on the IRB webpage (insert hyperlink). Other meetings and/or virtual meetings approved by the IRB Leadership Committee may be scheduled as needed.

6/20

Membership

The IRB Chair, IA, IO/Associate Provost, and Director of ORIC, known as the IRB Leadership Committee , will collaborate on the creation of a proposed IRB membership list. This task will be completed annually prior to June 1st. The proposed membership list will demonstrate compliance with federal IRB recommendations and demonstrate that compliance for every scheduled meeting.

6/20

Specifically, IRB membership will consist of:

- A scientist
- A non-scientist
- A person outside of Gardner-Webb community
- An odd number (approximately 7-15) of members
- Adequate expertise and diversity
- The use of alternates (approximately 3-5)
- The use of content and/or methods consultants, as deemed necessary

After creation, the proposed membership list will be sent to the Provost's office for approval. If approval is granted, the IRB chair will notify proposed members and alternates. Notifications should be sent to proposed members and alternates prior to June 15th. Each year the IRB committee will be established prior to August 1st with any summer work completed by the previous year's committee members. Grievances related to membership may be addressed to the Provost's office.

Current Vitae and CITI certifications will be kept on file electronically for all IRB members and alternates. The files will reach back to three years of IRB committee membership. IRB members will be appointed for 1 year terms that may continue for as long as the appointed member, IRB Membership Committee, and/or Provost deem necessary and desirable. At the conclusion of each academic year, IRB membership will be reviewed by the IRB Membership Committee for the purpose of making changes to membership if necessary.

Roles of members

a. IRB Chair

In consultation with the IRB Administrator and ORIC Director, the Institutional Officer will appoint a faculty member to the role of IRB Chair for a 5-year renewable term. The IRB Chair signs all relevant documents related to compliance on behalf of the institution and has the authority to schedule and direct IRB meetings. This person is responsible for assuring that the program is functional, adequately staffed and funded, and respected in the research community. IRB Chair must hold current CITI certification.

b. Institutional Administrator (IA)

The Institutional Administrator is responsible for management of the flow of research documents; ensures internal IRB and research compliance by faculty, staff, and students; and maintains copies of all IRB records (e.g., applications, approvals, protocol completion forms, archives of meeting minutes and policy documents) in a central and secure location. IRB records will be stored for a minimum of ten years. The Institutional Administrator will be the Dean of the Gayle Bolt Price School of Graduate Studies. IA must hold current CITI certification.

6/20

c. Institutional Official (IO)

The IO is the IRB's liaison to the university's senior administration. This person is responsible for advocating for the needs of GWU to senior administration and for signing official Gardner-Webb University IRB documents that involve entities outside of Gardner-Webb University (e.g., the Office for Human Research Protections Federal-wide Assurance). The Associate Provost for Professional and Graduate Studies serves as the IO. IO must hold current CITI certification.

d. ORIC Administrative Assistant

The part-time ORIC Administrative Assistant provides support to the ORIC Director with regards to file maintenance and processes related to research approval. With regards to the IRB, this person serves as a voting member of the IRB and conducts initial reviews of submitted IRB applications to determine completeness and confirm level of IRB review required. When studies are determined as exempt, the ORIC Administrative Assistant and IA serve as signatories. ORIC Administrative Assistant must hold current CITI certification.

e. IRB Members

IRB members will be expected to attend all scheduled IRB meetings with one absence being the acceptable maximum. If absence is necessary, the IRB member is expected to notify the chair with a minimum of 72 hours notice. Members are responsible for reviewing full IRB proposals and preparing questions in advance of each meeting. Ideally, the IRB functions best when it discusses safety of human subject details around a table in an environment of trust and open inquiry, however, with the approval of the IRB Leadership Committee, virtual options may be considered as needed.. While the details of any full IRB proposal will likely impact the safety of human subjects in many ways, members are asked to be prepared to articulate how specific concerns are potentially detrimental to subjects. Individual members will be assigned to specific duties related to review and approval of exempt and expedited studies. All members must hold current CITI certification.

6/20

f. Alternates

Alternates are individuals who agree to attend and participate in meetings in substitution for members who must be absent and/or as content and/or research methods experts based on the research under consideration. Requests to alternates to attend meetings will occur as soon as their presence is deemed necessary and may be prioritized based on specific expertise required and/or identification of conflict of interest with current IRB membership.

Duties

The IRB is charged with the responsibility of approving and monitoring research. Duties of the IRB, the full process of determining the level of review required for a study, and how reviews occur are detailed in the IRB manual.

Intellectual Property Policy

1. **Purpose**
   A. The purpose of the Intellectual Property Policy ("policy") of Gardner-Webb University ("the University") is to foster an environment that encourages the generation of new knowledge by faculty, staff, and students; to help facilitate transfer of useful inventions and writings to society; and to motivate the development and dissemination of intellectual property.
   B. The policy is based upon the following principles relating to faculty, staff and students of the University.
      1. Intellectual property is created by individuals, or by groups of individuals, who are entitled to choose the course of disclosure.
      2. There exists a historical tradition allowing authors to retain ownership of intellectual property rights from textbooks and works of art.
      3. The University is the support of the whole campus community, and is thereby entitled to share in financial rewards.

2. **Definitions**. As used in this policy, the following definitions will apply:
   A. Intellectual Property includes any patentable invention, any copyrightable subject matter, or trade secret. It also includes works of art, and inventions or creations that might normally be developed on a proprietary basis.
   B. University means Gardner-Webb University.
   C. Student means any full-time or part-time graduate or undergraduate student, regardless of whether the student receives financial aid from the University or from outside sources. It is the responsibility of students who are also employees of other outside entities to resolve any conflicts between this policy and provisions of agreements with their employers prior to beginning any undertaking at the University that will involve the development of intellectual property.
   D. Faculty means members of the University's faculty as defined in the Faculty Handbook, plus instructors, special faculty appointments, and part-time faculty.
   E. Staff means any employee of the University other than students and faculty as defined above. If a student is also a part-time University employee, the student is considered as staff with regard to intellectual property developed as a result of his employment, and as a student with regard to other intellectual property. A full-time non-faculty employee who is also taking one or more courses is considered to be staff. Visitors to the University who make substantial use of University resources are considered as staff with respect to any intellectual property arising from such use.
   F. Creator means any person or persons who create an item of intellectual property.
   G. Net proceeds to the University means all proceeds received by the University on intellectual property that it assigns, sells or licenses, minus any application, litigation, interference, or marketing costs directly attributable to the intellectual property being licensed.
   H. Net proceeds to the creator means all proceeds received by the creator from intellectual property owned by the creator that the creator sells, assigns or licenses, less the costs of application, legal protection, or litigation, interference, travel and other marketing costs directly attributable to the intellectual property being exploited. Such net proceeds do not

include compensation legitimately received by the creator for consulting services or interest or other return on invested labor or capital.

I. Substantial use of University facilities means extensive un-reimbursed use of major University laboratory, studio or computational facilities, or human resources. The use of these facilities must be important to the creation of the intellectual property; merely incidental use of a facility does not constitute substantial use, nor does extensive use of a facility commonly available to all faculty or professional staff (such as libraries and offices), nor does extensive use of a specialized facility for routine tasks. Use will be considered "extensive" and facilities will be considered "major" if similar use of similar facilities would cost the creator more than $1,000.00 if purchased or leased in the public market. Creators wishing to directly reimburse the University for the use of its facilities must make arrangements to do so before the level of facilities usage for a particular intellectual property becomes substantial. (This provision is not intended to override any other department or University policy concerning reimbursement for facilities usage.)

J. Online Courses. An online course refers to an academic course or a portion of an academic course that is delivered through electronic means, typically through a learning management system like Blackboard. In the context of intellectual property, the online course refers to all aspects of the course produced by the creator, as distinct from those portions of the course that are provided by the learning management system or are part of the electronic delivery of the course, which typically are made available to the institution and the creator through licensing. Components of the online course produced by the creator may include, but are not limited to, lectures, videos, graphics, bibliographies (or webliographies), learning outcomes and course outlines.

