



Faculty Handbook

2026-2027

VIRGINIA'S INNOVATIVE UNIVERSITY OF THE ARTS AND SCIENCES

The Board of Trustees has the ultimate responsibility for the operation and wellbeing of Batten University. The President and the President's senior administrators are responsible for the implementation of the decisions of the Board of Trustees for the successful operation of the University within the standards of its accrediting body and all local, state and federal laws.

The By-Laws of Batten University can be found online at [bylaws.pdf \(batten.edu\)](#). The Decision Matrix of the University is included as an appendix to the bylaws and to this handbook.

The By-Laws of the Batten University Faculty Assembly can be found [online here](#).

The University Policy and Procedure Handbook can be found [online here](#).

The Batten University Faculty Handbook provides essential facts, policies, and procedures relevant to faculty members. It serves as a supplement to the University Policy and Procedure Handbook, and familiarity with both documents is expected of all faculty. While this handbook often provides only brief descriptions, faculty members are encouraged to refer to the Batten University Policy and Procedures Handbook, the Human Resources Office, or other appropriate university offices for comprehensive policy details.

Policy dictates that **the Officers of Batten University** are

President of the University and Chief Executive Officer

Chief Academic Officer

Chief Financial Officer

Chief Student Affairs Officer

Chief Advancement Officer

Chief Enrollment Officer

Specific titles may vary at the discretion of the President of the University. For the purpose of Batten University policy documents, the Chief Academic Officer is the Provost and Vice President; the Chief Financial Officer is the Vice President for Finance; the Chief Student Affairs Officer is the Senior Vice President; the Chief Advancement Officer is the Chief of Staff/ Vice President for Strategic Initiatives; and the Chief Enrollment Officer is the Vice President for Enrollment. Titles for these positions may change at the discretion of the President of the University.

With appreciation to the late Dr. Thomas Emmet of Higher Education Executive Associates for his guidance in adopting higher education best practices of leading colleges and universities, some of which are contained in this document.

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REFER TO THE BATTEN UNIVERSITY POLICY AND PROCEDURE HANDBOOK FOR OTHER UNIVERSITY POLICIES.

INTRODUCTION

The **Batten University Faculty Handbook** is issued under the authority of the President of the University by the Office of the Provost. This edition of the faculty handbook was developed in consultation with members of the Faculty Standards and Welfare Commission and Faculty Assembly.

The purpose of this handbook is to enumerate the mutual obligations assumed by the University and the faculty member toward one another. It describes the university's academic organization, faculty governance, conditions of employment, benefits, programs of development and evaluation, and support services.

Mission and Values

- [Mission Statement](#)
- [Environmental Guiding Principles](#)
- [Quality Service Pledge](#)
- [Batten Creed](#)
- [Freedom of Expression](#)

Governance and Administration

- [Board of Trustees](#)
- [Office of the President](#)
- [President's Cabinet](#)
- [Faculty of the University](#)
- [Organizational Chart](#)
- [Colleges and Schools of the University](#)

Accreditation

- [University Accreditation](#)
- [Joint Bachelor of Science in Nursing with Sentara College of Health Sciences](#)
- [Batten & Black School for International Studies \(Lakeland Japan\)](#)

Traditions

- [Our History](#)
- [University Seal](#)
- [Athletics](#)
- [Recreation](#)

Statement of Non-Discrimination

Batten University is an Equal Opportunity Employer. Applicants are considered on the basis of skills, experience, and qualifications without regard to race, religion, color, creed, gender, national and ethnic origin, age, marital status, covered veteran status, sexual orientation, gender identity and expression, the presence of non-job-related medical disability, or any other legally protected status.

Complaints relevant to Title IX are managed by the University's Title IX Coordinator, Tara Crowder, (757) 455-3316 or tcrowder@batten.edu. Complaints may also be reported directly to the Office for Civil Rights.

ACADEMIC ORGANIZATION AND ADMINISTRATION

Board of Trustees

The governing body is the Board of Trustees, consisting of 22 to 36 voting members. The trustees hold three regular meetings each year, in October, February, and May. The President is the Chief Executive Officer of the University and holds authority for all areas of operations. The President is supported by Vice Presidents of the main divisions (Academics, Finance, Strategic Initiatives, Campus Life, and Enrollment) of the University. Vice Presidents are appointed by the President and serve at his/her discretion. The descriptions of duties of administrative officers listed below, as approved by the Board and listed in the University bylaws, include currently delegated responsibilities.

The President

The President is the Chief Executive Officer of Batten University. The President is a member, *ex officio*, of the Board of Trustees. The President is responsible directly to the Board of Trustees for the promotion, maintenance and operation of the University in accordance with the policies established by that governing body. The President presents to the Board at each meeting a report on the work, condition, and needs of the University. Some specific duties involved in the President's general responsibility for the total life and program of the University are: appointing and dismissing all administrative personnel and, in consultation with the Provost and Vice President, appointing and dismissing all educational personnel; appointing committees of the faculty; presiding at faculty meetings except when he or she designates someone else to preside in his or her stead; representing the University at various educational meetings and other occasions; interpreting the University to its constituencies (students, faculty, alumni, parents, local community, Church, general public); planning, fund raising, particularly with reference to the cultivation of potential donors; and preparation of the annual budget.

ACADEMIC AFFAIRS

Provost and Vice President

The Provost and Vice President is the principal academic officer of the University. The Provost and Vice President performs a leadership role in designing and implementing the total academic program of the institution. In addition, the Provost and Vice President represents the administration in working with the faculty in establishing and maintaining acceptable standards for student academic performance, revising the curriculum, and overseeing the total academic life of the University. The Provost and Vice President is responsible for determining and publishing the academic calendar. The Provost and Vice President represents the faculty in preparation of the annual operating budget and other areas of University policy making.

The Provost and Vice President presides at meetings of the Academic Council (i.e., Deans, Associate and Assistant Provost, and others as designated by the Provost and Vice President). The Provost and Vice President has general oversight of the recruiting of faculty and recommends to the President the appointment of new members of the faculty. Working with appropriate committees of the faculty, the Provost and Vice President also recommends to the President promotions in rank, the granting of tenure, and the granting of sabbatical leave. The Provost and Vice President joins the President in determining matters of salary and in overseeing programs of faculty development. The Provost and Vice President administers the budget for faculty travel and development, assigns faculty offices and maintains faculty personnel files.

Provost and Vice President direct reports include:

- ☐ Associate Provost
- ☐ Assistant Provost
- ☐ Dean of the Birdsong School of Social Science

- Kenneth R. Perry Dean of the Joan P. Brock School of Mathematics and Natural Sciences
- Dean of the Susan S. Goode School of Arts and Humanities
- Dean of the D. Henry Watts School of Professional Studies
- Anne B. Shumadine Dean of the Jane P. Batten Honors College
- Dean of Global Campus
- Administrative Assistant to the Provost and Vice President
- Administrative Assistant for Academic Affairs
- Director of the Susan S. Goode Fine and Performing Arts Center
- Director of Academic Effectiveness and Accreditation

Associate Provost direct reports include:

- Head Librarian
- Registrar
- Director of the Robert Nusbaum Center
- Director of Sustainability
- Director of Nursing and Allied Health
- Director of Continuing Education
- Coordinator of Data Collection and Reporting
- Director of Global Engagement
- Director of Undergraduate Research

Associate Provost

The Associate Provost is a full-time administrator with faculty status who assists the Provost and Vice President in developing a strategic plan for Academic Affairs. The Associate Provost assists in formulating and managing an annual budget, superintending the curriculum, and generally overseeing the affairs of the University; participates on various institutional committees such as the Academic Council, and presides at campus events in place of the Provost and Vice President.

Assistant Provost

The Assistant Provost is a part-time position in the Office of Academic Affairs who facilitates nomination materials for internal and external teaching and scholarship honors such as Samuel Nelson Gray Award, Batten Scholar Award, Birdsong Service and Community Engagement, SCHEV-Outstanding Faculty Award and Commencement Awards, as well as external support opportunities such as the Mednick and Fulbright grants and promoting faculty professional development. The Assistant Provost reviews, approves and reports on faculty development funding, including internal conference funding and summer research grants as well as external support opportunities such as the Mednick and Fulbright grants. The Assistant Provost participates on various institutional committees such as the Academic Council, serving in an advisory capacity for the four academic school deans (Watts, Goode, Brock and Birdsong) to develop and implement policies and procedures for the academic deans. The Assistant Provost will work with faculty and the Vice President for Finance in grant

management. The Assistant Provost will lead academic program efficiency and aid in other special projects as needed by the Provost and Vice President.

Registrar

The Registrar is responsible for the registration processes and assists in the preparation of the schedule of course offerings. The Registrar is the official interpreter of transfer credit and is responsible for maintaining the official academic record for each student, including collecting, recording, and reporting course grades. Student registrations and grades are monitored by the Registrar's Office to ensure compliance with academic policies of the University. The Registrar approves all requests for off-campus study (cross registration, transient registration, and study abroad); certifies all graduates; and determines eligibility for Latin honors. The Registrar serves as an *ex officio* member of the Educational Programs Commission, and as Chair of the Committee on Academic Standing. As appropriate, the Registrar accumulates and presents various statistical data regarding student performance for internal University use.

Head Librarian

The Head Librarian is responsible for coordinating and overseeing all library functions, including collection selection, purchasing and cataloging; staff hiring and supervision; budget preparation; patron services and education; and applications of technologies. The Head Librarian is a full-time staff member with faculty status in the library and represents the University at professional meetings.

Joan P. and Macon F. Brock Jr. Director of the Robert Nusbaum Center

The Director of the Robert Nusbaum Center holds faculty rank and has primary responsibility for the development, implementation, oversight, and evaluation of the mission, strategic plan, and programming of the Center. The Director coordinates the planning and development of academic initiatives, and regularly teaches courses in religious studies and religious freedom. The Director serves as a resource for media, and represents the center through public speaking, educational forums, and other activities. With the Associate Director, the director builds and strengthens relationships with the campus and broader community and develops community-based partnerships for Center programming. The Director coordinates fund-raising activities and oversees communication efforts for the center.

The **Director of Undergraduate Research** is a tenured or tenure-track faculty member who serves a renewable three-year term. The Undergraduate Research Director develops and communicates the strategic vision for the University's Undergraduate Research Program. The Director's primary responsibility is to work with faculty to integrate research into courses and academic major programs. The Director also coordinates research programming and administers student research grants. The Director also promotes and coordinates students' applications for external research grants and scholarships, such as the Rhodes, Marshall, and Truman. The Director convenes and collaborates with the University's Undergraduate Research Committee, composed of representatives from each academic division and the library.

The **Coordinator of Accreditation, Data Collection and Reporting** primarily supports the Education department and coordinates data collection to monitor student and program performance, prepare and submit required annual reports to state and federal education agencies, and supports the Director of Teacher Education to maintain program accreditation. Additional duties in Academic Affairs include supporting institutional accreditation efforts across campus.

The **Director of Global Engagement** is a full-time staff member who is responsible for promoting study abroad/study away opportunities for Batten University students and overseeing international students studying at Batten University. The Director manages the Global Scholars program and works to support grant opportunities for students wishing to study abroad and faculty wishing to conduct a scouting trip in advance of offering a study abroad course. The Director works with the Dean of the Jane P. Batten Honors College (JPBHC) to provide study away opportunities critical to the JPBHC program. The director also supports activities that increase the globalization of the campus.

The **Director of the Susan S. Goode Fine and Performing Arts Center** is a full-time staff member who ensures that the Goode Center consistently offers a variety of high-quality events and productions that support artistic learning and exploration. The Director collaborates with arts faculty to develop quality programming, partner with outside arts organizations to bring professional artists and productions to the Goode Center and to our Artists in Residence Program, support the efforts of the Arts Leadership Institute, and train and oversee a staff of student technicians and supervisors who are preparing for professional work in the entertainment industry.

Faculty Directors of Academic Programs

The following positions are held by faculty who carry out their administrative duties in addition to teaching; the directors report to the Provost and Vice President or her/his designee. Directors are full-time faculty who serve three-year terms as part-time administrators; they are appointed by the Provost and Vice President in consultation with Academic Council and can be reappointed.

- **Director of Academic Effectiveness & Accreditation.** The Director guides the work of the Academic Effectiveness Program, whose purpose is “to ensure ongoing demonstration of student learning as well as continuous improvement in the curriculum and educational support services.” The Director chairs the Academic Effectiveness Committee, whose members assist faculty and staff “to annually collect, assess, analyze, evaluate, and report on program-specific learning outcomes” and other aspects of academic assessment. (Please see Appendix A-1 for additional details on the operation of the AEC.) The Director provides coordination for University accreditation efforts and assists the SACSCOC liaison with substantive changes, faculty rosters, compliance certifications, and other accreditation related activities.
- **Director of Sustainability.** The Director provides leadership for all campus sustainability efforts and initiatives. They chair the Environmental Issues Council (EIC) and serve as adviser to student environmental groups such as Marlins Go Green. They compile the annual reports on campus energy usage and carbon emissions, in conjunction with representatives from the physical plant and other campus offices. They supervise the campus sustainability and Greer Center/landscaping work study students. They serve as the contact person for the Greer Environmental Sciences Center, including arranging outside tours and authorizing use of the Greer Center by outside environmental groups.
- **Director of Continuing Education.** The Director of Continuing Education supports and assists the Dean of Global Campus to build community partnerships and pursue new initiatives. The Director develops and sustains non-credit learning opportunities, including online and in person talent development courses. The Director will superintend the Batten University Prison Education Initiative to oversee the curriculum, select instructors, and work with the Office of Enrollment to recruit and enroll students and corrections officers and with the Office of Financial Aid to assist students with the financial aid application process. The Director provides assistance with monthly reporting on programs and the annual assessment of the non-credit programs. The Director chairs the Global Campus Continuing Education Committee leading the microcredentialing program.

ACADEMIC SCHOOLS AND DEPARTMENTS

Academic programs are organized into two colleges—the Virginia Wesleyan College of Arts and Sciences and the College of Professional Studies (Global Campus) reporting to the Provost and Vice President.

Academic Schools Structure

Batten’s academic program is administered through the Birdsong School of Social Science, the D. Henry

Watts School of Professional Studies, the Joan P. Brock School of Mathematics and Natural Sciences, and the Susan S. Goode School of Arts and Humanities. This structure affords opportunities for inter-disciplinary communication and action beyond that normally afforded by the departmental structure.

Deans of the Schools

Deans of the four schools are tenured faculty appointed by the President of the University, on the recommendation of the Provost and Vice President, in consultation with the Academic Council and other faculty. The deans are tenured faculty at the rank of associate professor or higher and ordinarily come from the ranks of a discipline within the school they represent. They carry a two-thirds teaching load in order to provide time for their administrative duties.

Deans call and preside at school meetings. They serve *ex officio* on the Educational Programs Commission. Deans administer their school budgets and exercise general oversight of departmental budgets administered by department chairs. On matters of curriculum, including which courses shall be offered in a given semester, the deans make recommendations to the Provost and Vice President after discussion in the schools. The four deans, Associate Provost, Assistant Provost, and Provost and Vice President review and approve the University's total course offerings. When reviewing course schedules, deans coordinate and approve the use of adjuncts and faculty overloads. The appropriate dean receives proposals from faculty for new courses to be acted upon by the school and submits the recommendation of the school, along with a personal appraisal, to the Educational Programs Commission for final action.