3. **Ownership Provisions and Procedures**. In order of precedence, and unless otherwise provided by law, ownership of intellectual property shall be as follows:
    A. Externally Sponsored Work.
        1. Intellectual property created as a result of work conducted under an agreement between an external sponsor and the University that specifies the ownership of such intellectual property shall be owned as specified in said agreement.
        2. The Provost of the University will inform each person whose intellectual property rights are limited by an externally sponsored contract of the intellectual property provisions of that contract in advance of the beginning of the work.
    B. Internally Sponsored Work
        1. When the University provides funds or facilities for a particular project to the extent of substantial use, it may also choose to designate itself as sponsor of that work, subject to the provisions of Paragraph 4.F. The University may declare itself the owner of intellectual property resulting from the work. In such cases the University must specify in advance the disposition of any intellectual property rights arising from the project.
        2. The Provost of the University will inform each person whose intellectual property rights are limited by internally sponsored work of the intellectual property ownership rights specified by the University as to that work in advance of the beginning of the work.
    C. Individual Agreements
        1. Provisions: Intellectual property which is the subject of a specific agreement between

the University and the creator(s) thereof shall be owned as provided in said agreement. Such agreements by the University and the faculty are encouraged.

  2. Except where limited by external sponsorship agreements, creators and the University may negotiate individual agreements to govern ownership of intellectual property regardless of the applicability of any other provision of this policy.

  D. Intellectual Property Created Within Scope of Employment

    1. Intellectual property created by University employees who were employed specifically to produce a particular intellectual property shall be owned by the University if said intellectual property was created within the normal scope of their employment.

4. Other Ownership Provisions. Where no other provisions of this policy apply, ownership of intellectual property created at the University shall be determined as follows:

  A. The creator retains all rights to the following types of intellectual property, without limitation: books (including textbooks), educational courseware and software, articles, non-fiction, novels, poems, musical works, dramatic works including any accompanying music, pantomimes and choreographic works, pictorial, graphic and sculptural works, motion pictures and other similar audio-visual works, and sound recordings, regardless of the level of use of University facilities. This provision does not include computer software (other than educational courseware) or databases.

  B. Computer software, other than educational software, and databases are characterized by their capacity to perform tasks. Because of their utilitarian nature, ownership rights with respect thereto are governed by Paragraphs 4.D and 4.E below.

  C. The creator owns all intellectual property created <u>without</u> substantial use of University facilities, including intellectual property rights in computer software and databases.

  D. The creator owns all intellectual property contained within an online course produced by the creator, consistent with paragraph A-C above. The University retains shared ownership of course titles, course descriptions, course outlines, and learning outcomes and may reuse, revise or assign these objects without acquiring the permission of the creator.

  E. The creator originally owns intellectual property created <u>with</u> substantial use of University facilities or with University funding, but no external or internal sponsorship, and retains said ownership of said property subject to the following:

    1. The University shall receive 25% of the net proceeds to the creator above $1,000.00; and

    2. The University shall receive a perpetual, non-exclusive, non-transferable, royalty free license for non-commercial use of said intellectual property. In the case of software, this license includes access by specified University personnel to the source listings, and the University shall require each person to whom a disclosure is made to execute in advance a binding confidentiality agreement in favor of and enforceable by the creator. If the intellectual property is created solely by a student or students, the creator is exempt from the obligation to pay to the University a fraction of his net proceeds, but not from the provision of this paragraph for a non-exclusive license to the University.

    3. If the creator develops an intellectual property that is covered by this provision, the creator must make full and fair disclosure to the University of all such sources of compensation relating to that intellectual property.

F. The University originally owns intellectual property created <u>with</u> substantial use of University facilities and directly arising from work sponsored under an agreement between an external sponsor and the University, or from work for which the University has declared itself a sponsor, but for which neither the external sponsor nor the University have specified the ownership of resulting intellectual property, in which case the creator shall receive 50% of the net proceeds to the University.

G. No faculty or staff of the University shall take from a student personal assignment of intellectual property created by a student. The intellectual property rights of students are governed by this policy, and it is the duty of University faculty and staff to see that the intellectual property rights of students are protected in accordance with this policy.

5. General Provisions

A. The creator of any intellectual property that is or might be owned by the University under this policy is required to make reasonably prompt written disclosure of the work to the University's Provost, and to execute any document deemed necessary to perfect legal rights in the University and enable the University to file patent applications and applications for copyright registration when appropriate. This disclosure to the provost should be made at the time when legal protection for the creation is contemplated, and it must be made before the intellectual property is sold, used for profit, or disclosed to the public. Whenever legal protection for intellectual property is anticipated, all persons engaged in such creative activity are encouraged to keep regular records.

B. The University's share of any proceeds under this policy will be used to reimburse the University for its expenses for commercial development of intellectual property. Any additional return to the University will be used to further the academic purposes of all the disciplines of the entire University.

6. Resolution of Disputes

A. This policy constitutes an understanding which is binding on the University and on the faculty, staff, and students as a condition for participating in research programs at the University or for the use of University funds or facilities.

B. Any question of interpretation or claim arising out of or relating to this policy, or dispute as to ownership rights of intellectual property under this policy, will be settled by the following procedure:

   1. The issue must first be submitted to the Institutional Review Board in the form of a letter setting forth the grievance or issue to be resolved. The Institutional Review Board will review the matter and then advise the parties of its decision within 60 days of submission of the letter.

   2. If any of the parties to the dispute are not satisfied with the committee's decision, the party may seek binding arbitration in Charlotte, North Carolina, and in accordance with the Rules of the American Arbitration Association then in effect. Judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof. The arbitrator(s) will give some weight to the decision of the Institutional Review Board in reaching a decision. The losing party of the arbitration hearing will pay for all costs of the arbitration unless the arbitrator(s) specifies otherwise.

Faculty are encouraged to pursue grant funding for academic research and projects consistent with the mission of Gardner-Webb University. Grant awards typically incur obligations and commitments not only on the part of the individual faculty member but also on the part of the University as a whole. Consequently, grant applications should be submitted to outside parties only after consultation has occurred among the

- faculty member,

- appropriate Dean or Department Chair,

- appropriate Associate Provost,

- and the Office of Advancement.

Primary responsibility for writing a grant proposal will normally rest with the faculty member. The Office of Advancement, however, will often be able to provide assistance on identifying funding sources, reviewing grant proposals, or assisting with writing.

Currently, Gardner-Webb University does not seek funding from government sources (federal, state or local). Because it is not always obvious whether an individual funding source channels public money, faculty are encouraged to consult with the Office of Advancement at the very beginning of the application process.

Open Educational Resources Policy

1. **Preamble**

   The mission of Gardner-Webb University is to provide an outstanding education, fostering critical analysis, and inspiring service to the global community. Within this mission GWU prioritizes academic excellence, teamwork, community engagement, and diversity. The university strategic plan focuses on social responsibility, intellectual vitality emphasizing active learning, and the promotion of 21st century teaching and learning, as well as value and affordability. Reflecting a commitment to outstanding education, it is the mission of the John R. Dover Memorial Library to advance the intellectual pursuits of the university community by meeting the informational needs of the academic curriculum. This is accomplished by a commitment to identify and acquire informational resources which support the curriculum and facilitate the use of library resources. Faculty use of Open Educational Resources within the curriculum, make a Gardner- Webb University education more affordable by replacing expensive textbooks with free or low-cost pedagogical materials, promote 21st century learning skills as well as active learning, and have the potential to improve accessibility to course materials for all students. Benefits of using OERs also include student success and retention.

2. **Definitions**

   2.1. *Open Educational Resources (OER):* Based on the 2012 Paris OER Declaration (UNESCO, 2012, p.1)[1], Gardner-Webb University interprets OER as teaching, learning and research materials in any medium, digital or otherwise, that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with no or limited restrictions. Open licensing is built within the existing framework of intellectual property rights as defined by relevant international conventions and respects the authorship of the work.

   2.2. *OER Creation:* The development/production and online sharing of quality assured OER.

   2.3. *OER Adoption:* A practice of adopting existing OER for use in a course without any change.

   2.4. *OER Integration:* This is viewed as a logical and systematic approach to the "five Rs" (Hilton, Wiley, Stein & Johnson, 2010)[2] of reusing, revising, remixing, redistributing, and retaining of OER.

   2.5. *OER Sharing:* Making OER freely accessible, especially online.

   2.6. *Content Developer:* Any person (typically author) engaged in the development of teaching and learning materials used by the institution.

   2.7. *Copyrights:* Laws that regulate the use of the work of a creator, such as an artist or author. This includes copying, distributing, altering and displaying creative, literary and other types of work

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[1] UNESCO. (2012). *2012 Paris OER Declaration.* Retrieved from
http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/WPFD2009/English_Declaration.html
[2] Hilton, J., Wiley, D., Stein, J., & Johnson, A. (2010). The four R's of openness and ALMS Analysis: Frameworks for open educational resources. *Open Learning: The Journal of Open and Distance Learning, 25*(1), 37-44.

as per copyright law of the United States of America. Unless otherwise stated in a contract, the author or creator of a work retains the copyright. The author(s) retains the moral rights to assign the rights to any other person or legal entity, and share the materials with others in any other conditions he/she may desire.