Deans, after constituting the committee to identify faculty positions to be filled in a given year, assist the Associate Provost, Assistant Provost, Provost and Vice President and departmental faculty in the initial screening and interviewing of applicants for faculty positions in their respective schools, and make recommendations as to final selection and rank. They also interview all faculty candidates for positions in other schools and attend meetings of the University's Board of Trustees.

Deans prepare annual written evaluations of members of their respective schools for the President and the Provost and Vice President and identify those members of their schools who are especially deserving of recognition where merit stipends and salary increments are concerned. Deans also serve on various campus-wide communities and serve their schools as leaders in university-wide initiatives and recruiting.

Anne B. Shumadine Dean of the Jane P. Batten Honors College

The Anne B. Shumadine Dean of the Jane P. Batten Honors College provides overall leadership and direction and serves as the principal administrator of the Honors College. This position is held by a full-time faculty member who serves as a part-time administrator and carries a two-thirds teaching load. The Dean is appointed by the President in consultation with the Provost and Vice President and can be reappointed. It is the responsibility of the Dean to manage the overall quality and future direction of the honors curricula, articulate a clear vision for the University, execute responsible budget planning and fiscal management, coordinate with department chairs and school deans to identify and select honors faculty, recruit and support faculty to teach the honors courses, work closely with Enrollment Services to recruit and admit high-profile students to the Honors College, facilitate opportunities and experiences for students who participate in the Honors living-learning community, and direct the mentoring and advising of honors students.

Dean of Global Campus

The Dean of Global Campus is a part-time administrative position overseeing Batten Online, Evening and Weekend Program, Continuing Education program, and academic programs intended for non-traditional student populations. The Global Campus Dean provides leadership for the Center for Urban Leadership Education, David R. Black Institute for Professional Practice, the Jane P. Batten and David R. Black School for International Studies (Lakeland Japan), the Westminster-Wesleyan Lifelong Learning Institute, the Advanced Studies Institute, Chesapeake Campus (Prison Education Program) as well as Cengage

(Ed2Go) and the CIC Online Course Sharing Consortium. The Dean chairs the Graduate Council and oversees development of new graduate courses and programs. The Dean works with the Director of Batten University Online, the Instructional Technologist and Online Student Success Coordinator to develop and manage online programs and advise the online student population. The Dean oversees the Director of Continuing Education to develop new non-credit learning opportunities and collaborate with community partners to develop academic initiatives. The Dean works with the office of institutional research to maintain monthly reports on credit-bearing and non-credit learning opportunities.

Academic Council

The Provost and Vice President, four school Deans, Sentara College of Health Sciences (SCOHS) Dean, Anne B. Shumadine Dean of the Jane P. Batten Honors College, Global Campus Dean, Associate Provost, and Assistant Provost make up Academic Council, which meets weekly and attends to the management of the academic program, including curriculum, budget, recruitment and retention of faculty and staff, management of facilities, scheduling, contingency planning, and other matters.

Department Chairs and Program Coordinators

Departmental faculty select one of their members to serve as Chair for a three-year term, subject to approval of the Provost and Vice President and President of the University. Chairs, including graduate program directors, are selected by the Provost and Vice President to serve a three-year term, subject to the approval of the President of the University. Chairs are responsible for overseeing curriculum, facilitating teaching schedules, overseeing instructional budgets, supervision and evaluation of adjunct faculty members, requests for new faculty positions, and program review and assessment. Program Coordinators work with faculty from different departments to oversee curriculum and ensure course offerings that support the interdisciplinary program. They serve as a point of contact for the program and coordinate assessment and program review efforts. Both Chairs and Program Coordinators manage the departmental/programmatic advising process and ensure that advising is available year-round.

FACULTY GOVERNANCE

THE FACULTY ASSEMBLY

The Bylaws of the University provide for faculty enactment of regulations deemed necessary for the carrying out of its duties (see University Bylaws, Article 6). That article of the Bylaws also defines the membership of the faculty to include the President of the University, officers designated by the President as primarily responsible for instruction and research, all persons at the rank of full-time instructor or above who are engaged in teaching, and members of the faculty emeriti.

The Bylaws of the Faculty Assembly are located online in the [Faculty Policy and Information Archive](#).

Background Information

Those categories of faculty membership function collectively as the Faculty Assembly to carry out the duties identified in the Bylaws and other functions necessary for the creation and implementation of the academic program. The Faculty Assembly in turn functions through two standing commissions, designated as the Educational Programs Commission and the Faculty Standards and Welfare Commission.

Meetings

The Faculty Assembly meets from 1:15 - 3:00 p.m. on the first Friday of October, November, December, March, and April and the last Friday of April. Special sessions may be ordered by the Assembly or called by its chairman, the President of the University. Normally, the President will designate the Agenda Committee to take turns as presiding officer of the Faculty Assembly on a rotating basis.

Agenda

Notices of the Faculty Assembly meetings will be distributed by the Secretary of the Faculty. Commissions or individuals who have business to be brought to the faculty may contact the Secretary of the Faculty or any other member of the Faculty Assembly Agenda Committee, which will set the agenda for Faculty Assembly meetings. Individuals elected to the agenda committee are subject to approval by the President and Provost and Vice President.

Liaison with Student Government

The Community Advocate elected in the spring by Faculty Assembly serves as the liaison working with students/faculty/administration. Any issue the faculty wants to take to the student organizations shall be scheduled through the Community Advocate.

The Secretary

The Secretary of the Faculty is elected at the April meeting of the Faculty Assembly. This secretary, assisted by a clerical secretary, records the proceedings of the Faculty Assembly as well as Community Council. It is the duty of the Secretary of the Faculty to publish notices of meetings and to be a primary contact for persons wishing to bring matters before the Faculty Assembly.

The Parliamentarian

The Parliamentarian is elected at the April meeting of the Faculty Assembly. The duties of the Parliamentarian are 1) to serve as an adviser to the chair and any other member of the Faculty Assembly on parliamentary procedure and 2) to maintain a current list of all special rules of order and amendments to the Bylaws of the Faculty Assembly. Meetings of the Faculty Assembly shall be conducted in accordance with the Bylaws of the Faculty Assembly and any special rules of order adopted by the body. In lieu of any other authority, the current edition of Robert's Rules of Order Newly Revised shall be used.

THE COMMISSIONS

Each of the two commissions reporting to the Faculty Assembly operates within its articulated mission statement. Members will elect their chair, who must have obtained tenure before the first organizational meeting of the commission (effective as of the 2015-16 academic year), determine their organizational structure, and create their agenda for each academic year.

Academic Governance

Academic Governance is accomplished through two standing commissions (EPC and FSW), two standing committees (INTEL and AEC), and any ad hoc commissions.

The purpose statement for each commission identifies those faculty memberships which are elective and those which are appointive. Three-year staggered terms shall be served by those elected or appointed to commissions. Elections shall take place in a spring meeting of the Faculty Assembly. In the spring of each year, faculty members complete a form in which they indicate their preference for appointive commission assignments. Willingness to serve should be a major criterion for considering any faculty member for appointment, selection, or election to any commission. The School Deans will consult with the Provost and Vice President in making recommendations for assignments of persons who will serve for the coming year. Commissions select their chairpersons each year from among the faculty members serving on a given commission.

At the Fall Faculty Workshop, the two commissions will convene to organize for the session. Each Commission Chairperson will present a brief report, identifying agenda items to be considered during the year.

All subunits and individuals within a commission will have the responsibility of reporting in writing to the Commission Chairperson in time for the Chairperson to prepare reports for Faculty Assembly meetings, including context for any action sought from the Faculty Assembly.

The Commission on Educational Programs

Mission:

- to review and interpret academic policies and, where appropriate, develop modifications or new policies for consideration by the Faculty Assembly.
- to establish guidelines for faculty members wishing to introduce new or modified course proposals.
- to review and act on new course proposals which have gone through the school review process.
- to review and recommend to the Faculty Assembly new program proposals and major requirements, or revisions in existing programs and major requirements.
- to initiate periodic review of the general studies requirements and to review any proposed changes before submission to the Faculty Assembly.

Membership:

Seventeen faculty and staff:

- Provost and Vice President (or their designee)
- School Deans
- Registrar

- Nine Faculty (four to be elected by the faculty, at least two of whom must be tenured and elected in alternating years and four to be elected by schools, all for staggered three-year terms; and one education faculty member selected by that department)
- Representative of Global Campus
- A representative from the General Education Committee
- Student members as determined by the commission

The Commission on Faculty Standards and Welfare

Mission:

-to consider issues pertaining to faculty welfare and professional development, to conduct hearings and to make recommendations when appropriate.

Membership:

Ten faculty members:

- One representative from the Committee on Advancement and Tenure
- Three faculty members elected to Faculty Hearing Committee
- Four faculty members elected by their schools for staggered three-year terms
- Two at large members of the faculty elected for staggered three-year terms, at least one of whom must be tenured and appointed in alternating years (becomes effective with the 2019-20 academic year).
- Elections to positions filled by the rotation of faculty members shall be held each March.

Committees:

Two standing committees contribute members to this commission. The committees are organized as follows:

The Committee on Advancement and Tenure

It is the responsibility of this committee to give regular and systematic consideration to faculty candidates for advancement and tenure in consultation with the Provost and Vice President, to promote high standards of faculty performance as expressed in the standards of faculty excellence described in Section III, Faculty Evaluations, and to bring recommendations for faculty advancement and tenure to the Provost and Vice President.

Membership:

The committee has five members and one alternate elected from the full- time teaching faculty. Each school shall elect one person to represent the school, and one at-large member and the alternate shall be elected by the Faculty Assembly. Members serve a three-year term, and these terms are staggered so that one member is elected in the spring of each year. Only tenured members of the full-time teaching faculty with the rank of professor are eligible to serve on this committee. At any one time, no more than two members of the committee may be from the same school, and no department may have more than one person serving on the committee.

Duties:

The duties of the committee are:

- a. To identify qualified candidates for promotion and tenure;

- b. To evaluate these candidates according to the University's established criteria for excellence;
- c. To bring recommendations for faculty advancement and tenure to the Provost and Vice President;
- d. To make recommendations for revision of policies and procedures for faculty promotion and tenure.

Procedures:

- a. New members for a current academic year are elected by the faculty in the previous spring.
- b. Each spring, the office of the Provost and Vice President reminds the faculty of the requirement to make use of student evaluation forms in their courses each semester since these will become an important part of the committee's data.
- c. Early in October, the committee draws up an initial list of candidates, reviews this list with the Provost and Vice President, and then formulates the final list of candidates for consideration.
- d. In proceeding with its deliberations, the committee then has available to it the resources listed under Section III Faculty Evaluations.
- e. All candidates may request individual interviews with the committee.
- f. During the spring semester, the committee brings a written report on each candidate to the President of the University and the Provost and Vice President, making its recommendations and indicating the main considerations guiding its decision.
- g. These summary reports are retained in a cumulative Advancement and Tenure file for each candidate. In this file the committee at its discretion may also retain other documents which it has used. The candidate may, on request, examine the committee's summary report.
- h. The President of the University makes final recommendations to the Board of Trustees which has authority to grant promotion and tenure.

The Faculty Hearing Committee*

Membership:

Three members of the full-time teaching faculty, (one of whom shall be from the rank of professor, one from the rank of associate professor, and one from the ranks of assistant professor or instructor) elected annually by a majority vote of the faculty.

Duties:

This committee shall consider any charges brought against a faculty member which are transmitted to it by the Provost and Vice President. In addition, the committee shall receive appeals from faculty members under the provisions of the harassment policy (faculty) and make its recommendations to the President of the University. Vacancies or disqualification of members of the committee shall also be filled by a majority vote of the faculty from persons of the same rank as the member who has been disqualified.

*Please see the section on Termination of Employment for a full description of this committee's responsibilities.

STANDING COMMITTEES OF THE FACULTY ASSEMBLY

Agenda Committee

The committee shall consist of a designated member of the Academic Council; Secretary of the Faculty Assembly; and three tenured members of the faculty, one from each school, who are elected

to staggered three-year terms by the faculty of their schools in the spring, with terms beginning with the subsequent fall semester.

Nominating Committee

The committee shall consist of the Secretary of the Faculty Assembly and the three elected school members of the Agenda Committee.

Committee on Academic Computing

The committee shall consist of nine members of the faculty and staff plus any student members as determined by the committee. These members shall be the Chief Information Officer; the Provost and Vice President, the Registrar, the Instructional Technology Director; one librarian; and four members of the faculty, one selected by each school.

Other Committees

Ad hoc or standing committees may be created by the Faculty Assembly whenever the body finds them necessary to conduct its business, and they may be created at any meeting by a majority affirmative vote of the members present.

THE GRADUATE COUNCIL

The Graduate Council oversees the curriculum of Batten Graduate programs. This body of graduate faculty reviews graduate curriculum proposals, sets university-wide academic standards for graduate programs, and develops policies and procedures for the effective administration of graduate degrees.

Mission:

- to support both existing graduate programs and graduate program development.
- to maintain rigor of graduate academic programs.
- to review and interpret educational policies for graduate programs.
- to review and act on new graduate program proposals.
- to review and act on new graduate course proposals, and revisions to existing graduate programs or courses.

Membership:

No less than seven faculty members, with the number based on the number of graduate programs:

- Provost and Vice President
- Dean of Global Campus (Chair)
- Dean of the Sentara College of Health Sciences
- A representative for each of the graduate programs, selected by the department faculty

POLICIES RELATING TO EMPLOYMENT, ACADEMIC FREEDOM, AND ADVANCEMENT AND TENURE

ACADEMIC FREEDOM AND PROTECTION AGAINST DISCRIMINATION

Batten University is committed to the free expression and exchange of ideas, without which education in the liberal arts tradition is impossible. All members of the faculty, regardless of rank or tenure, are guaranteed full academic freedom, subject to the definitions and restrictions below:

1. Faculty are entitled to free expression in their classrooms and other teaching venues, provided that the material they introduce is related to the subject of the class.
2. Faculty are entitled to freedom in research and in publication related to it, as long as they adequately perform their other academic duties. The terms for any research or publication that may produce a significant pecuniary return should be established in advance with the administration.
3. When faculty speak or write outside of their role as teachers and researchers, they will be free from institutional censorship or discipline, but they should take care to be accurate, exercise appropriate restraint, and show respect for the opinions of others. They should also make clear that they are not speaking for the institution.

All members of the faculty are entitled to protection from discrimination not demonstrably related to academic performance, including but not limited to race, sex, religion, national origin, age, disability, marital status, or sexual orientation.

TYPES OF FACULTY APPOINTMENTS

Except in circumstances that are both unusual and temporary, all full-time faculty appointments are of four kinds: tenured or tenure-track (probationary) teaching faculty, full-time lecturer, visiting faculty, and library faculty, all of which are discussed in detail below. In addition to these full-time faculty, the University may hire part-time adjunct faculty to teach individual courses.

Statement of Terms of Appointment to the Faculty

The guidelines for the initial assignment to a rank are as follows:

- A. Professor: Earned doctorate in the teaching field, or a terminal degree in fields where the doctorate is not usually given, and a minimum of ten years of distinguished experience in college/university teaching.
- B. Associate: Earned doctorate in the teaching field, or a terminal degree in fields where the doctorate is not usually given, and at least 6 years of full-time teaching experience at the Assistant Professor rank.
- C. Assistant: Earned doctorate in the teaching field, or a terminal degree in fields where the doctorate is not usually given.
- D. Instructor: Earned master's degree in the teaching field.
Faculty who are ABD at the time of appointment may be appointed at the Assistant or Instructor level, at the discretion of the Provost and Vice President. If hired at the Instructor level, the new faculty member will automatically be promoted to Assistant Professor as soon as his or her doctorate has been awarded. In this one instance, an Instructor will be considered a probationary appointment, and unless the Provost and Vice President specifies otherwise in writing, all of the faculty member's time at Batten will count toward the seven-year limit.
- E. Lecturer – Earned master's degree in the teaching field.