2.8. ***Open License:*** "A license that specifies what can and cannot be done with a work (whether sound, text, image or multimedia). It grants permissions and states restrictions. Broadly speaking, an open license is one which grants permission to access, re-use and redistribute a work with few or no restrictions."[3]

2.9. ***Institutional Repository:*** a set of services offered by an institution "to the members of its community for the management and dissemination of digital materials created by the institution and its community members. It is most essentially an organizational commitment to the stewardship of these digital materials, including long-term preservation where appropriate, as well as organization and access or distribution."[4]

3. Policy

3.1. Policy Declaration

Gardner-Webb University will promote and implement the creation, reuse, revision, remixing, redistribution, and retention of Open Educational Resources (OER) within an Open Licensing framework.

3.2. Policy Statements

3.2.1. The university will promote, foster, and reward all efforts towards the adoption, integration, and sharing of OER in course design, development, quality assurance, and delivery.

3.2.2. Gardner-Webb University, will use the Intellectual Property Policy [see Faculty Handbook III-9 and IV- 11] in deciding who owns faculty created OERs.

3.2.3. Academic instructors and academic support staff will be committed to the philosophy of OER in building capacity and positive attitudes for effective creation, adoption, and integration of OER in the development and delivery of courses as well as other professional engagements.

3.2.4. Academic instructors and academic support staff will plan and implement suitable academic activities involving the creation, adoption, adaptation, and integration of OER to offer courses and programs for the learners to enable them to acquire appropriate competencies for desired qualifications.

3.3. Policy Objectives

The objectives of the policy are to:

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[3] http://opendefinition.org/guide/

[4] Lynch, C.A. (2003). Institutional Repositories: Infrastructure for Scholarship in the Digital Age, ARL 226, Retrieved from http://old.arl.org/resources/pubs/br/br226/br226ir~print.shtml

3.3.1. Formulate the necessary strategic inputs, outputs, tasks, and performance indicators to achieve OER creation, adoption, adaptation, and integration in the development/delivery of courses;

3.3.2. Develop awareness about the concept and practices related to OER among all staff;

3.3.3. Build capacity among academic instructors and academic support staff to use OER appropriately in their professional engagements;

3.3.4. Prepare institutional guidelines and manuals for OER creation, adoption, adaptation and integration;

3.3.5. Utilize the John R. Dover Memorial Library's Digital Commons as an institutional repository to distribute OER;

3.3.6. Continuously monitor and ensure that the policy is implemented effectively;

3.3.7. Develop and incorporate an effective feedback mechanism that will facilitate informed decisions for any mid-term corrections during OER implementation; and

3.3.8. Consider and incorporate changes to the process based on new developments in the field of OER and the circumstances of the institution.

3.4. Scope and Applicability

Unless notified by Gardner-Webb University as a special exclusion, this OER policy is applicable to:

3.4.1. All academic and academic support departments of Gardner-Webb University;

3.4.2. All content developers within the institution and those engaged by the institution on temporary/contract basis;

3.4.3. All types of learning materials released in physical or electronic format;

3.4.4. In cases where the material is developed in collaboration/partnership with other institutions, the guidelines governing the collaboration/partnership as indicated in the Memorandum of Understanding/Memorandum of Association (MOU/MOA) will prevail. However, any such agreement should duly consider this OER Policy before any deviation is agreed upon and approved by the competent authority of the institution.

3.5. Copyrights and Licenses

3.5.1. Gardner-Webb University will use the Intellectual Property Policy [see Faculty Handbook III-9 and IV- 11] in deciding who owns faculty created OERs.

3.5.2. Unless otherwise specified, the institution supports free and open access to all educational content it owns or co-owns and will make it available through the OER repository under a Creative Commons (CC) license.[5]

3.5.3. The institution may make exceptions to the sharing of intellectual property it owns on a case by case basis.

3.5.4. Access to intellectual property of the institution that it considers to be commercially sensitive may also be restricted.

3.5.5. All materials developed by the institution will comply with and be released under a Creative Commons Attribution-NonCommercial-ShareAlike agreement. For derivatives and reproductions of other CC licensed materials, the institution will respect the CC provisions and the licenses therein.

3.5.6. It is the responsibility of the author(s) of the content to comply with 3.5.5 when revising or remixing existing OER.

3.5.7. The license declaration on the OER will be in the following format:

© 20XX Gardner-Webb University. Except where otherwise noted, this work is licensed under the terms of the Creative Commons Attribution-Non Commercial-Share Alike. To view a copy of this license, visit https://creativecommons.org/licenses/by-nc-sa/4.0

3.5.8. Gardner-Webb University reserves the copyright of the institutional logo used in all of its materials, and does not permit use of its logo without written permission for derivatives of its works.

3.6. Quality Assurance and Review System

3.6.1. The OER repository will strive to provide quality-assured resources.

3.6.2. Learning resources developed by the institution through peer reviewing and a strict quality assurance mechanism inbuilt in the course development process will not require further review prior to uploading onto the OER repository. All other contributions will be peer reviewed within the department before uploading on the OER Repository.

3.6.3. An OER Quality Review Board (OER-QRB) will be notified to review policy. The OER-QRB will review the production, delivery and access of OER as circumstances for which 3.6.2 does not apply, arise.

3.6.4. The OER-QRB will constitute the following members: Director for the Center for Excellence in Teaching and Learning, Director of Digital Learning, Associate Dean of the Library, Digital Scholarship and UX Librarian, Collection Development and OER Librarian, DCP Director, plus one designated representative from the Undergraduate Curriculum Committee, General Education Committee, plus a Graduate Council Member. The OER-QRB will adopt a set of quality assurance (QA) guidelines and indicators to help teachers focus on the quality of OER.

3.6.5. The OER-QRB will have a three-year term, and will report annually to the President/Vice Chancellor through the Provost.

3.7. Liability

3.7.1. All OER materials in Digital Commons, our institutional repository, will carry a disclaimer indicating that the material is for educational purposes only and that Gardner-Webb University absolves itself of any practical misuse of the OER materials or their content. OER materials authored and published by employees of Gardner-Webb University do not necessarily reflect the opinion of Gardner-Webb University.

3.7.2. An additional caveat will indicate that derivatives of this work are not authorized to use the institution's logo without prior written authorization from the institution.

3.7.3. The disclaimer will have the following format:

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5 https://creativecommons.org/share-your-work/licensing-types-examples/licensing-examples/

3.8. Institutional Arrangements

3.8.1. The OER produced by Gardner-Webb University will be hosted in Digital Commons, the online institutional repository.

3.8.2. The Library and the Technology Services Department will be responsible for providing access, maintaining the repository and providing technical support.

3.8.3. Capacity building will be conducted for stakeholders engaged in OER creation, adoption, adaptation and integration.

3.8.4. Regular updates/training on new developments in the field of OER will be provided by the Library Faculty.

3.9. OER Procedures

3.9.1. To learn more about Open Educational Resources and get started finding resources for use in your course, go to the OER LibGuide or to navigate there from the Dover Library Homepage; under Begin Research select LibGuides; then select Faculty.

3.9.2. To find help in adapting or developing an OER for your course use the Adapt/Remix OER Tab in the OER LibGuide.

3.9.3. Faculty will submit proposed OERs for use in a course to their Departments for approval.

3.9.4. To contribute an OER that you are using in a class to Digital Commons, our Institutional Repository, please contact the Digital Scholarship & User Experience Librarian at (704) 406-2184.

12/18

College and University Visitation to Gardner-Webb University

Graduate and Professional School Fair
Accredited colleges and universities are invited to attend the Graduate and Professional School Fair as a way to share information and education options to students. Attending institutions may have programs that are similar to GWU offerings; however, as a part of the nature of a graduate school fair, all options are eligible to be marketed. Additionally, Gardner-Webb University graduate programs will be represented at this fair by admissions personnel.

University Visitation Outside the Graduate and Professional School Fair
Non-Competing Programs
Institutions requesting visitation to Gardner-Webb University must first complete a visit request form. If the institution is determined to not offer competing programs with GWU, the institution may be eligible to visit campus.

Competing Programs
Institutions with competing programs to GWU are not eligible to visit campus outside of the Graduate and Professional School Fair.

8/17

Tuition Voucher For Field-Based Professionals

Professionals supporting various programs provide a significant service both to their profession and the preparation of students. Gardner-Webb University recognizes that this service is invaluable and as a token of appreciation will provide:

- A course tuition voucher that can be used for an undergraduate or graduate level course for which
- the recipient has been admitted and has prerequisite preparation; and
- A Gardner-Webb University ID (valid for one year). The recipient must visit University Police with
- a signed copy of their voucher to receive their GWU ID. This id will allow the recipient to:
  - o Have faculty/staff privileges and responsibilities to use Dover Library resources.
  - o Have faculty/staff admittance to campus cultural and athletic events.

Specific stipulations related to the receipt and use of course tuition vouchers include:

- Tuition vouchers may be issued for each full semester of service to the university.
- The recipient will only receive tuition credit at the undergraduate or approved Masters-level rate.
- The student will be responsible for fees and additional tuition costs associated with the higher
- tuition rate for their program of study.
- Students must be enrolled in a graduate program before they are eligible to take graduate level
- classes.
- Not all university programs are eligible for tuition voucher usage. Consult with the Provost's
- Office
- to determine whether your desired course is eligible. Tuition vouchers are not available for the
- Physician Assistant Studies program.
- The course tuition voucher is for use by the recipient only (non-transferable) and is valid for two
- years.
- Voucher values are calculated into financial loan stipulations and amounts.

The Tuition Voucher for Field-Based Professionals Form can be found in the Faculty Forms section of WebbConnect.

8/20

University Policy on External Speakers at Campus Events

Forged within a supportive and diverse Christian community, the mission of Gardner-Webb University is to prepare graduates for leadership and service in their professional careers and in their personal lives. To that end, we should encourage students, faculty, and staff to bring to campus speakers who can authoritatively address issues of scholarly or contemporary relevance, even when their views may strike some as controversial. However, external speakers who are known for inciting hatred of others or who mock, threaten, or bully entire groups are unlikely to contribute to the mission of our University; as such, they should not normally be seen as worthy of invitation to make public addresses on our campus. University personnel (students, faculty, staff, chartered clubs) wishing to bring external speakers to campus for a public talk should gather information about the potential speaker, including the topic(s) they will address, and secure approval in advance from an appropriate supervisor or University official:

Faculty: Provost or Associate Provost
Individual Student or Chartered Student Group: Vice President of Student Development (Vice President for Christian Life and Service, if relevant)
Student-Athletes, Coaches: Vice President for Athletics
Staff, Staff Council: Vice President for Finance and Administration

External speakers invited by faculty to make presentations to individual classes are excluded from this policy, except when honoraria are involved.

9/20

V. ORGANIZATION AND PERSONNEL

7/05, 8/10

Gardner-Webb University
President's Cabinet

President	Provost & Executive Vice President
William M. Downs	Ben Leslie
	Senior Vice President for Administration
	Mike Hardin
	Vice President for Advancement
	Vice President for Athletics
	Chuck Burch
	Vice President for Christian Life & Service
	Tracy Jessup
	Vice President for Enrollment
	Kristen Setzer
	Vice President for Marketing
	Richard McDevitt
	Vice President for Planning & Institutional Effectiveness Jeff Tubbs
	Vice President for Student Development
	Sarah Currie

Gardner-Webb University
Provost Direct Reports

Provost & Executive Vice President

Ben C. Leslie

Associate Provost for Professional & Graduate Studies
Bruce Boyles

Associate Provost for Arts and Sciences
David Yelton

Associate Provost for College of Health Sciences
Nicole Waters

Dean of Student Success
Carmen Butler

Dean of the Library
Pam Dennis

Dean of Adult and Distance Education
Elizabeth Pack

Director of Digital Learning
Emily DeFreitas

Registrar
Lou Ann Scates

Gardner-Webb University
Division of Professional & Graduate Studies

Associate Provost for Professional & Graduate Studies

Bruce W. Boyles

Dean of the School of Education

Prince Bull

Dean of the School of Divinity

Robert Canoy

Dean of the Godbold School of Business

Mischia Taylor

Dean of the Gayle Bolt Price School of Graduate Studies

Sydney Brown

Gardner-Webb University
College of Health Sciences

Associate Provost for the College of Health Sciences

Nicole Waters

Dean of the Hunt School of Nursing

Tracy Arnold

Director of the Department of Physician Assistant Studies

Ami Steele

Chair of the Department of Exercise Science

David Granniss

Gardner-Webb University
College of Arts and Sciences

Associate Provost for Arts and Sciences

David Yelton

Bob Carey, Chair, Dept of Communication & New Media

Jennifer Buckner, Chair, Dept of English Language & Literature

Ken Baker, Chair, Dept of Health, Sport & Physical Education

Jason Willis, Chair, Department of Mathematical Sciences

Mark Cole, Chair, Department of Music

David Campbell, Chair, Department of Natural Sciences

David Carscaddon, Dean, School of Psychology & Counseling

Bobbie Cox, Chair, Department of Public Service

Scott Shauf, Chair, Department of Religious Studies

Dianne Sykes, Chair, Department of Social Sciences

Andy Rich, Chair, Department of Theatre

Doug Knotts,Chair, Department of Visual Arts

Bernhard Martin,Chair, Dept World Languages, Literature & Culture

<u>Faculty Officers & Committees</u>

Name	Office	Term Expires
Cheryl Duffus	Faculty Chair	Term begins 9/1/19 – ends 9/1/21
Anna Hamrick	Faculty Chair-Elect/Vice Chair	Term begins 2/28/20 – ends 9/1/21
Matt Duffus	Secretary	Term begins 9/1/19 – ends 9/1/23
Bob Carey	Parliamentarian	Term begins 9/1/17 – ends 9/1/21

<u>Administrative Advisory Committee</u>

Elected Faculty Members

Name	Term Expires September 1
Sandra Mankins	2021
Sophia Steibel	2021
Shea Stuart	2021
Tracy Arnold	2022
Kent Blevins	2022
Lane Wesson	2022
Susan Manahan	2023
Jennifer Buckner	2023
James Morgan	2023

Ex Officio Members

Name	Office
William Downs	President
Ben Leslie	Provost and Executive Vice President
Cheryl Duffus, Committee Chair	Chair of Faculty
Anna Hamrick	Chair Elect
Scott White	Director of Human Resources

Faculty Development and Improvement of Instruction Committee

Elected Faculty Members

Name	Term Expires September 1
Jeff Powell	2021
Jondra Harmon	2021
Robert Canoy	2021
Natalie Bishop	2022
Ami Steele	2022
Perry Hildreth	2022
Yvonne Smith	2023
Casey Delehanty	2023
Mark Cole	2023

Ex Officio Members

Name	Office
Carmen Butler	Dean of Student Success

<u>Student and Campus Life Committee</u>

Elected Faculty Members

Name	Term Expires September 1
Joseph Oyugi	2021
Chris Nelson	2021
Eddie Stepp	2021
Erin Cook	2022
Tom Jones	2022
Candace Rome	2022
Christine Sutton	2023
Steve Harmon	2023
Sharon Webb	2023

Student Members
(Selected by Student Senate)

Ex Officio Members

Name	Office
Sarah Currie	Vice President for Student Development
Carmen Butler	Provost Designee

Educational Policies and Standards Committee

Elected Faculty Members

Name	Term Expires September 1
Stefka Eddins	2021
Matt Whitfield	2021
Olga Poliakova	2021
Jessica Ivey	2022
Dale Lamb	2022
Mischia Taylor	2022
Tara Hayes	2023
Lily Ziao	2023
Bob Bass	2023

Student Members
(Selected by Student Senate)

Ex Officio Members

Name	Office
Carrie Drake Baker	Athletics Department
David Yelton	Associate Provost
Lou Ann Scates	Registrar or Designee

Undergraduate Curriculum Committee

Elected Faculty Members from Undergraduate Faculty

Name	Term Expires September 1
Holly Mabry	2021
Jennifer Putnam Co-Chair	2021
Shana Hartman	2021
David Campbell	2022
Bernhard Martin	2022
Felice Policastro Co-Chair	2022
Hannah Allford	2023
Doug Knotts	2023
Tim Zehnder	2023

Student Members
(Selected by Student Senate)

Ex Officio Members

Name	Office
Bruce Boyles	Associate Provost Professional & Graduate Studies
	Registrar or Associate Registrar

<u>**Library Council**</u>

Elected Faculty Members

Name	Term Expires September 1
Steven Harmon	2021
Stacie Smith, Chair	2021
Tara Hayes	2021
Don Berry	2022
Tamara Cox	2022
Jay Zimmer	2022