In contrast to the above named ranks, “lecturer” is a full-time non-tenure track position for a one- year term that is renewable without limit; thus, a lecturer is not subject to the five-year limitation applicable to visiting positions (see below).

The course assignments of lecturer shall be primarily lower level. The number of lecturer positions for the University as a whole shall not, at any time, exceed ten percent of the number of full-time tenured and tenure-track faculty members. Because lecturer is non-tenure-track, a person in this position is expected to perform teaching duties principally, along with such limited service responsibilities as are agreed upon in writing at the time of the appointment. A lecturer will be evaluated for teaching effectiveness on an annual basis by the school dean.

If a lecturer’s appointment is not to be renewed, the faculty member will be notified no later than March 1 in the first year of service and December 15 in the second; thereafter, a non-renewed faculty member will be offered a full academic year before termination from the institution. The termination of a lecturer’s appointment shall be only for financial necessity or for cause, which means failure to meet the standards for effective teaching (see 4-e), and/or violation of University policies. In a case of dismissal before the end of the period appointment, the administration will set forth cause for the action and the faculty member will have the right to a hearing before the Faculty Hearing Committee.

At the discretion of the President, administrators with the appropriate credentials can hold faculty status that is coterminous with their administrative appointments. Such faculty are not subject to the rules of visiting or probationary faculty. This provision does not apply to administrators who are hired with tenure or on the tenure track.

Under extraordinary circumstances, the President may appoint new faculty with immediate tenure or in other ways go outside the above guidelines. Such proposed appointments will be presented to the Committee on Advancement and Tenure and Provost and Vice President for immediate review, though the final authority rests with the President.

Any college/university teaching experience accrued at an institution other than Batten University which is to be counted toward the years of experience required for promotion and/or tenure will be stated in a written agreement reached between the faculty member and the University prior to initial appointment, as stated below.

Accumulation of time toward tenure shall be suspended, but previously accumulated time shall not be lost, during leaves of absence. Tenure shall terminate at resignation or retirement. If a previously tenured faculty member is rehired, tenure may be reinstated by the Board of Trustees upon recommendation of the Provost and Vice President and the President.

The terms and conditions of every appointment will be stated in writing, with a copy provided to the faculty member. Any extensions, modifications, or special understandings, or any notices incumbent upon either party to provide, must also be in writing, with a copy given to the faculty member.

Except for faculty members who have tenure status, every person with a teaching or research appointment of any kind will be informed each year in writing of the renewal of the appointment and of all matters relative to eligibility for the acquisition of tenure.

Probationary appointments

Faculty hired at the Associate Professor or Professor rank but without tenure must present themselves for tenure review in their fourth year unless otherwise stated in the initial contract or mutually agreed with the Provost and

Vice President at a later date. Such faculty are not required to have mentoring committees, but will have a pre-tenure review halfway through the agreed period.

The appointments of all Assistant Professors will be probationary. Such appointments are subject to annual renewal, but they may only be terminated for cause as explained below. Except as stated below, the total period of full-time service prior to the granting of tenure will not exceed seven years at the Assistant Professor rank, including any years of previous service at other institutions. The number of years of service at other institutions that will be counted toward the seven-year probationary period will be stated in writing at the time of appointment, as will the year that the faculty member will submit materials for his or her pre-tenure review.

The Provost and Vice President and the faculty member may mutually agree to extend the probationary period for no more than four years. Extensions can be granted either at the time of appointment or, if circumstances so dictate, at a later date, but in either case the extension will be stated in writing. Examples of appropriate circumstances include but are not limited to care of a newborn or newly adopted child or of a sick family member.

A tenure-track faculty member who becomes the parent of a child by birth or by adoption will be entitled to an automatic one-year extension of the probationary period. The Provost and Vice President will grant the extension in writing upon formal request by the faculty member, provided that the faculty member makes the request within one year of the child's arrival in the family and prior to September 1 of the academic year in which the faculty would have been required to apply for tenure. A faculty member is limited to one automatic extension of term during the time she or he is serving in tenure track status, although the faculty member may request an additional extension of the probationary period for a new birth or adoption. A faculty member who declines to request an automatic extension remains eligible to request an automatic extension for a subsequent birth or adoption. Multiple births or multiple adoptions at the same time constitute the same right to a one-year extension as single births or adoptions. Faculty who qualify for the automatic extension also may seek extension of the clock for other reasons, as set out in the preceding paragraph, provided that automatic and discretionary extensions cannot exceed four years.

The faculty member will be advised, at the time of initial appointment, of the substantive standards and procedures generally employed in decisions affecting renewal and tenure. Any special standards adopted by the faculty member's department or school will also be transmitted. The faculty member will be advised of the time when decisions affecting renewal or tenure are ordinarily made, and will be given the opportunity to submit materials believed to be helpful to an adequate consideration of the faculty member's circumstances.

If a probationary appointment is not to be renewed, the faculty member will be notified no later than March 1 in the first year of service and December 15 in the second; thereafter, non-renewed faculty will be offered a full academic year before their termination from the institution.

The decision not to renew a probationary appointment up to the tenure evaluation year will be made by the president upon the recommendation of the Provost and Vice President. The Provost and Vice President will provide the faculty member an explanation in writing for his or her recommendation. The faculty member may request a reconsideration by the Committee on Advancement and Tenure, in which case the committee will evaluate all of the available materials, including any new material offered by the faculty member.

If the faculty member believes that the recommendation of the Committee on Advancement and Tenure was based on inadequate consideration of the materials, the Provost and Vice President will appoint an ad-hoc committee of at least three full professors not on the Committee on Advancement and Tenure to review the allegation. The ad-hoc committee will determine only if the decision was the result of adequate consideration of the relevant materials; it will not substitute its judgment for that of the Committee on Advancement and Tenure on the merits of the material. If the ad-hoc committee believes that parts of the faculty member's materials have been inadequately considered it will request a new evaluation by the Committee on Advancement and Tenure,

and will in any case provide copies of its findings to the faculty member, the Committee on Advancement and Tenure, and the Provost and Vice President.

Tenured appointments

There is no cap on the percentage of tenured appointments, but every five years the Board of Trustees will reexamine this policy to see if some limitations on the number or percentage of such appointments should be imposed.

A tenured appointment is one that cannot be terminated or reduced in rank except for adequate cause as defined below or because of extraordinary financial exigency as defined below.

Ordinarily, tenure is granted to faculty engaged full-time in teaching services upon promotion to Associate Professor after the sixth year of the probationary period served as an Assistant Professor. Any promotion or appointment to the rank of Associate Professor or Professor that does not confer tenure must be so specified in writing at the time of the promotion or appointment. Under special circumstances tenure can be granted at the time of initial appointment or any time thereafter.

ADVANCEMENT AND TENURE

Decisions regarding promotions will be made by the President upon the recommendation of the Provost and Vice President and the Committee on Advancement and Tenure. The Committee on Advancement and Tenure will base its recommendations on the policies and criteria defined below.

The Committee on Advancement and Tenure will consist of five tenured full professors and one alternate. One member will be selected by and representing each of the four academic schools at the University. The remaining at-large member and alternate will be elected by the Faculty Assembly. Each member will serve for three years, with the terms staggered to allow for continuity. The Committee will elect two co-chairs annually, one to oversee promotion decisions and the other to direct pre-tenure and post-tenure reviews. The full committee will participate in all evaluations. No more than two members of the committee may serve from the same school at any one time and no more than one individual from a specific department may serve on the committee at the same time. The Provost and Vice President will not participate in the deliberations of the Committee, but the Committee may solicit him or her to provide necessary information.

To be promoted to Associate Professor, Assistant Professors must demonstrate that they meet the Batten standard in three assessed categories: a) teaching effectiveness, b) professional development, and c) service.

To be promoted to Professor, Associate Professors must demonstrate that they significantly exceed the standard for professional development as well as that of one other category, while demonstrating that they continue to meet the standard for the remaining one.

The Provost and Vice President will periodically convene an ad-hoc Standards Committee composed of him or herself, the school deans, and two additional elected representatives from each school. This committee will be charged with determining or adjusting the standards for teaching effectiveness, service, and professional development, which will be university-wide and based on university-wide assessment. The faculty through vote of the faculty assembly will approve the adjusted standards before they are officially entered into the Faculty Handbook.

The standard for teaching effectiveness

Teaching that engages, challenges, and transforms students is the centerpiece of the Batten academic experience. As a general matter, an effective teacher exudes a passion for the subject matter and the quest for truth, sparks students' intellectual curiosity, draws them into the research enterprise, pushes them to work hard and think creatively, and serves as a model of integrity, commitment, compassion, and a life of learning.

A faculty member who meets the standard of effective teaching:

- possesses current knowledge in the content area and familiarity with recent research on teaching and learning
- exhibits careful preparation in syllabi, assignments, and classroom presentations
- effectively draws students into the learning process through a variety of pedagogical approaches
- establishes high expectations for student performance consistent with prevailing standards in the relevant academic discipline
- develops assignments that stress conceptual understanding, critical thought, student engagement, inquiry, and research
- is accessible to students for guidance outside class
- grades assignments in a timely fashion
- displays civility inside and outside the classroom
- is open to teaching, as departmental needs require, across the major and General Education curriculum
- responds constructively to student evaluations and peer observations
- revises and updates courses to keep them current and compelling.

The tangible evidence of teaching effectiveness can include, but is not limited to:

- syllabi, tests, and other instructional materials;
- peer observations of classroom performance;
- student course evaluations;
- testimonial letters from students;
- objective data on student success at the program level (such as passing required state examinations, admission to graduate school, and immediate hiring in a chosen professional field);
- participation in cross-curricular and other teaching initiatives and workshops;
- creation of new courses and/or development of online courses;
- teaching awards; and
- conspicuous student successes (*e.g.*, placement in internships or graduate school).

Teaching effectiveness focuses primarily on the quality of a faculty member's instruction within the domain of her or his regularly assigned courses; teaching overloads, therefore, neither adds to, nor detracts from, teaching effectiveness.

With respect to tenure and promotion, the pattern of student course evaluations over time will show, in the absence of special circumstances (such as courses dealing with unusually difficult material), that the faculty member is teaching near or above the departmental average. In addition, an effective mentor combines the teaching, research, and service roles of a faculty member in guiding or supervising students in, among other activities, independent studies, research presentations, art exhibitions, musical recitals, theatrical performances, and journalistic endeavors; an effective mentor may offer highly specialized advice on such matters as choice of career or graduate school.

A faculty member who regularly receives a positive evaluation (either meeting or exceeding) from the school dean and the mentoring committee's optional teaching observation summaries, along with a positive assessment in pre-tenure review, enjoys a presumption that he or she has met the standard for teaching effectiveness.

The standard for professional development

Batten recognizes that the professional vitality of its faculty nourishes the curriculum and enhances the quality of the classroom experience: scholarly activities of faculty inform and enliven what they teach and provide a model for undergraduate research that is an increasingly important component of students' intellectual development. As a general matter, a faculty member who meets the standard for professional development maintains a pattern of scholarly activity.

A common thread in such professional development is that the faculty member achieves recognition as an

engaged scholar or creative artist among her or his disciplinary peers at a state, regional, or national level. Depending on a faculty member's discipline, examples of notable professional vitality can include, but are not limited to:

- chairing a panel at a professional conference
- presenting a paper at a professional meeting
- mentoring a student paper presentation at a regional or professional conference
- supervising undergraduate research presentations
- holding office in a scholarly organization
- writing a scholarly article or book chapter for publication
- writing a textbook or scholarly book for publication
- performing or displaying artistic work
- receiving an honor or award for scholarly or artistic achievement
- writing a grant proposal
- taking a significant role in the organization of a scholarly conference

The list is not intended to be exhaustive. Nor is it intended to establish a rank ordering of activities of more or lesser importance.

To be sure, greater acclaim usually will attach to scholarly/artistic endeavors subject to peer review, but the standard imposes no *per se* requirement for some, or some number of, peer-reviewed works. The core value to be assessed here is sustained professional engagement beyond the campus setting, consistent with the norms of one's discipline and the limitations of a teaching-centered institution. A professionally engaged faculty member will show that she or he, as a threshold matter with regard to tenure and promotion, averages one or two significant activities every two years.

The engaged faculty member seeking promotion to full professor, in addition, will be able to document, via three letters from external evaluators, that she or he has achieved significant recognition of peer professionals beyond the campus setting.

A faculty member who regularly receives a positive evaluation (either meeting or exceeding the standard) from the school dean and the mentoring committee's optional support letters, along with a positive assessment from the pre-tenure review, enjoys a presumption that he or she has met the standard for professional development.

The standard for service to the university and community

A faculty member who exhibits effective campus citizenship is collegial; demonstrates concerns for the aims and purposes of the University; assumes a fair share of assignments to general departmental and university-level committees and commissions; takes part in admissions events, advancement, and co-curricular activities; participates, on a selected and rotating basis, in summer orientation, January Term, the Evening and Weekend Program, and other collaborative programs; serves as a faculty advisor or consultant to student organizations; and serves, as appropriate, as a member of a faculty mentoring committee.

A faculty member who participates in area civic, cultural, and religious organizations—as a speaker, lay leader, academic expert, and/or ordinary volunteer—builds vital connections between campus and community and, thus, contributes to the enrichment of both.

An effective advisor is, above all, actively committed to the well-being of every student and, beyond the mechanics of class schedules and degrees, seeks to guide each advisee toward sound habits of action, mature judgment, and a meaningful life and career beyond Batten University.

An effective advisor is conversant with, and follows, the academic regulations of the University, knows how to access online advising information, attends advising workshops, assumes a fair share of advisees, schedules an appropriate amount of time for meeting with advisees during the semester, renders sensitive guidance designed

to help students succeed in the curriculum and career, and, as necessary, refers students to support services (such as the Learning and Counseling centers) within the University.

The tangible evidence of service can include, but are not limited to:

- an enumeration of committee and organizational responsibilities
- a description of particularly time- consuming and consequential assignments (*e.g.*, heading a search committee, chairing the Educational Programs Commission)
- testimonials to one's service activities
- service awards
- data on the number of students advise
- student evaluations of advising sessions
- testimonial letters from students
- participation in advising workshops
- support for various institutional initiatives

A faculty member who regularly receives a positive evaluation (either meeting or exceeding) from the school dean and the mentoring committee's optional support letters, along with a positive assessment in pre-tenure review enjoys a presumption that he or she has met the standard for effective service with regard to promotion or tenure.

Mentoring committees

Each new assistant professor with a probationary appointment must, by June 1 of his or her first year of employment, form a mentoring committee composed of two or three associate or full professors, at least one of whom is from within his or her department.

It is the faculty member's responsibility to ask each of the chosen mentors if he or she is willing to serve. The composition of the mentoring committee may change over time, but must always have at least two members.

Faculty members serving as School Dean in the same school as the faculty member may not serve on the mentoring committee.

Faculty serving on the Committee of Advancement and Tenure must recuse themselves from voting on an application from a candidate upon whose mentoring committee they have served, though they may participate in deliberations on that candidate.

The purpose of these committees is to provide mentoring to faculty as they progress through pre- tenure review and the tenure application process.