Student Members

Name	Program

Ex Officio Member

Name	Office
Pam Dennis	Dean of Library

Technology and Facilities Committee

Elected Faculty Members

Name	Term Expires September 1
	2021
David Jolley	2021
Teresa Phillips	2021
Earl Godfrey	2022
Russ Gribble	2022
Jeff Hartman	2022
Sharon Creed-Hall	2023
Jessica Herndon	2023
Debbi Ware	2023

Additional Voting Members

Name	Office
Ben Leslie	Provost
Emily DeFreitas	Director of Digital Learning

Athletic Committee

Elected Faculty Members

Name	Term Expires September 1
Nancy Winker	2021
Susan Parker	2021
Jeff Hamilton	2021
David Granniss	2022
Bruce Moser	2022
Anthony Negbenebor	2022
Meredith Rowe	2023
Danny West	2023
Laura Carscaddon	2023

Student Members

Ex Officio Members

Name	Office
Chris Davis	Faculty Athletic Representative
Chuck Burch	Vice-President for Athletics
Pam Scruggs	Senior Women's Administrator
Dawn Turner	Associate Athletic Director for Compliance
Carrie Drake Baker	Athletic Department's Academic Advisor

Information Literacy/Writing Intensive Course Designation Committee

Elected Faculty Members

Name	Term Expires September 1
Michelle Mercer	2021
Ashley Isaac-Dockery	2021
Kimberly Williams Thompson	2021
Abby Garlock	2022
David Judge	2022
Patricia Sparti	2022
Cheryl Duffus, Co-Chair	
Natalie Bishop, Co-Chair	

PRE Designation Committee

Elected Faculty Members

Name	Term Expires September 1
Brittany Graham	2021
Linda Greene	2021
Mitch Porter	2022
Angelina Zon Smith	2022
Mari Chadwick	2023
Tim Vanderburg	2023

Student Members

Additional Voting Member

Micah Martin

Committee on Committees

Members

Name	Term Expires
Stefka Eddins, Chair	2021
Perry Hildreth	2023
Don Berry	2025

General Education

Faculty Members

Name	Department or School
Bob Carey	Communication and New Media
Janet Land	English Language and Literature
Ken Baker	Health, Sport, and Physical Education
Jim Johnson	Mathematical Sciences
David Judge	Natural Sciences
Paula Qualls	Religious Studies and Philosophy
Elizabeth Amato, Co-Chair	Social Sciences
Mary High	World Languages, Literatures, and Cultures
Mark Cole	Performing and Visual Arts
Melissa McNeilly, Co-Chair	Nursing
David Granniss	Exercise Science
Jessica Herndon	Business
Lane Wesson	Education
James Morgan	Psychology and Counseling

Student Members

Gabriel Hoyle	
Carlee Winstead	

Ex Officio Members

Name	Office
David Yelton	Provost (Designee)
Jeff Tubbs	VP for Planning and Institutional Effectiveness
Lou Ann Scates	Registrar

Promotion and Tenure Committee

Elected Faculty Members

Name	Term Expires September 1
David Carscaddon	2021
Venita Totten	2021
Scott Shauf	2021
Don Berry	2022
Cindy Miller	2022
Ben Brooks	2023
Bobbie Cox	2023

Professional Education Committee

Representatives for Programs with Specialty Studies for Teacher Preparation

Name	Program
Dr. Mark Cole	Coordinator, Music Education
Dr. Shonna Snyder	Coordinator, Physical/Health Education
Dr. Tamara Cox	Coordinator, French/Spanish, ESL Education
Dr. Shana Hartman	Coordinator, English Education
Dr. Jason Willis	Coordinator, Math Education
	Coordinator, Social Sciences Education
Dr. Lane Wesson, Chair	Coordinator, Evening Undergraduate Elementary Program

Representatives from Programs with Professional Studies Component for Teacher Preparation

Name	Program
Dr. Linda Greene	Psychology
Dr. Laura Carscaddon	Coordinator, School Counseling
Dr. Jennifer Putnam	Coordinators of C & I Masters Programs & Concentration Pathways and Ed.D. in Curriculum and Instruction, School of Education
Dr. Steve Laws	Coordinator, Ed. Leadership Specialists
Dr. Prince Bull	Coordinator, Master of Instructional Technology

Other Members

Name	Office
Ms. Julie Stanley	Regularly Employed Public/Private Classroom Teacher
Ms. Page Willis, Ms. Kimberly Dechant	Regularly Employed Public/Private School Administrator, Counselor or Supervisor
Ms. Sarah Haywood	Undergraduate Education Student
Ms. Tina Whitten	Graduate Education Student
Dr. Bruce Boyles	Associate Provost for Professional and Graduate Studies
Dr. Prince Bull	Dean of the School of Education
Dr. Sydney Brown	Dean of the Graduate School
Dr. Prince Bull	Associate Dean for the Undergraduate School of Education
Ms. Natalie Bishop	Library Liaison

Graduate Council

Elected Faculty Members

Name	Term Expires September 1
Dianne Sykes	2021
Andrew Rich	2022
Tamara Cox	2023

Deans, Chairs or Coordinators

Name	Department/Program
Kent Blevins, Coordinator	M.A. in Religious Studies
Kemeshia Randle Swanson	M.A. in English
Prince Bull	School of Education
Felice Policastro	Business Graduate Programs
Cindy Miller	Nursing Graduate Programs
Laura Carscaddon	Counseling Graduate Programs
Debbi Ware	Sport Education
Ami Steele	Physician Assistant Studies

Graduate Student Member

Other Voting Members

Name	Office
Sydney Brown, Chair	Dean, Graduate School
Bruce Boyles	Associate Provost for Professional and Graduate Studies

Non-Voting Members

Name	Office
	Registrar's Office of Designee
Kathi Simpson	Recorder from School of Graduate Studies

GOAL-Degree Completion Council

Elected Faculty Members

Name	Term Expires September 1
Ashley Kernicky	2021
Francis Kim	2021
Homer Craig	2022
Nicole Beaver	2022
Stacie Smith	2023
Chris Davis	2023

Chairs/Deans (Or Representative) with GOAL-DCP Majors

Name	Department or School
Sharon Hall	Hunt School of Nursing
Earl Godfrey	Godbold School of Business
Erin Cook	Public Service
	Religious Studies
Lane Wesson	Education

Chairs/Dean With GOAL-DCP Courses But No Major and No Elected Representatives

Name	Department or School
Jennifer Buckner	English
Bob Bass	Mathematical Sciences
Bernhard Martin	World Languages
Ken Baker	Health, Sport, and Physical Education
Doug Knotts	Performing and Visual Arts
Dianne Sykes	Social Sciences

Other Members

Name	Office
Natalie Bishop	Instruction Librarian
	Student Representative

Ex Officio Members

Name	Office
Ben Leslie	Provost and Executive Vice President
Elizabeth Pack	Dean of Adult and Distance Education
Mavia Lee	Assistant Vice President of Enrollment, Digital Learning
Kaye Grigg	Success Coach Team Leader
Sandy Bailes	Enrollment Development Team Leader
Lou Ann Scates	Registrar

First Year Program Advisory Committee

Elected Faculty Members

Name	Term Expires
	2021
Brooke Thompson	2022
Donna Suttle	2023

Appointed Faculty and Staff Members

Name	Title	Term Expires
	Staff	2021
Perry Hildreth	Faculty	2021
Shea Stuart	Faculty	2021

Other Voting Members

Name	Office
Tammy Bass, Chair	Director of First-Year Programs

Ex officio Members

Name	Office
	Student
	Student
Carmen Butler	Dean of Student Success

Honorary Doctorate Committee

Name	Office	Term Expires
Cheryl Duffus	Chair of Faculty	2022
Elizabeth Amato	Faculty Representative	2019-2021
Ami Steele	Faculty Representative	2019-2021
Eddie Stepp	Faculty Representative	2019-2021
	Staff Representative	2019-2021
Stephanie Stearns	Staff Representative	2019-2021
	Administrative Representative	2019-2021
Tracy Jessup	Administrative Representative	2019-2021
Richard McDevitt	Administrative Representative	2019-2021

QEP Committee

Membership

Cheryl Duffus, Chair
Lucas Stern
Susan Manahan
Andy Rich
Stafford Turner
Brittany Graham
Pam Dennis
Christy Sutton

Faculty/Staff Financial Committee

Membership

Name	Office
Anna Hamrick Chair	Faculty Chair-Elect
Cheryl Duffus	Faculty Chair
Ben Leslie	Provost
William Downs	President
Mike Hardin	VP for Administration
Iva Naydeonova	Faculty, Professional and Graduate Programs
Jason Willis	Faculty, Arts and Sciences
Janet Land	Faculty, Arts and Sciences
	Staff

Faculty and Staff Office Locations (by building)

See Faculty/Staff Personnel Directory

The directory can be found on the main page of the GWU web site by clicking on **<u>Find People</u>** (upper left hand corner).