In the first year, the committee's primary responsibility is to work with the new faculty member to compose a blueprint for success, or pre- tenure plan. This pre-tenure plan includes an articulation of professional development in his or her field and records the faculty member's plan of action. The initial meeting should be in response to the school dean's annual evaluation of the faculty member's performance outlined in the PAF. The pre-tenure plan will be submitted as another supporting document with the following year's PAF.

The Mentoring Committee Schedule

The committee meets according to the schedule outlined below. Faculty with a typical tenure clock should follow the schedule below. Faculty who have contracted an abbreviated tenure clock are advised to work with their mentoring committees to adjust this schedule accordingly.

- Year 1: After the mentoring committee has formed it must meet at least once during the probationary faculty member's first year to discuss Batten University's faculty promotion standards,

the probationary faculty member's plan to meet those standards, and any issues of adjustment to Batten University's culture that may come up. The committee works with the faculty member to compose a pre-tenure plan. The committee members sign off on the plan.

- Year 2: Committee meets any time during the second year. The probationary faculty member is responsible for circulating the school dean's evaluation among committee members prior to, or at, this meeting. The committee works with the faculty member to update the pre-tenure plan as necessary. The committee members sign off on the plan.
- Year 3: Prior to the probationary faculty member's pre-tenure review, the faculty member may request that the mentoring committee write a letter to the Committee on Advancement and Tenure that addresses the faculty member's progress toward tenure over the span of time since being hired by the University.
- Year 4: The committee meets to discuss the pre-tenure review.
- Year 4, 5, 6: The committee meets as deemed necessary to discuss the probationary faculty member's progress toward tenure, updating the pre-tenure plan as needed.
- Year 6: Prior to the probationary faculty member's application for tenure, the faculty member may request that one or more members of the mentoring committee write a letter of support to the Committee on Advancement and Tenure.
- In addition to prescribed meeting times, the new faculty member is also encouraged to consult informally with members of the mentoring committee throughout the academic year.
- Teaching observations will be completed on a voluntary basis.

Pre-tenure review

Faculty who have served their entire probationary period at Batten must present materials for a pre-tenure review in the spring of their third year of service. Spring reviews will occur on or by March 15th. Faculty who have received written credit for service elsewhere will submit materials in the year agreed upon at the time of initial appointment.

In the case of extensions granted after initial appointment or other extenuating circumstances, the Provost and Vice President and the faculty member may agree to change the time the faculty member presents materials for pre-tenure review.

The materials required for the pre-tenure review are the same as those required for tenure review, except that an outside letter is not required.

After consideration of the submitted materials, the Committee on Advancement and Tenure will prepare a report on the faculty member's progress toward meeting the required standards for promotion and will provide copies of this report to the faculty member, the mentoring committee, and the Provost and Vice President.

If the mentoring committee disagrees with any part of the pre-tenure review assessment by the Committee on Advancement and Tenure, they may request a meeting with the Committee on Advancement and Tenure to discuss and clarify the progress of the faculty member.

Tenure review

Probationary candidates must present an application portfolio by November 1 of their sixth year at the University, or in whatever year has been previously specified. Failure to do so without the express written

consent of the Provost and Vice President automatically defines the following year as the terminal year of employment. No further notice is required of the University.

The application portfolio must contain items i through xi; items xii through xv are optional:

- i. a letter of application, including a narrative statement
- ii. a current curriculum vita
- iii. the University's standard teaching evaluation forms for all classes
- iv. copies of all syllabi and other relevant teaching materials
- v. all of the faculty member's PAF forms
- vi. all of the school deans' annual evaluation letters
- vii. copies of all publications
- viii. letters of recommendation by the school dean and at least one member of the faculty member's department (unless there are no other members), preferably the chair
- ix. at least one letter of support from outside the institution
- x. the pre-tenure review letter(s) of the Committee on Advancement and Tenure
- xi. if the faculty member has been credited with years of service at another institution, that service should be documented in the portfolio and should be considered, and credited along with service at Batten, by the Committee on Advancement and Tenure.
- xii. all of the annual evaluation letters of the mentoring committee
- xiii. all of the teaching evaluations of the mentoring committee
- xiv. the pre-tenure review letter(s) of the mentoring committee
- xv. the tenure review letter of the mentoring committee
- xvi. The portfolio can contain any other materials the faculty member sees as useful.

The Committee on Advancement and Tenure will base its evaluation of whether the submitted materials meet (or in the case of applications for full professor, exceed) the published criteria for each standard.

If the faculty member has been credited with years of service at another institution, that service will be considered and credited along with service at Batten University. The Committee on Advancement and Tenure will produce a written letter summarizing their evaluation for each candidate and recommending either promotion to associate professor and tenure or the issuance of a terminal contract, then present their findings to the Provost and Vice President and the President, who will then make the final decision.

Faculty denied promotion and tenure will be offered their current position for the full next academic year, after which they will no longer be employed by Batten University. They will not have any claim to tenure.

Faculty denied promotion who believe the decision was based on other than their professional performance have grievance rights.

Faculty granted promotion to Associate Professor will, at the same time, be granted tenure, beginning the following academic year.

Post-tenure review

The Committee on Advancement and Tenure will examine each tenured faculty member every five years to evaluate that she or he continues to meet the published criteria for the three standards. In general, reviews will occur five years after the award of tenure or the most recent promotion, whichever is more recent.

The basis for the post-tenure evaluation will be the yearly Professional Activities Forms submitted by the faculty member and the annual letters written by the appropriate school dean. The evaluation will be based on the totality of the faculty member's contributions to the University, and on the standards in place at the time of his or her hire. Faculty themselves do not need to submit any materials. Should these forms suggest a possible problem, the Committee on Advancement and Tenure may solicit the faculty member's teaching evaluations,

and if it feels it necessary, materials directly from the faculty member. In the case of a tenured faculty member who has applied for and received a promotion in rank, the promotion will be viewed as satisfying the requirement for post-tenure review, and the next post-tenure review will be in five years from the time of promotion to Full.

If the Committee on Advancement and Tenure determines that the faculty member continues to meet the appropriate criteria for each of the three standards, it will inform him or her, as well as the Provost and Vice President. If there appears to be a deficiency in one or more of the standards, it will inform the faculty member and allow him or her to provide additional information.

If the faculty member does not provide more information or the provided information does not establish that she or he is meeting the standard or standards, the Committee on Advancement and Tenure will report the deficiency to the Provost and Vice President. The Provost and Vice President will then meet with the faculty member to develop a plan for addressing the deficiency. The plan will establish in writing a set of specific objectives with respect to the faculty member's performance and a timetable, not to exceed two years, for reaching those objectives. If the faculty member objects to the plan, she or he may appeal to the Faculty Hearing Committee, which may approve the plan or ask the Provost and Vice President to modify the plan. Otherwise, the plan shall be considered binding on the faculty member and the faculty member's failure to satisfy the terms of the plan shall be grounds for the bringing of charges that could result in termination.

Nothing in this subsection shall be read to limit the authority of the Provost and Vice President to address issues of non-performance that arise outside the regular timetable for post-tenure review. If the Provost and Vice President believes that a tenured faculty member is failing to meet one or more of the performance standards, the Provost and Vice President may ask the Committee on Advancement and Tenure to conduct a post-tenure review during the current academic year, provided, however, that the faculty member shall have the opportunity to present evidence to the Committee that such a review should not take place.

VISITING AND SPECIAL FACULTY; ADJUNCT FACULTY

Visiting faculty appointments are annual appointments. Their renewal is entirely at the discretion of the Provost and Vice President, provided, however, that the Provost and Vice President shall give notice of non-renewal by March 31 preceding the start of the fall semester. Except under extraordinary circumstances, the assignment of rank for visiting faculty shall follow the standards set out above and shall include "visiting" in the title.

The maximum for any full-time, visiting appointment is five years, but the maximum for a given appointment will be established in writing at the time of employment.

Visiting faculty may apply for tenure-track positions, but their position as a visiting faculty does not confer any special status in the search for a permanent position. If hired for a permanent position, the number of years to be counted toward the seven-year probationary period must be agreed in writing by the Provost and Vice President and the faculty member at the time of appointment.

Special appointments, such as for a faculty member temporarily returning from retirement, will have the same provisions as visiting appointments.

Adjunct (part-time) faculty may be hired to teach individual courses or a cluster of courses for one semester; renewal of an adjunct teaching arrangement is entirely at the discretion of the Provost and Vice President and no notice of non-renewal is required. Except under extraordinary circumstances, the assignment of rank for visiting faculty shall follow the standards set out above and shall include "adjunct" in the title. The terms and conditions of every appointment to a part-time non-tenured faculty position will be stated in writing, including the length of service. A copy of the appointment document will be provided to the part-time faculty member.

In a case of dismissal before the end of the period of appointment, the administration will set forth cause for the action and the visiting or adjunct faculty member will have the right to a hearing before the Faculty Hearing Committee.

In a case of non-reappointment, if a part-time faculty member establishes a prima facie case, to the satisfaction of the Faculty Hearing Committee, that considerations that violate academic freedom or governing policies against improper discrimination significantly contributed to his or her non-retention, it is incumbent on those who made the decision to come forward with evidence in support of that decision.

Service as a part-time faculty member does not count toward tenure, nor is it subject to the term limitations of visiting appointments.

H.C. HOFHEIMER II LIBRARY FACULTY

Guidelines for initial assignment of professional rank:

- A. Librarian I / Instructor Librarian (correlates to Instructor.) Entry-level rank for Librarians; earned terminal degree;¹ potential for continued commitment to academic librarianship, professional development, and academic service with the expectation of successful overall performance.
- B. Librarian II / Assistant Librarian (correlates to Assistant Professor.) Earned terminal degree or equivalent; three years of full-time professional experience at Batten University or elsewhere; demonstrated continuing commitment to academic librarianship, professional development, and academic service through participation in continuing education, professional associations, and service to the University.
- C. Librarian III / Associate Librarian (correlates to Associate Professor.) Earned terminal degree or equivalent; six years of full-time professional experience at Batten University or elsewhere; demonstrated record of achievement to academic librarianship, professional development, and service to the University.
- D. Librarian IV / Senior Librarian (correlates to Professor.) Earned terminal degree or equivalent; ten years of full-time professional experience at Batten University or elsewhere; service at the Associate Librarian level at Batten University for at least four years; demonstrated excellence in position effectiveness and significant contributions to the Hofheimer Library profession and the University.

Salary Determination

Taking into consideration their twelve-month schedules, without extra pay for January Term or Summer Sessions, librarians merit salaries equivalent to their correlating academic ranks. After salaries are initially brought to an equitable level, librarians will be held to the same procedures and policies outlined in the Faculty Handbook regarding ordinary and extraordinary salary increases.

Annual evaluations

Librarians will submit a Professional Activity Form to the Hofheimer Library Director, who will then submit the form to the Provost and Vice President along with an annual evaluation for each librarian.

¹ * Statement on the terminal professional degree for academic librarians.

“Approved as policy by the Board of Directors of the Association of College and Research Libraries, a division of the American Library Association, on January 23, 1975. Reaffirmed by the ACRL Board of Directors, June 2001 and June 2007. Modified and reaffirmed by the ACRL Board of Directors at the Spring Executive Committee Meeting, May 11, 2011. The Master’s degree from a program accredited by the American Library Association or from a program in a country with a formal accreditation process as identified by ALA’s Human Resource Development and Recruitment Office is the appropriate terminal professional degree for academic librarians.” <http://www.ala.org/acrl/standards/statementterminal>, visited March 1, 2013

Promotion policy

Requests for promotion will be submitted to the Director of the H.C. Hofheimer, II Library, who will then forward requests and relevant material to the Committee on Advancement and Tenure. Following these submissions, the process outlined in the Faculty Handbook will be followed, utilizing the following criteria: Candidates for promotion must rigorously demonstrate their proficiencies in the areas of faculty excellence for librarians, and they must also meet the minimum standards as set forth in the professional ranks. Exceptions, such as the application of equivalent professional experience to degree or teaching experience requirements should be agreed upon in writing at the time of appointment. When a librarian is being considered the Director or her designate will be available during the deliberation of the Committee on Advancement and Tenure to answer questions for the committee, as needed, about current practices in the Hofheimer Library profession.

Items to be submitted in the portfolio include:

- i. a letter of application, including a narrative statement
- ii. current curriculum vitae
- iii. all of the faculty member's Professional Activity Forms (PAFs)
- iv. all of the Hofheimer Library Director's/Provost and Vice President's annual evaluation letters
- v. copies of all publications
- vi. letter of recommendation by the Hofheimer Library Director/Provost and Vice President
- vii. a letter of recommendation from at least one Batten University faculty colleague with whom the librarian has worked closely and a librarian colleague outside of Batten University who can speak to contributions within the profession. For those seeking the rank of Senior Librarian at least three letters of support noting that the applicant has achieved significant recognition by peer professionals from outside the institution are required.
- viii. if the faculty member has been credited with years of service at another institution, that service should be documented in the portfolio and should be considered, and credited along with service at Batten University, by the Committee on Advancement and Tenure.
- ix. The portfolio can contain any other materials the faculty member sees as useful.

Criteria for Advancement of H.C. Hofheimer II Library Faculty

Decisions regarding promotions will be made by the President upon the recommendation of the Provost and Vice President and the Committee on Advancement and Tenure. The Committee on Advancement and Tenure will base its recommendations on the policies and criteria defined below.

To be promoted to Associate Librarian, Assistant Librarians must demonstrate that they meet the Batten standard in three assessed categories: a) teaching and research assistance effectiveness, b) professional development, and c) service. To be promoted to Senior Librarian, Associate Librarians must demonstrate that they significantly exceed the standard for teaching effectiveness as well as that of one other category, while demonstrating that they continue to meet the standard for the remaining one.

The standard for teaching effectiveness

Teaching that engages, challenges, and transforms students is the centerpiece of the Batten academic experience. As a general matter, an effective teacher exudes a passion for the subject matter and the quest for truth, sparks students' intellectual curiosity, draws them into the research enterprise, pushes them to work hard and think creatively, and serves as a model of integrity, commitment, compassion, and a life of learning.

A library faculty member who meets the standard of effective teaching:

- possesses current knowledge of information literacy standards and best practices in library instruction
- exhibits careful preparation in classroom presentations
- effectively draws students into the learning process through a variety of pedagogical approaches
- works in close collaboration with course instructors to develop learning outcomes for library sessions

- that are relevant to the course assignments and learning goals
- develops assessments that evaluate student learning related to the library session
- develops activities that stress conceptual understanding, critical thought, student engagement, inquiry, and research
- is accessible to students for guidance outside the library session
- displays civility inside and outside the library
- responds constructively to student feedback, peer observations by library faculty and feedback from instructional faculty
- revises and updates library instruction to keep it current and compelling

Tangible evidence of teaching effectiveness could include the number of instruction sessions taught; the number of research consultations held with individual students or faculty; post-instruction feedback from faculty and students; feedback from instructors and other librarians on lesson plans; creation of instructional tools (research guides, tutorials, etc.); student learning assessment.

The standard for professional development

Batten recognizes that the professional vitality of its library faculty nourishes the curriculum and enhances the quality of the classroom experience.

Examples of notable professional vitality for library faculty can include, but are not limited to:

- participation on a panel at professional conference
- presenting at a professional meeting
- serving as a committee member or committee chair in a professional organization
- writing an article or book chapter for publication
- receiving an honor or award from a professional association
- writing or co-authoring a grant proposal
- taking a significant role in the organization of a professional conference or meeting
- acceptance in a competitive professional development program or institute
- completion of an online course related to professional development for librarians
- supervising/mentoring of graduate student interns from Hofheimer Library/Information Science Master's programs

The core value to be assessed here is sustained professional engagement beyond the campus setting, consistent with the norms of librarianship and the limitations of a teaching- centered institution. A professionally engaged library faculty member will show that she or he, as a threshold matter with regard to promotion, averages one significant activity every two years. The engaged librarian seeking promotion to Senior Librarian, in addition, will be able to document, via three letters from external evaluators, that she or he has achieved significant recognition of peer professionals beyond the campus setting.

The standard for service to the University and community

A faculty member who exhibits effective campus citizenship:

- is collegial
- demonstrates concerns for the aims and purposes of the University
- assumes a fair share of assignments to general departmental and university- level committees and commission
- takes part in admissions events, advancement, and co- curricular activities
- participates, on a selected and rotating basis, service-learning initiatives and other collaborative programs
- serves as a faculty advisor or consultant to student organizations

A faculty member who participates in area civic, cultural, and religious organizations—as a speaker, lay leader, academic expert, and/or ordinary volunteer—builds vital connections between campus and community and,

thus, contributes to the enrichment of both. An effective member of the library faculty is, above all, actively committed to the well-being of every student and, beyond the mechanics of class schedules and degrees, seeks to guide each advisee toward sound habits of action, mature judgment, and a meaningful life and career beyond Batten University.

An effective librarian is conversant with, and follows, the academic regulations of the University, knows how to access on-line advising information, attends academic workshops, renders sensitive guidance designed to help students succeed in the curriculum, and, as necessary, refers students to support services (such as the Learning and Counseling centers) within the University. The tangible evidence of service can include, but are not limited to, a listing of committee/task force participation, a description of particularly time-consuming and consequential assignments (e.g. strategic planning, search committees, etc.) testimonials to one's service activities, service awards, and participation in academic workshops.

TERMINATION OF APPOINTMENTS

Termination of Appointments by Faculty Members

Faculty members may terminate their appointments effective at the end of an academic year, provided that they give notice in writing at the earliest possible opportunity, but not later than May 15, or thirty days after receiving notification of the terms of appointment for the coming year, whichever date occurs later. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation where they would otherwise be denied substantial professional advancement or other opportunity.

Termination of Appointments by the Institution

Except in the case of financial exigency or the bona fide discontinuance of a program or department, adequate cause for the dismissal of tenured or probationary faculty will be related, directly and substantially, to their fitness in their capacities as teachers or researchers. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or other rights of American citizens.

Financial Exigency or Discontinuance of Departments or Programs

Where termination of appointment is based upon financial exigency, or bona fide discontinuance of a program or department of instruction, faculty members will be entitled to have the issues reviewed by the faculty, or by a committee of the faculty, with ultimate review of all controverted issues by the Board of Trustees. The dismissal of any tenured faculty member, including under this clause, must be specifically approved by the Board of Trustees.

If a dismissal or dismissals under this clause are necessary for the health of the institution, the faculty member or members concerned will be given notice as soon as possible, and never less than twelve months' notice, or in lieu thereof, will be given severance salary for twelve months or a combination of notice and severance salary equaling twelve months. Before terminating an appointment because of the abandonment of a program or department of instruction, the University will make an effort to place affected faculty members in other suitable positions. If an appointment is terminated before the end of the period of appointment, because of financial exigency, or because of the discontinuance of a program of instruction, the released faculty member's place will not be filled by a replacement within a period of two years, unless the released faculty member has been offered reappointment and a reasonable time within which to accept or decline it.

Probationary faculty

Probationary faculty whose performance falls so seriously below the criteria required for promotion that they are unlikely to be able to reach them by the time of their tenure review may be dismissed according to the procedures detailed below.

A probationary faculty member who is not to be reappointed will be notified in writing by the

President, not later than March 1 of the first year of academic service (or three months prior to termination of an appointment that ends during the academic year) and not later than December 15 of the second year of service (or six months prior to the end of a contract terminating during the academic year). Probationary faculty members in their third or subsequent year of service who are not to be reappointed will be given written notice of non-renewal twelve months prior to the end of their contract.

Tenured faculty

Except in cases of financial exigency or the discontinuance of departments or programs, tenured faculty may only be dismissed for justifiable cause and through the procedures laid out here.

DISMISSAL AND SANCTION PROCEDURES

Faculty Hearing Committee

There will be a Faculty Hearing Committee consisting of three members of the full-time teaching faculty, (one of whom will hold the rank of professor, one at associate professor, and one at assistant professor or instructor rank), elected annually by the faculty. This committee will consider any charges brought against a tenured faculty member which are transmitted to it by the Provost and Vice President. Vacancies or disqualification of members of the committee will also be filled by a majority vote of the faculty by persons of the same rank as the member who has been disqualified.

Charges against a faculty member

Charges which could result in termination may be brought by an interested party by delivering a written complaint to the Provost and Vice President who will immediately transmit the charges to the Faculty Hearing Committee. Specific charges in writing will be sent promptly to the faculty member. The faculty member will within five (5) days of receipt of the charges notify the Provost and Vice President of any challenge for cause of a member or members of the faculty committee, together with the reasons therefore.

Within five (5) days of receipt of the notice, the Provost and Vice President will notify the faculty member of his decision on the challenge, and, if the challenge is upheld, the faculty will promptly elect a substitute for any disqualified member. The substitute will serve during any hearing related to the charges for which the regular member of the committee was disqualified. A member of the committee will remove himself or herself from a case, either at the request of a party or on their own initiative, if the faculty member deems himself or herself disqualified for bias or interest.

The Hearing

Notice of a hearing will then be given to the charged faculty member at least 20 days prior to the faculty committee hearing. Prior to the hearing, the faculty member will have the right to know who is to testify against him/her, provided that after the hearing begins the faculty member will be entitled to receive reasonable notice of any additional witnesses.

The faculty member may waive a hearing or may respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing, but denies the charges against him/her or asserts that the charges do not support a finding of adequate cause, the faculty committee will evaluate all available evidence and rest its recommendation upon the evidence before it. The faculty committee, after consultation with the President and the faculty member, will exercise its judgment as to whether the hearing should be public or private. A verbatim record of the hearing or hearings will be taken and a typewritten copy will be made available to the faculty member without cost to him or her, at her or his request.

During the proceedings, the faculty member will be permitted to present witnesses, to be heard in his or her own behalf and to be accompanied by an academic advisor of his or her own choice. The administration may have an

academic representative, and this representative will have the right to present evidence and examine witnesses.

Review by the Board of Trustees

If dismissal or other severe sanction is recommended, the President will, if requested by the faculty member, transmit to the Board of Trustees the record of the case. The Board of Trustees' review will be based on the record of the Faculty Hearing Committee, and it will provide opportunity for argument, oral or written or both, by the principals at the hearings or by their representatives. The decision of the Faculty Hearing Committee will either be sustained or the proceeding returned to the committee with specific objections. The committee will then reconsider, taking into account the stated objections and receiving new evidence if necessary. The Board of Trustees will make a final decision only after study of the committee's reconsideration.

The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence and the administration of the University will, insofar as it is practicable for it to do so, secure the cooperation of such witnesses and will make available necessary documents and other evidence within its control. The faculty committee will not be bound by strict rules of legal evidence, and may hear any evidence which is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available. If the Faculty Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence, it will report to the President. If the President rejects the conclusion, he will state in writing to the faculty member and the Faculty Hearing Committee his reasons for doing so, and provide an opportunity for response before transmitting the case to the Board of Trustees. If the hearing committee concludes that adequate cause for a dismissal has been established, but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.

Until the final decision upon termination of an appointment has been reached, the faculty member may be suspended or assigned to other duties. Salary will continue during the period of suspension. Except for such simple announcements as may be required, covering the time of the hearing and similar matters of fact, public statements and publicity about the case will not be provided by either the faculty member or the administration so far as possible until a final decision has been rendered.

Imposition of major sanctions other than dismissal

If the administration believes that the conduct of a faculty member, although not constituting adequate cause for dismissal, is sufficiently grave to justify imposition of a severe sanction, such as suspension from service for a stated period, the administration may institute a proceeding to impose such a severe sanction; the procedures outlined in b, c, and d above will govern such a proceeding.

Imposition of minor sanctions

If the administration believes that the conduct of a faculty member justifies imposition of a minor sanction, such as a reprimand, it will notify the faculty member of the basis of the proposed sanction and provide the faculty member with an opportunity to persuade the administration that the proposed sanction should not be imposed.

A faculty member who believes that a major sanction has been incorrectly imposed under this paragraph, or that a minor sanction has been unjustly imposed, may appeal the decision of the Faculty Hearing Committee. The hearing on the appeal need not follow all the forms outlined in b and c above, but the hearing must be on the record and must allow for both sides to introduce evidence and witnesses. The Faculty Hearing Committee will make its recommendation to the Provost and Vice President and the President, the latter of whom will make the final decision.

Terminal salary or notice

If the appointment is terminated, the faculty member will receive salary or notice in accordance with the following schedule: at least three months, if the final decision is reached by March 1 (or three months prior to the expiration) of the first year of probationary service; at least six months, if the decision is reached by December 15 of the second year (or after nine months but prior to eighteen months) of probationary service; at

least one year, if the decision is reached after eighteen months of probationary service or if the faculty member has tenure. This provision for terminal notice or salary need not apply in the event that there has been a finding that the conduct which justified dismissal involved moral turpitude. On the recommendation of the Faculty Hearing Committee or the President, the Board of Trustees, in determining what, if any, payments will be made beyond the effective date of dismissal, may take into account the length and quality of service of the faculty member.

COMPLAINTS OF VIOLATION OF ACADEMIC FREEDOM OR OF DISCRIMINATION IN NON-REAPPOINTMENT

If a faculty member in a probationary or other non-tenured appointment alleges that a decision against reappointment was based significantly on considerations that violate (a) academic freedom or (b) governing policies on making appointments without prejudice with respect to race, sex, religion, national origin, age, disability, marital status, or sexual orientation, the allegation will be given preliminary consideration by the Faculty Hearing Committee, which will seek to settle the matter by informal methods.

The allegation will be accompanied by a statement that the faculty member agrees to the presentation, for the consideration of the faculty committee, of such reasons and evidence as the institution may allege in support of its decision. If the difficulty is unresolved at this stage, and if the committee so recommends, the matter will be heard in the manner set forth above, except that the faculty member making the complaint is responsible for stating the grounds upon which the allegations are based, and the burden of proof will rest upon the faculty member. If the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision against reappointment to come forward with evidence in support of their decision. Statistical evidence of improper discrimination may be used in establishing a prima facie case.

POLITICAL ACTIVITIES OF FACULTY MEMBERS

Faculty members, as citizens, are free to engage in political activities. Where necessary, leaves of absence may be given for the duration of an election campaign or a term of office, on timely application, and for a reasonable period of time. The terms of such leave of absence will be set forth in writing, and the leave will not affect unfavorably the tenure status of a faculty member, except that time spent on such leave will not count as probationary service unless otherwise agreed in writing.

ADMINISTRATIVE PERSONNEL AND OTHER ACADEMIC STAFF

Administrative staff

The foregoing regulations apply to administrative personnel who hold academic rank, but only in their capacity as faculty members. Administrators who allege that a consideration that violates academic freedom, or governing policies against improper discrimination as stated above, significantly contributed to a decision to terminate their appointment to an administrative post, or not to reappoint them, are entitled to the procedures set forth in the section on Dismissal and Sanction Procedures.

Other academic staff

In no case will a member of the academic staff who is not otherwise protected by the preceding regulations that relate to dismissal proceedings be dismissed without having been provided with a statement of reasons and an opportunity to be heard before a duly constituted committee. (A dismissal is a termination before the end of the period of appointment.)

With respect to the non-reappointment of a member of such academic staff who establishes a prima facie case to the satisfaction of a duly constituted committee that considerations that violate academic freedom, or of

governing policies against improper discrimination as stated in the section on termination of appointments by the university, significantly contributed to the non-reappointment, the academic staff member will be given a statement of reasons by those responsible for the non-reappointment and an opportunity to be heard by the committee.

GRIEVANCE PROCEDURE

If any faculty member alleges cause for grievance in any matter not covered by the procedures described in the above regulations, the faculty member may petition the Faculty Hearing Committee for redress. The petition will set forth in detail the nature of the grievance and will state against whom the grievance is directed. It will contain any factual or other data that the petitioner deems pertinent to the case.

Statistical evidence of improper discrimination, including discrimination in salary, may be used in establishing a prima facie case. The committee will decide whether or not the facts merit a detailed investigation; if the faculty member succeeds in establishing a prima facie case, it is incumbent upon those who made the decision to come forward with evidence in support of their decision. Submission of a petition will not automatically entail investigation or detailed consideration thereof. The committee may seek to bring about a settlement of the issue(s) satisfactory to the parties.

If in the opinion of the committee such a settlement is not possible or is not appropriate, the committee will report its findings and recommendations to the petitioner and to the appropriate administrative officer and faculty body, and the petitioner will, upon request, be provided an opportunity to present the grievance to them. The grievance committee will consist of three [or some other number] elected members of the faculty. No officer of administration will serve on the committee.

THE HIRING PROCESS

FULL-TIME FACULTY POSITION REQUESTS

Each spring, the Provost and Vice President will announce a deadline for the submission of requests for faculty positions that reflect the need either to fill vacancies or to expand the number of departmental positions. In the case of vacancies that become known after this deadline has passed, requests to fill vacancies may be submitted to the Office of Academic Affairs any time during the academic year and will be considered as is practical.

Requests for full-time faculty positions must be submitted by Department Chairs or Program Coordinators and will include:

- a 1-2 paragraph summary of the position that identifies the reason(s) for why the position is being requested
- a brief description of the position that includes courses that the faculty member would teach
- a 1-2 page discussion of how the position meets departmental/school needs that includes how the position expands/amplifies/continues to meet needs for departmental offerings and students and if the position supports other majors within or beyond the school
- a 1-2 page discussion of how the position contributes to university-wide needs including general studies, interdisciplinary programs, graduate programs and on-line programming.

For position requests that impact other majors or interdisciplinary programs, notes of support from the relevant department chair(s) or school dean(s) are strongly recommended as these letters provide evidence that impacted departments are aware of the position request and acknowledge the significance and need for the faculty position. Requests for faculty positions that require teaching responsibilities in two or more major programs must also have accompanying notes of support from the department chairs for these programs. In addition,

Department Chairs should discuss position requests with the School Dean and to share written drafts of the position requests with the Dean prior to submission to the Office of Academic Affairs.

Academic Council will review and discuss the requests in a timely fashion. This process may or may not incorporate interviews with requesting chairs. The School Deans will attempt to reach consensus regarding a ranking of the requests and will then present their findings to the Academic Council. The Provost and Vice President will consider these recommendations before consulting with the University President, who makes the final determination.

As a matter of best practice, the School Deans will make an effort to provide constructive feedback to Department Chairs and discuss ways in which future position requests can be strengthened, in cases in which the position request is not approved.