To access your Employee Information:
1. log into **Webb Connect** .
2. click on "**Employee**"

To access HR Forms and Files:
1. log into **Webb Connect**
2. click on "**HR**" on the top black tool bar
3. Select **Policies and Forms**

Academic Program Coordinators

Academic Program (Grouped by Departments)	Program Coordinator	Credentials
Arts		
Art (BA & BFA)	Doug Knotts	MFA
Theatre Arts	Andrew Rich	MFA in Theatre Design and Technology
Theater Arts	Dr. Chris Nelson	Ph.D. Theatre Studies; MFA, Theatre Performance
Bachelor of Music in Worship Leadership	Dr. Joshua Cheney	DMA in Choral Conducting
Bachelor of Music with Emphasis in Business and Music Industry	Dr. Patricia Sparti	D.M.A., (Conducting). Over 25 years' experience in arts administration, e.g., artist bookings, venue management, running concert series, publicity, & artist contracts.
Bachelor of Music in Music Composition	Dr. Matt Whitfield	Doctor of Musical Arts (Composition)
Bachelor of Music in Music Education	Dr. Eric Johnson	Ph.D. in Music Education
Bachelor of Music in Performance (piano concentration)	Dr. Bruce Moser	D.M.A., (Piano)
Bachelor of Music in Performance (voice)	Jondra Harmon	MM (voice & bassoon); DMA (voice) in progress
Bachelor of Music in Performance (instrumental)	Dr. Matt Whitfield	Doctor of Musical Arts (Composition)
Bachelor of Arts in Music	Dr. Stafford Turner	DMA in Vocal Performance
Business Leadership		
Accounting	Dr. Earl Godfrey, Leader	DBA in Accounting
Business Administration	Dr. Christi Sutton	DBA
Computer Information Systems	Dr. Lily Xiao	Ph.D. in Computer Science
Economics/Finance	Dr. Steven Johnson	Ph.D. in Economics/Finance
Healthcare	Mr. Brian Cotton	MBA
International Business	Dr. Felice Policastro	Ph.D. in International Business
Marketing	Mrs. Mischia Taylor	MBA
Sport Management	Dr. Gerald Gilsdorf	Ed.D. in Sport Management
Wealth & Trust Management	Dr. Sung-Jae Kim	Ph.D in Finance
Communication & New Media		
Communication Studies	Dr. Bob Carey	Ph.D. Communication
Journalism	Dr. Bob Carey	Ph.D. Communication

Divinity		
MDiv Biblical Studies	Dr. James McConnell	Ph.D. in Religion
MDiv Christian Education and Formation	Dr. Sophia R. Steibel	Ph.D. in Education
MDiv Missiology/Inter-Cultural Studies	Dr. Tereso C. Casiño	Ph.D. in Missiology, ThD in Theology
MDiv Pastoral Care and Counseling	Dr. Hebert Palomino	Ph.D. in Pastoral Care and Counseling
MDiv Pastoral Studies	Dr. Robert W. Canoy	Ph.D. in New Testament Theology; 12 years experience as FT Pastor; MDiv
DMin (General Studies)	Dr. Danny M. West	Ph.D. in Preaching
DMin (Pastoral Care and Counseling and Member Care for Missionaries	Dr. Douglas M. Dickens	Ph.D. in Pastoral Care and Counseling
Education		
Elementary Ed	Dr. Lane Wesson	Ph.D. in Curriculum and Instruction
Elem Ed Degree Completion	Dr. Lane Wesson	Ph.D. in Curriculum and Instruction
Middle Grades Ed	Dr. Prince Bull (Interim)	Ph.D. in Curriculum and Instruction
Field Experience	Dr. Lane Wesson (interim)	Ph.D. in Curriculum and Instruction
Masters Executive Leadership	Dr. Dale Lamb	Ed.D. in School Administration
Ed.D. in Curriculum and Instruction	Dr. Cheresa Simpson	Ph.D. in Leadership Studies
Ed.D./Ed.S. Studies in Educational Leadership	Dr. Steve Laws	Ed.S. in Educational Administration
Ed.D. in Curriculum & Instruction	Dr. Jennifer Putnam	Ed.D. in Curriculum and Instruction
Masters Instructional Technology	Dr. Prince Bull (interim)	Ph.D. in Curriculum and Instruction
Bachelors in Organizational Leadership	Dr. Prince Bull, Interim Coordinator	Ph.D. in Curriculum and Instruction
Ed.D. in Organizational Leadership	Dr. Jeff Hamilton	Ed.D.
English		
English (writing)	Dr. Chris Davis	Ph.D. in Creative Writing
English with Teacher Licensure	Dr. Shana Hartman	Ph.D. in Curriculum and Instruction: English, Literacy, and Urban Education
MA English: Literature	Dr. Kemeshia Swanson	Ph.D. in English, specialization in 20th & 21st C American Literature, African American Literature and Black feminisms
MA English: Education	Dr. Shana Hartman	Ph.D. in Curriculum and Instruction: English, Literacy, and Urban Education

MA English: Writing	Dr. Jennifer Buckner	Ph.D. in English Studies with Specialties in Writing, Rhetoric, and Discourse Studies; Technology and New Media
Exercise Science		
Exercise Science	Dr. David J. Granniss	Ph.D. in Exercise Psysiology (undergraduate program)
Masters of Science in Strength and Conditioning	Dr. Jonathan Ahearn	DPT, Program Coordinator
Health, Sport, and Physical Education		
Physical Education and Health Education	Dr. Kathy Davis	Ph.D. in Physical Education
M.A. Sport Pedagogy	Dr. Deborah Ware	Ed.D. in Curriculum and Instruction, specialization in Physical Education
Sport Pedagogy	Dr. Ken Baker	Ph.D. in Physical Education
Mathematics		
Mathematics	Dr. Robert Bass	Ph.D. in Mathematics
Mathematics Education 9-12	Dr. Jason Willis	Ed.D. in Educational Leadership
Computer Science	Dr. Mirek Mystkowski	Ph.D. Mathematics; M.S. in Computer Science
Natural Sciences		
Chemistry	Dr. Benjamin Brooks	Ph.D. Inorganic Chemistry
Biology	Dr. Joseph Oyugi	Ph.D. Biology
Nursing		
Chair, Pre-Licensure Programs	Dr. Melissa McNeilly	Ed.D
ASN Program Coordinator	Dr. Jessica Ivey	Ed.D.
BSN Program Coordinator	Ashley Hull	Masters In Nursing Education
Chair, Digital Learning Programs	Dr. Candice Rome	Doctor of Nursing Practice
RN-BSN Program Coordinator	Tara Hayes	Masters in Nursing Education
MSN Program Coordinator	Dr. Cindy Miller	Ph.D. in Nursing
Chair, Doctoral Nursing Programs	Dr. Abby Garlock	Doctor of Nursing Practice
DNP-FNP Program Coordinator	Dr. Ashley Isaac-Dockery	Doctor of Nursing Practice, Acute Care Nurse Practitioner
DNP-PMHNP Program Coordinator	Dr. Kaye Knauff	Doctor of Nursing Practice, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner

Physician Assistant Studies	Master of Physician Assistant Studies	
Chair and Program Director	Dr. Ami R. Steele	Doctor of Medical Science, Physician Assistant-Certified
Associate Program Director	Prof. Ashley Kernicky	Master of Physician Assistant Studies, Physician Assistant-Certified
Director of Didactic Education	Dr. Nancy Winker	Medical Doctor
Director of Clinical Education	Dr. Michele Mercer	Medical Doctor
Psychology and Counseling		
Psychology	Dr. James Morgan	Ph.D. Psychology
M.A. School Counseling	Dr. Linda Greene	Ed. D. Counselor Education
M.A. Mental Health Counseling	Dr. Sharon Webb	Ph.D. Counselor Education (specialization in trauma and crisis)
Graduate Counseling Programs Director	Dr. Laura Carscaddon	Ed.D. Counselor Education
Religion and Philosophy		
Biblical Studies	Dr. Anna Sieges Beal	Ph.D. in Old Testament
Discipleship Studies	Dr. Paula Qualls	M.Div. & Ph.D. in Old Testament
Youth Discipleship Studies	Dr. Paula Qualls	M.Div. & Ph.D. in Old Testament
Philosophy and Theology	Dr. Perry Hildreth	Ph.D. in Philosophy of Religion
Missiology	Dr. Don Berry	Ph.D. in Missiology/World Religions/NT Theology
M.A. Religion	Dr. Kent Blevins	Ph.D. Ethics
Social Sciences		
Global Studies	Dr. Casey Delehanty	Ph.D. in Political Science
History	Dr. Tim Vanderberg	Ph.D. in History
Political Science	Dr. Elizabeth Amato	Ph.D. in Political Science
Social Sciences & History with Teacher Licensure	Dr. Tim Vanderberg	Ph.D. in History
Sociology	Dr. Dianne Sykes	Ph.D. in Sociology
World Languages and Literature		