THE SEARCH COMMITTEE

When a faculty position request has been approved, the VPAA confers with the appropriate School Dean and Department Chair before naming the search committee. The search committee should normally consists of the Department Chair (who also serves as the search committee chair), persons from the department involved, one faculty member from outside the department, and the School Dean (to ensure that all relevant university policies and best practices are followed). The search committee should be diverse in terms of gender and ethnicity. Before the screening process can begin, members of the search committee must complete training with the Director of the Office of Human Resources that will include a review of relevant policies, guidelines and best practices. In consultation with the search committee and School Dean, the Chair develops a job description, a time table with deadline for receiving applications (with a firm closing date and a minimum posting of 14 days), and an announcement to be posted in/on venues (such as the Chronicle of Higher Education, HigherEdJobs, professional association websites, and professional journals). The Provost and Vice President and the Director of Human Resources must approve the final version of the job announcement prior to posting. The position must also be advertised in venues aimed at underrepresented populations. Frequently, position announcements also are sent to graduate schools.

APPLICATION REQUIREMENTS

Potential candidates are generally requested to send a letter of application in which they state their teaching philosophy and research interests; a resume (or curriculum vitae); transcripts (unofficial are acceptable prior to the signing of a contract); three letters of reference (or the names and contact information of three professional references); and other pertinent materials including a diversity statement.

SCREENING PROCESS

Members of the search committee review applications as they arrive. Once the published deadline for receiving applications has passed, the Chair calls a meeting of the search committee for the purpose of a final screening in which the top candidates are identified. The screening process will include a consideration of professional experience and the candidates' ability to teach and mentor students from diverse populations. A short list of 5-10 individuals that must include at least one candidate from an underrepresented population, with the top tier of at least 3-5 candidates identified for subsequent video conference interviews (e.g., Zoom, Google Hangouts, Skype, etc.). The Chair of the search committee will submit the short list of candidates (and any notes used in deliberations) to the Office of Human Resources.

Prior to the start of the video interviews, the Chair will solicit input from the committee to create a list of standard questions to be included in the video conference interview. The final version of this list must be submitted by the Chair to the Director of Human Resources for final approval. In addition, the Chair is strongly encouraged to share the list of questions with the candidates prior to the video conference interview.

Following the video interviews, the search committee will meet to discuss and determine the final list of 2-3 candidates who will be invited for campus interviews. The Chair will submit this list to the Provost and Vice President, who will contact the candidates before inviting them to campus to ascertain their continued interests in the position based upon current information regarding the fiscal parameters of the position (i.e., salary range, other benefits).

Positions that remain open after the initial campus interviews, may continue to collect applications on a rolling basis, with permission from the Provost and Vice President.

CAMPUS INTERVIEW

Normally the top two or three candidates are invited to the University for an Interview that may take from one to one and one-half days. The Office of Academic Affairs will work with the Chair to create a schedule of meetings and activities for the candidate during the campus interview. Chairs are strongly encouraged to schedule a public presentation by each candidate as a teaching demonstration or undergraduate research seminar or a similar presentation that enables faculty serving on the search committee and students to assess overall teaching ability and communication skills.

During the campus interview, meetings with the candidates will include members of the search committee, the School Dean, those faculty members whose teaching fields are in some way related to that of the candidate, the President, the Provost and Vice President, and a representative group of students. Faculty members and students who have a particular interest in a given position may ask to be included in the interview process. The object is to allow those who participate in the interviews to have free exchanges with the candidates and to give the candidates a full understanding of the position and a strong "feel" for the nature of the university.

SELECTION OF CANDIDATE

All who participate in the interviews should provide feedback for each candidate to the Chair, who will collate and share this information with the search committee. At the conclusion of the last campus interview, the Chair will schedule a meeting of the search committee to review these responses and by consensus to pick the top candidate. The Chair and Dean will discuss this choice with the Provost and Vice President. When a candidate is agreed upon, the Provost and Vice President then makes an offer of appointment.

If the search committee cannot reach a consensus, or if none of the candidates is judged to be viable, the search process may be extended. The Provost and Vice President will consult with the Chair and will be responsible for making the determination to 1) make an offer to an alternative candidate; 2) advertise the position again; or 3) suspend the search until a later date (TBD).

JOB OFFER AND CONTRACT NEGOTIATION

The Provost and Vice President makes the offer of appointment and is responsible for the negotiation of conditions of employment. The precise terms and conditions of every appointment will be stated in writing and be in the possession of both institution and candidate before the appointment is consummated. In cases where prior experience at another institution or institutions is to be used as a basis for appointment at a rank higher than assistant professor or for fixing eligibility for consideration for promotion or tenure earlier than the guidelines in effect at the University, the years of previous service to be credited will be determined and set forth in writing at the time of initial appointment. The only previous service which will be taken into account is full-time faculty service at an institution of higher education that was accredited or was an official candidate for accreditation by a recognized United States accrediting agency.

Once the Provost and Vice President makes an offer and prior to the receipt of a signed, written contract, the Chair and School Dean should seek to avoid or limit contact with the candidate, thereby enabling the Provost

and Vice President to be the point of contact for the University in all negotiations. The Chair and Dean should not involve themselves in the negotiation process.

The precise terms and conditions of every appointment will be stated in writing and be in the possession of both institution and teacher before the appointment is consummated. In cases where prior experience at another institution or institutions is to be used as a basis for appointment at a rank higher than assistant professor or for fixing eligibility for consideration for promotion or tenure earlier than the guidelines in effect at the University, the years of previous service to be credited will be determined and set forth in writing at the time of initial appointment. The only previous service which will be taken into account is full-time faculty service at an institution of higher education that was accredited or was an official candidate for accreditation by a recognized United States accrediting agency.

RETENTION OF RECORDS

Upon completion of the process, the Chair will ensure that all documentation regarding the search committee meetings and relevant materials (job announcement, list of standard questions used for the video interviews, notes made by the committee during the screening process, and written feedback about candidates) are submitted to the Director of Human Resources. The School Dean who is a member of the search committee is responsible for ensuring that the Chair files these documents with the Office of Human Resources in a timely fashion.

SALARY DETERMINATION

Ordinary Salary Increases

Each year, by the time that contracts are distributed, the administration will announce a standard increase, if any, for all faculty members.

Extraordinary Salary Increases

Faculty can receive extraordinary salary increases (above the standard percentage increase) on the basis of (a) merit, based on recommendations of school deans, department chairs and/or other faculty colleagues, the Provost and Vice President and or the President; (b) equity that addresses compression, inversion, or other inequities; and/or (c) any other reason that the President and/or Provost and Vice President deems worthy of consideration.

Salary Petitions

An individual faculty may submit a letter requesting special consideration for an extraordinary salary increase for any of the reasons listed above. Eligibility for an extraordinary increase does not depend, however, on the submission of a letter; further, submission of a letter does not ensure an extraordinary increase.

Salary Increases for Promotion in Rank

The salary increase for promotion will be commensurate with the standards of the faculty members' new rank.

Merit-based Stipends

These guidelines do not preclude the awarding of merit-based stipends based on recommendations by school deans, the Provost and Vice President, the President, department chairs and/or other faculty colleagues.

PERIODIC EVALUATIONS AND FACULTY DEVELOPMENT

PERIODIC EVALUATIONS FOR ALL FACULTY MEMBERS

For purposes of periodic evaluation, faculty are required to annually submit to the Provost and Vice President the following materials in electronic form, via the Director of Institutional Research. The following materials are due June 1:

- Professional Activities Form (PAF)
- current CV
- current course syllabi
- Student Course and Instructor Evaluation Forms, either hard copy or on Blackboard.

Optional materials include:

- peer evaluations
- a self-evaluation essay
- copies of publications, speeches or presentations
- letters of appreciation
- teaching portfolios
- electronic copies of examinations
- other items documenting performance

School deans review these submissions, along with any additional reports from the Provost and Vice President, which she or he deems appropriate, and evaluate each of the faculty in their schools by producing and submitting periodic evaluation reports. Department directors/chairs shall have access to departmental colleagues' PAF and student course evaluations for the limited purpose of evaluating departmental programs. For departments such as Education and Sport and Recreation Professions that are subject to external accreditation, the relevant department director/ chair shall consult with the school dean in preparing the evaluation reports for that department's faculty. These reports are shared with the faculty and reviewed by the Provost and Vice President in preparation for making recommendations to the President for salary increases. Professional Activities Forms are circulated to faculty via email each spring.

Reviewing the Performance of Professional Duties

In addition to many laudatory comments, the Provost and Vice President regularly receives concerns about faculty members from members of the campus community. Students may bring concerns about problems with availability of faculty, about classroom or grading issues, or about communication challenges. Faculty may bring concerns about departmental conflicts, organizational commitment, participation in governance, meeting deadlines, or issues of cooperation and authority. Coordinators and/or the registrar may bring concerns about class meeting and enrollment issues, or the submission of grades and related procedures. School deans may have concerns arising from conditions related to the evaluation of teaching or to the submission of records and student evaluations.

It is the responsibility of the Provost and Vice President to note and evaluate such concerns and, where necessary, to further investigate and take action. In cases where the Provost and Vice President deems there is sufficient cause to believe the faculty member is not meeting expectations, she/he will speak about those expectations with the faculty member in question, and as a follow up, write a report to be sent to the faculty member and to his or her school dean. The school dean shall consider and address this report in the periodic evaluation of the faculty member and in recommendation letters to the Committee on Advancement and Tenure.

Recognizing that the continuing effectiveness of our academic program depends on the vitality of the faculty, the university offers various means of promoting continuing professional development. See the appropriate sections of this handbook.

PROFESSIONAL DEVELOPMENT AND TRAVEL FUNDS

The Office of the Provost and Vice President, acting through the school Deans and Assistant Provost, administers Faculty Development funds to support the participation of full-time faculty in professional conferences, workshops, and other professional development opportunities. Faculty can apply for funds as early as June 1, but, in any case, should apply for support as soon as they identify the need and, for full consideration, they should apply no later than February 15. Applications made after February 15 will be considered, but may not be funded as fully as earlier applications; applications made later than April 15 are unlikely to be funded.

Once the budgeted funds are exhausted, no additional professional development funding will be available for any reason.

Guidelines on the Batten University website provide detailed information regarding the parameters and procedures for Faculty Development Funding applications, as well as the electronic form on which the application is submitted. To the extent that funds are available, conferences will be funded in relation to these limits:

- Faculty formally participating in a conference or seminar (that is, presenting a paper, giving a poster presentation, moderating or otherwise participating in a panel discussion, or acting as an officer of the professional organization): Up to \$1,500.
- Faculty attending a conference or workshop but not formally on the program: Up to \$500.
- Course enhancement funding: Up to \$500.
- Membership in a professional organization: Up to \$200.
- Faculty attending workshops or other instructional events that develop pedagogical knowledge that helps faculty teach more effectively: Up to \$500.

Please note that the firm total individual annual funding cap is \$1,500.

Summer Development Grants

Each year the university can provide funding for several faculty development projects. This funding is available as grants to individuals or for teams of faculty. The primary purpose of this program is to encourage a wide range of professional development activities.

Projects may include research aimed at publication, the enhancement of teaching effectiveness, development of interdisciplinary interests, the design of innovative and/or interdisciplinary courses, and experimentation with new instructional modes. Funds may be used to cover travel necessary for carrying out research. Projects may also include attending seminars, short courses, or similar activities.

The full guidelines for developing a faculty development proposal and application forms may be obtained from the Office of the Provost and Vice President. Each year a spring-time deadline for proposals is announced, and an ad hoc peer committee is formed to review the proposals and to make recommendations to the Provost and Vice President with respect to the awarding of grants.

LEAVES OF ABSENCE

Leaves of absence may be granted for continued academic study, research, or travel. Application for a leave must be made to the Provost and Vice President at the earliest possible date but no later than February 1 of the academic year prior to the one in which leave is to be granted. The granting of leaves will depend upon the number of faculty making application, the proposed program to be undertaken during the leave (if applicable),

and the rank and length of service of the applicant. Such leaves are without pay, and the leave time does not apply toward length of service for purposes of advancement or tenure consideration.

SABBATICAL LEAVE POLICY

Tenure-track faculty members who are in their sixth year of full-time teaching at Batten University, and who have completed or are undergoing the tenure and review process become eligible to apply for a sabbatical which, if approved, would occur during their seventh year. Whether initially approved or not, no sabbatical can be granted for a terminal year of employment. Faculty members hired at the rank of associate or full professor become eligible to apply in their sixth year at Batten University.

The sabbatical year counts as the first year of the next cycle. In the sixth year of this second cycle, faculty are eligible to apply for another sabbatical, which, if approved, would take place during the subsequent year (the thirteenth year, at the earliest); future applications would follow this model.

The applicant must present her or his departmental chair with a plan for covering courses, for taking care of advisees, and meeting the applicant's other departmental obligations. The departmental chair in turn must certify that this plan has been received and that the department can meet its obligations during the proposed sabbatical.

Faculty members who are granted sabbaticals may be relieved of responsibilities at the university for one semester with full salary or two semesters with half salary. The faculty member is obligated to return to the university for one year after the sabbatical. Requests for leave should be submitted to the Provost and Vice President by November 1 of the academic year prior to the one in which the faculty member proposes to take leave and shall be granted after approval by a faculty committee and recommended by the Provost and Vice President, with the subsequent approval of the President and the Board of Trustees. Unless it was approved as part of the sabbatical project, a faculty member on sabbatical leave from Batten may not teach at another institution or receive remuneration for other services performed. Unless approved by the Provost and Vice President, faculty members may not teach overload courses at Batten University while on sabbatical.

No more than 5% of the full-time teaching faculty may receive a sabbatical in any academic year.

Sabbatical request forms are available online at the Faculty Forms link of the Academic Affairs website.

GRANTS

NEH, NSF, and Similar Grants

The National Endowment of the Humanities and the National Science Foundation offer a wide array of grants to individuals, extended summer seminars, and similar programs. Announcements of these opportunities are provided through the Office of the Provost and Vice President. Further information is available from the Academic Affairs office.

VFIC Mednick Grant

A VFIC endowment provides the opportunity for a Batten faculty member each year to receive a Mednick research fellowship.

Fulbright Grants

Persons who have an interest in pursuing a Fulbright Fellowship, or in bringing a Fulbright scholar to Batten, should contact the Office of the Provost and Vice President.

External Grant Application Procedure

Prior to the formal preparation of any external grant proposal (regardless of the amount requested), faculty must submit a brief synopsis of the request to the School Dean via the External Funding Checklist. This document requests a preliminary title of the grant proposal, a brief description of the objectives of the grant, identification of the funding source (federal, state, foundation or society), specificity with regards to the amount requested, a listing of the anticipated date of submission, and a discussion of the expectations for institutional support for a funded award (matching funds, access to facilities, management of budget, etc.).

It is the responsibility of the School Dean to submit the approved External Grants Checklist to the Assistant Provost for review. If the Assistant Provost approves, the Assistant Provost will share the External Funding Checklist with the Grants Committee for internal review. It is strongly recommended that this proposal be submitted to the Grants Committee at least six weeks prior to the deadline to ensure adequate time for a comprehensive review. This process is intended to ensure that all grant awards are managed in compliance with relevant regulations.

The School Dean will inform the faculty member(s) as to the status of the proposal following review by the Grants Committee. If approved, faculty must share a full draft of the grant proposal along with a finished budget and budget justification with the School Dean at least two weeks prior to the submission deadline. The School Dean will circulate the proposal to the Grants Committee at this time, who will review and provide feedback on the proposal to ensure that that grant meets all internal and external requirements (e.g, overhead, indirect costs, etc.).

Faculty must provide a copy of the final grant submission and both the internal and external budgets to the Center for Advancement and the Office of Finance. This process will enable the University to track the expenditures of funds accurately and to allocate funds when they come in.

It is the responsibility of the faculty member(s) to notify the School Dean and the Grants Committee of the official submission of the proposal and to update the committee as to whether the grant is funded or declined. Any questions about the review process should be directed to the School Dean or to the Assistant Provost.

For purposes of calculating summer salary, faculty are, in general, eligible to receive up to two months of summer salary per calendar year of the grant award. A month's worth of summer salary is calculated by dividing annual base salary (excluding compensation for overloads, administrative duties) by a factor of 10. All grants requesting summer salary must also include requests for fringe benefits (currently set at a rate of 14.4%). If permitted, grant budgets should also include indirect costs, currently set at 10%. This rate only applies to specific budget line items, including salary, fringe benefits and travel. Faculty are strongly encouraged to consult with the School Dean and the Vice President for Finance concerning the inclusion and relevant application of indirect costs to specific budget line items.

Once a grant is approved, the Executive Assistant to the President handles the submission and administration of the grant and the Assistant Provost oversees the content of the grant submission and compliance for awarded grants. The Assistant Provost will sign off before any grant is submitted.

Grants Committee:

Provost and Vice President

Assistant Provost

Vice President for Finance

Chief of Staff and Vice President for Strategic Initiatives

Executive Assistant to the President

FACULTY OBLIGATIONS

As citizens, members of a learned profession, and officers of the university, faculty are expected to fulfill professional duties maintaining constructive and collegial relationships with faculty, students, and staff.

TEACHING

The Batten Academic Program

The faculty at Batten University are committed to an academic experience which is student-driven, but facilitated by faculty. The 4x4 curriculum emphasizes inquiry-based learning in which students learn to develop intellectual interests and independent questioning skills that lead them to new knowledge. The small student to faculty ratio allows faculty to provide individualized attention and mentorship. This is most clear in mentorship of undergraduate research and internship experiences, and through other forms of experiential learning. The Batten University academic program fosters intellectual exploration and moral reflection. At Batten University, the students are expected to take responsibility for their learning. They undertake substantial work and avail themselves of a wide variety of educational experiences, guided by faculty mentors. The students who will benefit most from Batten University's academic program are well-organized, self-motivated, and prepared to embark upon a journey of academic and ethical transformation.

Teaching, Independent/Guided Study and Student Mentoring

The normal teaching load for tenure-track faculty in an academic year is 24 credit hours per school year, or the equivalent of six four-credit-hour courses (typically 18 contact hours). For teachers of the natural sciences, laboratory contact hours are equated with course credit hours, and the standard load is 21 contact hours per year. Due to the shifting needs of a growing institution, inevitably the loads of given instructors will vary from this norm, and loads over 24 credits approved by the Provost and Vice President will be compensated. For Lecturers, the normal teaching load for an academic year (fall-spring semesters) is 32 credit hours per school year or the equivalent of 8 four credit-hour courses (typically 24 contact hours). For Lecturers who teach natural science laboratory sessions, the standard load is 27 contact hours per year. Additional courses (up to 8 credit hours or 6 contact hours) during summer sessions may be included in the loads of lecturers, but must be agreed upon in writing at the time of the appointment.

Independent research/guided study supervision during the academic session is currently treated as part of one's load, without additional compensation, but faculty members are encouraged to limit themselves to two or three such projects per semester. The January Term is a three-week program offered during January of each year that enables students to enroll in one four-credit course (or two courses for a maximum of five credits) and concentrate on that academic experience. Upper-class students and faculty members are not required to participate in the January Term, but faculty members who teach during the session could reduce their teaching loads during either the spring or fall semester of that school year or receive overload compensation. The teaching semester extends through exam period. Faculty are expected to treat the exam period as a week of class, whether or not an exam is given. It is unfair to students and to other instructors to schedule exams before the exam period.

Faculty and Students Outside of Class

To support student engagement, each faculty member must foster good relationships with the students both in and out of class. This does not mean that faculty members are always on call, but it does mean that they create an atmosphere of openness, that they are regularly available, and that they are knowledgeable about the university's academic program.

OFFICE HOURS

Faculty are expected to be available (i.e., either on campus, by phone, via Zoom or other video conferencing software, or where appropriate by email), for advising, consultation, committee work, etc., on the days when university classes normally meet. They are expected to keep regular office hours, which are announced in their syllabi and posted near office doors. Colleagues are encouraged to add “and by appointment,” because a given student’s class schedule may conflict with a faculty member’s regular office hours. Faculty also should indicate under what circumstances students may contact them by phone at home and via email.

ACADEMIC ADVISING

Each full-time faculty member will be assigned academic advisees after one year of teaching at Batten. Each faculty member is expected to become thoroughly familiar with the academic policies included in the catalog, with the General Education and other graduation requirements, and with departmental requirements. Through WebAdvisor, each adviser has access to grades, progress reports, general studies audits, academic standing, and other academic records. Typically, most advising occurs during the spring and fall semesters, especially during advising weeks prior to course registration. However, departments may be asked to advise transfer students during the summer months, and departments should devise a plan to ensure that transfer students can receive advising in a timely manner during the summer.

Upon entering the university, the student is assigned an adviser. A student desiring to change advisers secures the consent of a new adviser and notifies the Registrar’s office. When a student is reassigned, both the previous and the new advisers are notified and online access to the academic files of the student involved is shifted to the new advisor. When students declare a major, they select a faculty adviser in the area of their major. Again, both advisers are notified and the new adviser will be assigned access to the advising files on WebAdvisor. Faculty members should be aware of various confidentiality requirements imposed by the university and by federal laws, e.g. VIII. Confidentiality of Academic Records and the Family Educational Rights and Privacy Act of 1974 (“FERPA”).

Non-Academic Counseling

There are occasions when as an adviser you will need to refer students to one of the university’s professional counselors. To do so, please call Counseling Services. Students should feel free to consult with university counselors. However, these counseling services do not replace the student- faculty adviser relationship; rather, the counseling service supplements this relationship and adds a further dimension of assistance to students. Matters discussed in counseling sessions are held in confidence. Only with the student’s permission are these issues shared with other people on campus. Students interested in services offered through external providers may contact the counseling office in the Jane P. Batten Student Center. The Director of Epworth Campus Ministries also is available for regular counseling with students.

COURSES, PROGRESS REPORTS, AND SUBMISSION OF GRADING

Course Syllabi

On the first meeting day of each course, faculty members are expected to provide a syllabus in either hard copy or electronic form. Faculty also must post syllabi on Blackboard. Syllabi must include:

- the course title, number, section, and session (ex. Fall 2024)
- the class meeting days and times (ex. MWF 8AM)
- the name of the instructor’s school (ex. Susan S. Goode School of Arts and Humanities)
- the instructor’s contact information (email and office phone)
- the instructor’s office hours
- the course modality
- the course prerequisites
- the required texts and supplies
- course objectives/learning outcomes
- an outline of course meetings and topics

- an indication of how various elements of the course will be weighted in determining the grade for the course
- a statement of grading policy (e.g. an "A" is equivalent to 92-100, or 95-100, etc.)
- the final exam information (including date and time of the exam)
- a statement on the instructor's attendance policy
- a statement on the Honor Code
- a statement about Learning Center/Writing Center
- a statement about student accommodations

Blackboard

Batten University uses Blackboard as its Learning Management System. Every course has a Blackboard shell. While the extent to which faculty members use Blackboard is up to individual instructor discretion, faculty are strongly encouraged to utilize Blackboard to provide students with a cohesive educational experience. At a minimum, faculty must post course documents and grades so that students have a consistent place to access that information. Each Blackboard course shell must include the following information:

- Course syllabus
- Instructor contact information
- Final course grade
- Link to course and instructor evaluations

Honor Code

Every Batten University faculty member has the following rights and responsibilities:

- To resolve violations of the Honor Code by private discussion with the student(s) in question after first contacting the Provost and Vice President to determine whether the student has a previous offense, and to report actions taken to the Provost and Vice President.
- To refer matters involving a violation of the Honor Code immediately to the Honor Council if the faculty member feels the situation cannot be resolved between the student and the professor.
- To provide a written statement of the charges for the Chairperson of the Honor Council.
- To have written notice of the date, time and place of any hearing in which he/she has an official interest.
- To testify before the Honor Council.
- To request a continuance be granted for good cause.

Progress Reports

Faculty are expected to report lapses in attendance and weak student performance throughout the semester. Throughout the semester, faculty use the Academic Alert system to submit this information. Reporting of attendance is required by the Department of Education, so it is crucial that faculty submit information when students consistently miss class for any extended period of time.

Additionally, early in each semester the Registrar will notify faculty members of the process and deadline for submitting mid-semester progress reports so that the information will be available to students and advisers via WebAdvisor beginning on the date published in the university calendar. The information also can be helpful to the Academic Standing Committee during its deliberations each semester.

Final Exams and Final Grades

Final exams are to be given on the date and during the time scheduled by the Registrar. Faculty are not to schedule exams during the final week of classes or before the exam period. A period of 2 ½ hours is scheduled for each exam. A copy of the final exam schedule is available on the Registrar's home page. Faculty have agreed to submit final grades within 48 hours of the scheduled final exam. It is important that the deadline for submission of grades be met in order to allow time for necessary processing required to meet such subsequent deadlines as certification for graduation. Senior grades should be submitted first, to be followed by grades for the remainder of the students on the class roster. Grades should be submitted electronically using WebAdvisor.

C- Reports

For students earning a final grade of C- or below, faculty must complete and submit a “C- Report.” C- reports will be available to students on WebAdvisor, and may also be used by the Academic Standing Committee during its deliberations each semester.

PROFESSIONAL RECORDS AND OBLIGATIONS

Submission of Evaluation Records including Professional Activities Form

For purposes of periodic evaluation, faculty are required to submit to the Provost and Vice President their CV and professional activities form (PAF). The PAF is due June 1st and records the preceding calendar year. The materials to be submitted with this form are described in the section of this document under the heading “PERIODIC EVALUATIONS FOR ALL FACULTY MEMBERS.”

Use of Evaluation Records including Professional Activities Form

At the end of each semester, all students will be asked to evaluate both the course and the instructor for all classes. This process serves a faculty development purpose by generating information regarding instructional methods, reading materials, course pacing, and the professionalism of the instructor. Faculty are urged to review the evaluation feedback after final grades have been submitted to the Registrar.

Instructors are notified about the evaluation process and provided with instructions each semester. It is the responsibility of the instructor to encourage student feedback. Results are first available to instructors AFTER end of semester grades have been turned in for ALL classes. Evaluation results and cumulative reports as well as student comments are collected online and are available for download by the instructor for your permanent records. Course and instructor evaluations are retained on file electronically by the University.

Attendance

To enable the University to comply with Federal financial aid guidelines, faculty members are required to take attendance for all courses. Faculty will need to submit the date of last attendance for any student who fails a course. Blackboard offers an easy option for attendance taking, but faculty may use any method they wish so long as they keep accurate records.

Academic Alerts

The University has an Academic Alert system to help support students who are struggling in their classes. Faculty should alert any student who meets any of the following criteria:

- If a student misses two classes in a row, or 3 of 4 classes without communicating with you
- If a student misses the equivalent more than a week’s worth of classes
- If a student misses multiple assignments or major assignments or exams
- If a student is struggling for any reason

Alerts can be submitted through the link on the Faculty Forms and information section of the Academic Affairs website.

Textbook Orders

Faculty members are required to submit book orders for their classes through Vital Source by the announced deadline each semester. Institutions receiving federal funding are required to distribute a list of all required/ recommended textbooks and other materials required for the course to students well in advance of the start of the course, including the title, author, ISBN number and price. Timely submission of book orders by faculty helps the institution meet this obligation.

Overload/Adjunct Reporting

Faculty must ensure that before classes begin for any semester, the Academic Affairs office gets a written record of overload hours. These, as well as adjunct hours, are to be submitted through department chairs.

Faculty Absences from Campus

Faculty members who plan to be absent from their regular duties for professional reasons should inform the Provost's administrative assistant. The purpose of this is not to check on the faculty member or in any way cause him/her to seek permission, but to provide information in case of emergency or in case of calls for the particular professor. It is assumed that personal absences will be held to a minimum and that, in such cases, the same procedure will be followed. In cases of illness, the faculty member should have someone notify the Provost's administrative assistant so that the affected classes may be informed.

Extra-Contractual Employment

Faculty must negotiate with the Provost and Vice President terms for engaging in compensated employment outside what is specified in his or her contract with Batten University and should update the Provost and Vice President annually on the state of any such arrangements.

Identification with the University

Individuals employed by Batten University should avoid at all times the use of university stationery or other official identification with the university in their personal correspondence and possible commercial contracts. When Batten University faculty members speak publicly, either as official representatives of the university or on their own, they should openly differentiate between their personal views and the views of the university.

Outside Employment

The University discourages a full-time faculty member from accepting outside employment during the regular school session. Any outside employment must be approved in advance by the Provost and Vice President.

INSTITUTIONAL SERVICE

Participation in Faculty Governance

Faculty members are expected to attend Faculty Assembly, school, and department meetings and to attend other meetings and perform duties associated with faculty commission assignments. Faculty members are also expected to participate in departmental decision making and to share in departmental tasks and responsibilities.

Batten Pre-Session Faculty Workshops

The Pre-Session Faculty Workshops are frequently built around themes that relate to professional development. Faculty Workshops are held the week before the fall and, if needed, spring semesters. All faculty are expected to attend.

Attendance at Special Occasions

Classes are scheduled to meet Monday through Friday. Occasionally, academic events take place on weekends. Special events such as New Student Orientation, Homecoming and Alumni Weekends, Marlins Days, and Winter and Spring Commencements will be announced well in advance. Attendance by faculty (or in some instances by department representatives) is expected for these events.

SERVICES

H.C. HOFHEIMER II LIBRARY

The Hofheimer Library is both geographically and figuratively at the academic heart of Batten University. As noted in its mission statement, the Hofheimer Library is “an integral component of [the University’s] educational curriculum.” Librarians support the academic mission by teaching students about the use of the library, its resources, and research strategies. Librarians collaborate with faculty on collection development and instruction, offering sessions tailored to specific courses, assignments and instructors.

Besides providing critical resources, equipment and services that enhance students’ on-campus learning experiences, the Hofheimer Library also serves as a link to the outside world and to resources beyond local collections. To ensure that the needs of our small liberal arts university community are met effectively and efficiently, the library’s dedicated professional staff continually evaluates library resources and services for quality, relevance, and accessibility, and strives to keep up with professional and technological advances.

MALBON CENTER FOR TECHNOLOGY

The Malbon Center for Technology provides campus leadership in Information Technology (IT) Services. The Center maintains and operates the administrative computer systems (Datatel, Web Advisor and MARSIS), Internet services, and access for the university, the university’s internal computer network including wireless access, student computer laboratories, computer classrooms, multimedia classrooms, email, and office computers for faculty and staff. It is currently the policy that the Academic Affairs will fund the office computer and software needed by the members of that department. Instructional Technology is facilitated by the Director of Instructional Technology.

Requests for specific technologies or computer/software upgrades in classrooms and faculty offices are made to the Committee on Academic Computing (CAC), a standing committee of the Faculty Assembly, during the year preceding the anticipated need and are paid for out of the Academic Affairs budget.