American Sign Language	Dr. Mary High	Ph.D. in Biblical Studies (Dissertation: "A Visual Hermeneutic: The Contribution of Sign Language Studies to Biblical Interpretation"); degree in Deaf Education; National certification in ASL interpreting from both Registry of Interpreters for the Deaf (IC/TC and CT) and the National Association for the Deaf (highest level possible called "Master"). Certification with the ASL Teachers Association
American Sign Language and Interpreting	Dr. Mary High	Ph.D. in Biblical Studies (Dissertation: "A Visual Hermeneutic: The Contribution of Sign Language Studies to Biblical Interpretation"); degree in Deaf Education; National certification in ASL interpreting from both Registry of Interpreters for the Deaf (IC/TC and CT) and the National Association for the Deaf (highest level possible called "Master"). Certification with the ASL Teachers Association
English as a Second Language with Teacher Licensure	Dr. Tamara Cox	Ph.D. in The French Novel; 18 graduate hours in Spanish; NC Teacher License in ESL Education; active member of TESOL and Carolina TESOL; served on committee to write NC teacher standards for stand-alone second language teaching license.
French Concentration	Dr. Tamara Cox	Ph.D. in The French Novel
French with Teacher Licensure	Dr. Tamara Cox	Ph.D. in The French Novel; NC Teacher License in ESL Education;
		NC Teacher License in French Education
Spanish Concentration	Dr. Charles Moore	Ph.D.
Spanish with Teacher Licensure	Dr. Tamara Cox	Ph.D. in The French Novel; NC Teacher License in ESL Education; NC Teacher License in French Education which in North Carolina falls under Second Language education license along with Spanish.
German Studies Concentration	Dr. Bernhard Martin	Ph.D. in German
Public Service		
Criminal Justice Administration	Dr. Bobbie Cox	Ph.D. Public & Criminal Justice Policy, Educational Leadership
Criminal Justice (DCP)	Mr. Homer Craig	MS Criminal Justice

Human Services (DCP)	Dr. Erin Cook	MS Safety, Security & Emergency Management
		Ed.D. in Organizational Leadership

8/14; 8/15; 8/18; 8/19;8/20

Governance of the School of Education   V-4

School of Education*

The School of Education is the professional education unit that administers all policies and procedures affecting the preparation of teachers, school counselors, and school administrators. The School of Education's mission is to assure quality in the preparation of teachers and other school personnel.

Central to carrying out the mission and purposes of the professional education unit is the Professional Education Committee (PEC). While the PEC approves all policies and procedures governing the unit's operation, the School of Education serves as a clearinghouse for developing, implementing, collecting, and disseminating all policies and procedures governing the unit's operation. In addition, the School of Education has the authority and responsibility to accomplish the following purposes:

1. to develop and implement policies regarding governance, programs, curricula, and admission and retention of students in programs for professional school personnel;

2. to identify and make available appropriate resources in the areas of personnel, funding, physical facilities, library holdings, equipment, materials and supplies;

3. to assure both internal linkages with other departments, offices, and operations; and external linkages with schools, agencies and organizations concerned with the preparation of professional school personnel;

4. to plan and implement a program of faculty development;

5. to assess the overall effectiveness of all teacher education programs; and

6. to create and monitor a long-range plan.

Membership and Voting Privileges

Faculty whose full-time appointment is to the School of Education constitute the official roll for School of Education membership. Faculty from other departments who supervise student teachers/interns or teach specialty-area methods and/or professional studies courses for programs preparing professional school personnel are ex officio members of the School of Education. These faculty shall exercise voting privileges through the PEC.

The responsibilities of the School of Education members are detailed under "Professional Studies Faculty." The responsibilities for ex officio members of the School of Education are detailed under "Specialty-Area Methods Faculty."

*Approved by Faculty March 23, 1990

*Revised by the School of Education Faculty September 6, 2002

Professional Studies Faculty, those faculty hired directly into the School of Education, report directly to the School of Education Dean for all duties and responsibilities. These faculty are tenured and promoted in the School of Education.

Specialty-Area Methods Faculty, those faculty hired directly into departments/schools other than the School of Education and whose part-time responsibility to the unit is the delivery of the specialty-area methods and/or professional studies courses for the preparation of school personnel, report directly to their respective Department Chairs/Deans for all duties and responsibilities. These faculty are tenured and promoted in their respective departments/schools.

The School of Education Dean, the appropriate Department Chair, and the Associate Provost for Professional and Graduate Studies shall decide the most appropriate procedure for evaluating the teaching of ex officio members in specialty-area methods and professional studies courses. This evaluation will be considered for raises, promotion, and tenure.

Because a portion of the assignment of the specialty-area methods and professional studies faculty is to the School of Education, an appropriately specialized or informed Teacher Education Committee Member must be involved in the search process for a replacement member.

Dean of the School of Education

In addition to the normal duties and responsibilities of a Department Chair as outlined in the Faculty Handbook (I-6), the Dean of the School of Education shall fulfill the following responsibilities:

> 1.   serve as liaison between the professional education unit, the PEC, the graduate council, and the Associate Provost for Professional and Graduate Studies;
>
> 2.   be the final approving authority in all licensure matters for all teacher preparation and school personnel candidates;
>
> 3.   serve as an advisor to the appropriate Department Chairs in matters relating to specialty-area methods and professional study courses which include but are not limited to faculty hiring, faculty selection for teaching, faculty evaluation, faculty licensure, and course content for all specialty-area methods and professional studies courses. This consultation applies to both graduate and undergraduate levels; and
>
> 4.   consult with candidates and their advisors in matters relating to appeals and provisional acceptance into the teacher education program.

Flow Charts

The flow charts on the following pages are from two perspectives: (1) by position, and (2) by program. The first one shows the relationships among administrators and Department Chairs, and the second shows the relationships among the various teacher preparation programs.

**Chart Depicting the School of Education
in Relationship to Gardner-Webb University**

By Position

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                        ┌─────────────────────────┐
                        │        President        │
                        └─────────────────────────┘
                                   ▲
                        ┌─────────────────────────┐
                        │        Provost          │
                        └─────────────────────────┘
                                   ▲
                        ┌─────────────────────────┐
                        │   Associate  Provost    │
                        │   For Professional &    │
                        │   Graduate Studies      │
                        └─────────────────────────┘
                ▼                     ▲
┌───────────────────┐  ┌─────────────────────────┐  ┌──────────────────────┐
│       Dean        │◄►│         Dean            │◄►│    Specialty Area    │
│  Graduate School  │  │   School of Education   │  │                      │
└───────────────────┘  └─────────────────────────┘  └──────────────────────┘
         ▶               ◄                  ▶                  ◄
    ┌───────────────────────────┐      ┌─────────────────────────┐
    │                           │      │     Professional        │
    │      Graduate Council     │      │      Education          │
    │                           │      │      Committee          │
    └───────────────────────────┘      └─────────────────────────┘
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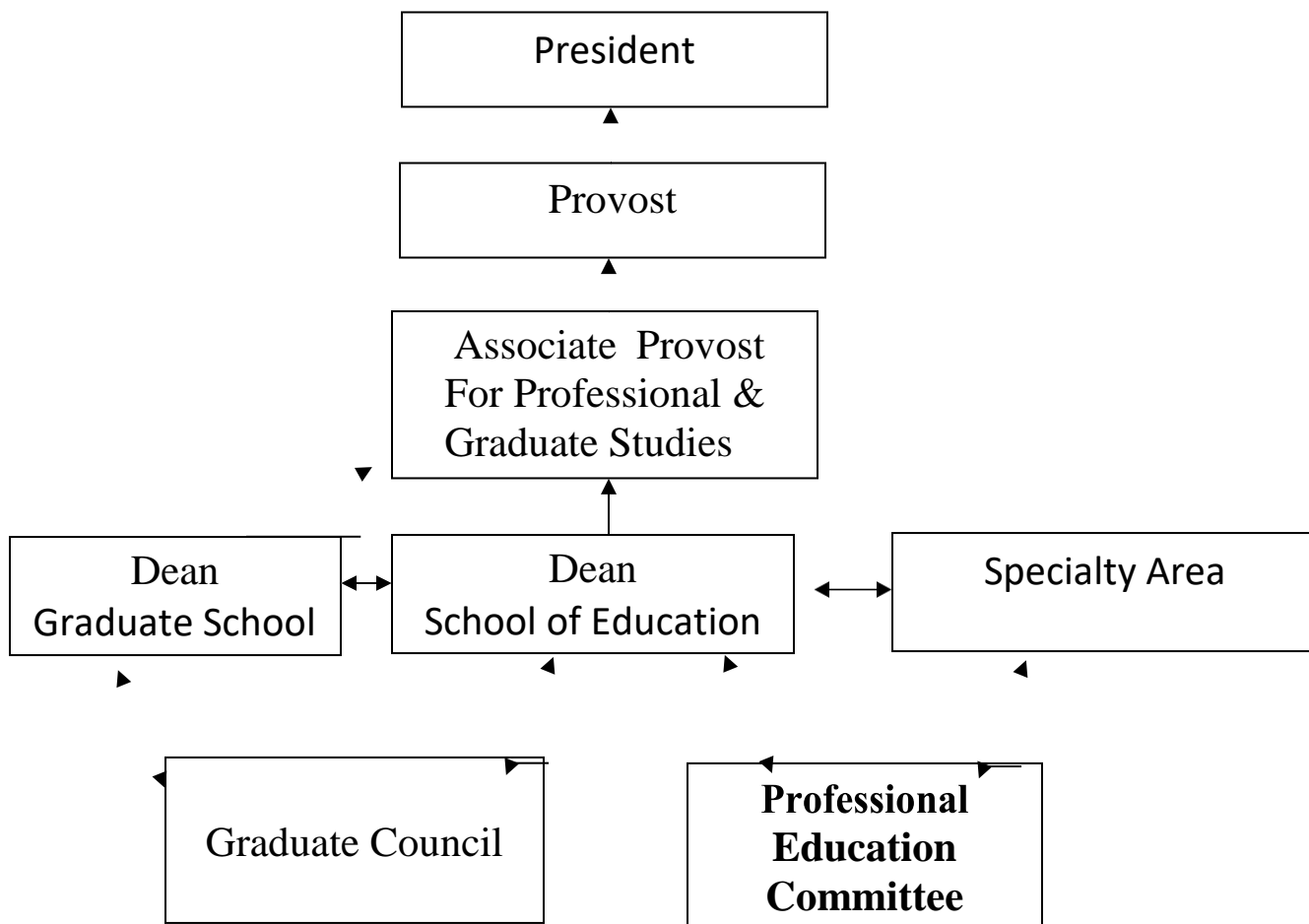
Chart Depicting
the Relationship of
Licensure Programs for the Preparation of School Personnel

By Program

| Professional Education Committee | → | Dean, School of Education | ↔ | **Dean Graduate School** | ↔ | Graduate Council |

Undergraduate Teacher Preparation Programs

Graduate Programs

| Elem Ed. (K-6) | Middle Grades Ed (6-9) | Secondary Education (9-12) | Specialty Areas (K-12) |

English
Math
Social
Studies

Music
Art
Health, Sport & Physical Ed.
Foreign Language
  French
  Spanish
  ESL

| Educational Leadership School Administration | Curriculum & Instruction Elem. Ed. Middle Gr. Education | Secondary Education (9-12) | Specialty Areas | Organizational Leadership Ed.D. |

English

School Counseling (M. A.)

↔
Coordination

Governance of the School of Divinity

By-Laws: School of Divinity
Gardner-Webb University[56]

I. Definition and Purpose

The School of Divinity is an academic unit of Gardner-Webb University, with the specific mission of preparing women and men professionally for various Christian ministries. The governance of the School of Divinity is authorized by the Board of Trustees of Gardner-Webb University and administered through the President of the University. The Dean of the School of Divinity is the chief administrative and academic officer of the School of Divinity.

While fulfilling a distinctive mission, the School of Divinity is an integral part of the larger university and fully subscribes to the Purpose Statement of Gardner-Webb. All degrees earned in the School of Divinity are authorized and granted by Gardner-Webb University upon recommendation of the Faculty of the School of Divinity.

II. Administrative Personnel and Faculty[7]

The Administrative Personnel of the School of Divinity are the President of Gardner-Webb University, the Provost and Executive Vice President, the Associate Provost for Professional and Graduate Studies, the Dean of the School of Divinity, and the Associate Dean of the School of Divinity.

The Faculty of the School of Divinity consists of elected faculty members and appointed faculty members. Elected faculty are full-time teachers (with or without tenure), who are elected to the School of Divinity Faculty by the Trustees of the University upon recommendation of the President. Appointed faculty, including visiting and adjunctive teachers, are appointed by the Dean of the School of Divinity after consultation with the Faculty of the School of Divinity and assigned their duties by the Dean.

Upon recommendation by the Faculty of the School of Divinity and approval by the Board of Trustees, certain teachers may be given honorary titles.

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[5]

[6] Presented at the SOD Faculty Meeting, September 20, 2006.

[7] In this document the terms "faculty, "teacher", and "teachers" are used interchangeably.

III. Structure and Duties of the Faculty

The School of Divinity Faculty shall organize itself, appoint committees, and detail its duties and responsibilities under the authority of the Board of Trustees.

A. Faculty Meetings

The Faculty of the School of Divinity shall meet one time per month during the fall and spring semesters. Additional meetings may be called by the Dean of the School of Divinity, a committee of the School of Divinity Faculty, or by a petition from a majority of the Faculty. Notice of faculty meetings shall be given to all members at least one week in advance of the meeting. The privilege of voting in faculty meetings is extended to elected faculty members, the Dean of the School of Divinity, and the Associate Dean of the School of Divinity. Appointed faculty are invited to participate in the School of Divinity faculty meetings without vote.

Meetings of the School of Divinity Faculty shall be conducted in accordance with Robert's Rules of Order Newly Revised (1990). One-half of the membership of the Faculty will constitute a quorum.

B. Officers of the Faculty

The Dean of the School of Divinity is the Chair of the Faculty and will preside at faculty meetings. The Associate Dean will serve as Vice-Chair of the faculty and shall preside at faculty meetings in the absence of the Dean and may serve in other ways as requested by the Dean or the Faculty. A secretary of the School of Divinity shall serve as Secretary of the Faculty.

C. Duties of the Faculty

The Faculty of the School of Divinity shall:
1. Determine requirements for admission to the School of Divinity.
2. Provide leadership in matters related to curriculum.
3. Approve and teach courses of study.
4. Work with the Director of the University Library in developing the theological collection of the Library.
5. Determine the nature and nomenclature of degrees to be conferred.
6. Decide conditions and requirements for graduation.

7. Recommend candidates for graduation.
8. Develop and administer policies and procedures for conducting the academic life of the School of Divinity. Included among these responsibilities, but not limited to this list, are the establishment of policies relating to: grading standards, class attendance, teaching loads, evaluation, student awards, scholarships and assistantships.
9. Approve the <u>Catalog</u> and other academic publications of the School of Divinity.
10. Develop and initiate policies and programs related to student life and provide a forum for hearing and acting upon student suggestions and grievances.
11. Develop and initiate policies and programs related to faculty development and provide a forum for hearing and acting upon faculty suggestions and grievances.
12. Advise the Dean in the preparation of the School of Divinity budget.
13. Encourage fellowship and collegiality with the larger University community.
14. Foster cordial relationships with the Baptist State Convention of North Carolina and with persons, churches, organizations and other theological institutions which are in sympathy with the purpose of the School of Divinity.
15. Serve, individually as requested or elected, on committees of the School of Divinity, committees of the Faculty of the School of Divinity, and University committees which relate directly to the life of the School of Divinity.

IV. Academic Freedom and Responsibility

The School of Divinity operates within the guidelines on academic freedom set forth in the <u>Gardner-Webb University Handbook</u> (I-5) and in the statement found in the *Association of Theological Schools Policy and Guidelines* section on Academic Freedom and Tenure (approved at the 2019 ATS biennial meeting.

7/18

V. Amendment or Repeal

These bylaws may be amended or repealed by the Faculty of the School of Divinity by a three-fourth's majority vote in two successive meetings not to be held less than thirty days apart. After acceptance by the Faculty, the proposed amendment or repeal must be approved by the Board of Trustees.