The IT staff provides support, including maintenance, some upgrades, and instruction on solving specific issues. This service is available by calling the Help Desk at x5900. In addition, there are three general-purpose computer laboratories or spaces available to the students; Clarke 100 (open 24-7), the H.C. Hofheimer II Library computer lab, and the computers in the Learning Center on the second floor of Clarke Hall. Some of these labs offer printing and there is scanning and color printing available in the Clarke 100 lab and the Hofheimer Library computer lab. The Marlins' Creative Bay in the first floor of the Hofheimer Library (near the circulation desk) has three computers, several scanners, and the 3D Printer, as well as a small conference area for faculty, staff and student use.

OTHER SERVICES PROVIDED

Mail

Sending Mail

As a courtesy to the University, Duplication and Postal Services will handle any personal mail brought to the mail room. Personal mail must be sealed and have correct postage affixed. All stamped mail should be kept separate from all other mail. Personal mail cannot be billed to a departmental account: *no exceptions*.

Campus to Campus Mail

Duplication and Postal Services will not accept personal packages sent from one campus address to another campus address. There is a liability risk associated with this practice.

Receiving Mail

The University requires all faculty and staff to receive their personal mail at an address other than Batten University. All packages delivered to the campus are subject to being opened, especially if it is unclear who they are for. Batten University should not be given as your permanent address. Persistent failure to comply with this policy could result in your personal packages being refused by the mail center and returned to the sender. If you have any questions regarding personal mail, please contact the Duplication and Postal Services office.

Telephone Messages

The University provides Voice over Internet Protocol (VOIP) phones that allow faculty and staff to leave and receive messages. These phones, through the Webex app, also allow faculty to access messages and receive calls on their cell phone and/or computer. Faculty should avail themselves of this service and their message should provide the extension of Academic Affairs for callers who need to talk with someone immediately and/or leave a detailed message. Faculty should provide Academic Affairs with an up-to-date schedule of office hours.

University Store

The University Store is open weekdays during regular semesters.

Photocopying Services

Photocopying machines are available for faculty use in the H.C. Hofheimer II Library and in academic buildings across campus. Faculty may also utilize the Duplication and Postal Services office located in the Jane P. Batten Student Center.

BENEFITS

The Batten University Policy and Procedure Handbook details employee benefits. In all cases, Batten University will abide by any and all applicable federal and state laws. In addition to the benefits offered to all full-time employees, faculty enjoy the following benefits as detailed below.

TUITION REMISSION, ASSISTANCE AND EXCHANGE PROGRAM

Please see University Policy and Procedure Handbook for the full text of this benefits policy, and contact the Office of Human Resources for all applicable eligibility stipulations.

Tuition Remission

All regular, full-time employees of Batten University and campus-based partners and contracted services who have been employed for six months before the start of the desired semester are eligible for tuition remission at the undergraduate and graduate level.

Those using tuition remission must be admitted as a student prior to taking classes. Applications for tuition remission for employees should be received by Human Resources in accordance with the following schedule, but in all cases must be received by Human Resources prior to the start of classes.

- July 15 – fall session
- December 15 – spring session
- May 1 – summer sessions
- Tuition Remission is not available for January Term

Tuition Exchange

After one year of employment, employees may apply for tuition privileges for their dependent children within one of two tuition exchange programs in which the University participates. The lists of member institutions are available online for TTE at www.tuitionexchange.org, and for CICT at www.cic.edu, and/or from the Director of Financial Aid and/or the Director of Human Resources. The University must maintain a balanced exchange program, which means that in some years we may not be able to send out our students or accept those from other institutions. The exchange program requires reciprocity and the University must remain in balance as part of the criteria for membership in the programs.

Applications for the tuition exchange program may be obtained from the Office of Financial Aid. An Intent to Apply for Tuition Exchange Form may be obtained from the Office of Human Resources or on the Human Resources webpage and must be submitted to Human Resources before October 31 for the following academic year.

Other Tuition Benefit for Dependent Children

Please see the [Council of Independent Colleges Tuition Exchange](#) and [The Tuition Exchange](#) eligibility posted on their respective websites.

Tuition Assistance

Faculty and administrative staff may apply for Tuition Assistance for their dependent children who are attending an institution other than Batten and who are not eligible for coverage under the Tuition Exchange Program. Effective July 1, 2018, the Tuition Assistance benefit was eliminated for any new hire from that date forward. Any faculty employed prior to July 1, 2018, have grandfathered eligibility for the Tuition

Assistance Program. Staff are not eligible for this benefit. With this program, Batten University will pay up to ½ of the posted Batten University tuition charge each semester per accepted applicant for a dependent child of an administrative employee (see Definitions later in this document) or of a Batten University faculty member's dependent who is enrolled in another institution. Such grants are limited to the amount budgeted each year.

OTHER BENEFITS

In addition to the above mentioned benefits which are available to full-time employees, Batten offers a wide variety of benefits to its entire staff.

Athletics

Faculty, Staff and their immediate family have FREE admission to all regular season Batten University athletic events.

University Store

At the University Store, staff and faculty receive 10% off their purchases, family members included.

Career Development

The Career Development Office maintains job search training handouts on various aspects of changing jobs or career fields. The handouts include: job search strategies, resume preparation, job search correspondence, effective interviewing. A resource library is also available for staff to use during business hours for researching careers, jobs and graduate schools. Current job listings and related links are maintained on the Career Development website. Please contact Career Development for the job listing user name and password. Individual career and job search counseling is available only to employees who are also graduates of Batten University.

Civic Engagement

The Office of Civic Engagement and Service Learning primarily engages students in service experiences off campus to develop their citizenship skills and empower them to be change agents in their communities beyond graduation. To that end, the Office invites faculty and staff members, and their families, to participate in these volunteer activities, often providing transportation and rewards for participation. Where faculty and staff members are engaging students in volunteer projects, our small community service van (seats 7) is available for scheduling and assistance is provided for community partner development and logistical arrangements.

Concert Series

The Batten University Concert Series presents more than a dozen music performances throughout the academic year. The concerts are FREE to staff and their guest. Events offered by outside groups in Batten facilities are not eligible for free admissions.

Dining Services

Sodexo Dining Services provides food service to the Campus Community in the Boyd Dining Center Student Restaurant and the Marlin Grill Food Court in the Jane P. Batten Student Center. Meal discount rates are available to faculty.

H.C. Hofheimer, II Library

Hofheimer Library materials are available for use by faculty and staff. These include academic and popular books, magazines, DVDs, and other equipment.

Duplication and Postal Services

Staff members can use our services for shipping packages out (but not in) through UPS, and can also do

UPS tracking. We will do personal copying, photograph copying, laminating, binding, etc. for staff for a charge, although any university work projects must take precedence over personal projects.

UREC Recreation and Wellness

A number of free recreation opportunities are available for Batten University faculty, including

- Use of the Aquatics facility for open swim
- The 9-hole Batten University Disc Golf course
- Use of the Batten Fitness Center
- Use of outdoor recreation equipment, as available

Security

- 24 hr. escort service from the parking lots to the office or residence hall.
- Assistance with flat tires/bad batteries...will jump-start your vehicle or assist in changing a tire.
- Emergency rides...if you have a bona fide emergency and have no way to get back to campus, give us a call, we may be able to help.

Campus Life

Batten University faculty and staff can attend all Student Engagement, Greek Life, Club and Organizations and Leadership events for FREE. The week and weekend events are listed on the website. Additionally, outside guests of our campus community may gain tickets to these events online as announced. Many of these events are family friendly. Attending these events not only gives you a peek at what students are involved in out of the classroom but also builds our campus community.

Student Counseling Services

In Student Counseling Services, clinicians are able to suggest referrals in the community for anyone who needs ongoing treatment or would rather work with someone off campus.

Fine and Performing Arts Department

The campus offers FREE Admission to faculty, staff, and their guests for Batten University Theatre Productions and to most events at the Susan S. Goode Fine and Performing Arts Center, the Neil Britton Gallery, the Barclay Sheaks Gallery, the Beazley Recital Hall, and the Hofheimer Theatre.

Epworth Campus Ministries

Epworth Campus Ministries offers pastoral care, counseling, spiritual direction, reflection groups, hospital and home visitation upon request.

The Director of Epworth Campus Ministries is available to discuss plans for weddings, baptisms, funerals and memorial services. The office is located in Room 028 inside the Jane P. Batten Student Center.

MISCELLANEOUS INFORMATION

CONFIDENTIALITY OF ACADEMIC RECORDS

Faculty members must protect the privacy of information with respect to student grades and academic performance. No grades should be posted with student names or other identifying information, nor should a faculty member release to a third party information on a student's performance without written permission of the student. In keeping with the provisions of the Family Educational Rights Act of 1974, the university subscribes to the following guidelines:

All educational records of students enrolled at the university are maintained in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. The Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings.

Student consent is required for the release of records covered by the Act to outside parties (i.e., prospective employers), except for those agencies entitled to access under the provisions of the Act (i.e., university personnel with a legitimate educational interest, federal educational and auditing officials, and requests related to the application for or receipt of financial assistance). Any other access must have written authorization from the student, with the exception of certain "directory information," which includes the name, address, and telephone number of the student, major field of study, dates of attendance, degrees and awards received, and most recent previous educational agency or institution attended.

PUBLICITY, NEWS RELEASES, PUBLICATIONS, AND SPEAKERS; BUREAU

Please coordinate all news releases and contacts with the press through the Office of University Communications. Information concerning attendance at professional meetings, special projects, speaking engagements, articles published, research, etc., is solicited by that office for appropriate publication. This office not only coordinates relations with various news media, but edits the university newsletter and other special publications. Members of the university faculty who would be willing to participate in a speakers' bureau are asked to contact the office of University Communications.

The University has many opportunities to use speakers on a wide variety of subjects before civic, school, church, and social groups.

CAMPUS SECURITY

The safety of the university community and reasonable enforcement of its traffic regulations and the law are the goals of campus security. Moreover, campus security provides the university community with the following services:

- Security 24 hours a day, 365 days a year.
- Enforcement of campus traffic and parking regulations
- Personal escorts late at night
- Transportation in emergency situations
- Unlocking room and car doors
- Assistance with automotive difficulties
- Coordination of community emergency services
- Help with special campus social events
- Issuing campus identification cards, parking permits, and temporary parking passes
- Providing general information and assistance
- Registering off campus guests at the front gate

- Other special assistance to the campus community

PARKING

Faculty parking is provided in designated lots. All faculty members are required to register their automobiles with the Office of Safety and Security in the Jane P. Batten Student Center upon first arrival on campus. Registration normally runs from September to September.

SUPPLIES

Basic office supplies are available in the Scribner University Store and can be charged to departmental accounts. Larger requests should go through the purchasing department in the Office of Finance. Costs of supplies are charged against budgets for a given faculty member's discipline.

FIELD TRIPS

In general, field trips which conflict with scheduled classes should be avoided, however there are times when a given course may be enriched by such activities. When a trip must be scheduled, a written request should be directed to the Office of the Provost and Vice President well in advance of the trip. Questions relating to university insurance coverage for off-campus activities should be directed to the Office of Finance.

Any time students are traveling off campus as part of a class or academic activity, the Office of Academic Affairs must be notified and provided with contact information for all members of the group.

THE COUNCIL OF INDEPENDENT COLLEGES ONLINE COURSE SHARING CONSORTIUM

The CIC Online Course Sharing Consortium facilitates online course sharing among members of the Council for Independent Colleges that have similar goals for academic quality, a commitment to the liberal arts, affordability, and accessibility. The increased opportunities and flexibility will better meet the needs of Batten students and support their timely academic progress and degree completion. Faculty members may participate by sharing seats in their online courses with consortium students. Contact the Office of Academic Affairs for more information. Please note that the University sends students to the Consortium for a course only in extenuating circumstances when the usual course rotation does not meet student need. All student placements and course offerings must be approved by the Dean of Global Campus.

Appendices

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COURSE GRADE APPEAL PROCESS

A student who believes that he or she has received an unjust course grade may appeal the grade. The burden of proof of injustice rests with the student. A student pursuing an appeal must follow these steps:

- First, the student must review the course syllabus for the grading policy and calculate a legitimate grade, based on all tests, papers, and other work graded by the faculty member during the semester.
- If the student still believes the grade is in error, then no later than the end of the second week of the subsequent semester, summer not counting as a semester, the student must confer directly with the faculty member who assigned the grade, bringing to the meeting all graded work that was required for the course.
- If after this meeting the student is still not satisfied with the faculty member's decision, then no later than the end of the fifth week of the same semester, the student must prepare and send to the Associate Provost a written appeal with all supporting evidence. At the same time, the student must send copies of all materials to the faculty member. After consultation with both the student and the faculty member, the Associate Provost, if she or he believes the case so warrants, calls together the members of the department in which the course was taken. This process is intended to ensure fairness and to ensure that all supporting materials are seen by neutral parties. After this consultation with the Associate Provost and the other members of the department, the faculty member makes the final determination.

ACADEMIC EFFECTIVENESS PROGRAM AND COMMITTEE

As Adopted by the Faculty Assembly, April 1, 2011

Charge Academic Year 2010 - 2011:

Through September 2011, the Academic Effectiveness Committee, through the review of evidence and ongoing assessments, shall respond to SACS Standard 3.3.1.1. The Committee shall also address a plan of action for Academic Effectiveness and the Academic Effectiveness Committee subsequent to the Interim Review.

Charge: September 2011 and forward

The Academic Effectiveness Committee shall create, implement, evaluate and enhance a comprehensive program of institutional effectiveness that assesses student learning outcomes continuously at the program level, the Wesleyan Seminars, and educational support services. The Committee will collect, assess, analyze, and evaluate evidence in order to improve student learning and educational support services.

Academic Effectiveness Program

Purpose:

In order to ensure ongoing demonstration of student learning as well as continuous improvement in the curriculum and educational support services, Batten University will annually collect, assess, analyze, evaluate, and report on program-specific student learning outcomes, core competencies, the Wesleyan Seminars, institutional success measures, and educational support services. The Academic Effectiveness Program includes ongoing faculty development initiatives and will foster the improvement of teaching and learning, and the use of assessment to validate that improvement, as a valid University activity in research and scholarship.

The core emphases of the Batten University Academic Effectiveness Program are:

1. Continuous improvement in student learning across the curriculum;
2. Ongoing demonstration of student learning at the program level;
3. Ongoing demonstration of student learning relative to all General Studies Competencies;
4. Ongoing demonstration of student learning relative to all Wesleyan Seminars;
5. Fostering the improvement of teaching and learning as a valid University activity in research and scholarship

As the Chief Academic Officer, the Provost and Vice President, is uniquely accountable to ensure that the Institutional Effectiveness Program for Academic Assessment—to be known as Academic Effectiveness—is comprehensive and rigorous, and that the stated learning outcomes at the institutional and program level are being accomplished continuously.

The Academic Effectiveness Committee

Purpose:

The Academic Effectiveness Committee will guide the Academic Effectiveness Program for all educational programs and educational support services at Batten University.

The University will use a variety of both direct and indirect measures to assess and evaluate student learning outcomes at the program level, in the core General Studies competencies, and in the Wesleyan Seminars. Simultaneously, it will assess educational support services and collaborate with an administrative team to ensure that the Institution is engaged in a comprehensive program of institutional effectiveness.

Structure:

The Academic Effectiveness Committee will act on behalf of the Provost and Vice President to ensure that an ongoing comprehensive program of academic assessment is integrated across the curriculum. Because the curriculum and student learning are overwhelmingly the purview of the faculty and academic affairs, committee membership is primarily faculty and, as such, is faculty driven. Given current accreditation standards and to ensure appropriate levels of administrative support, the Director of Academic Effectiveness will be shared collaboratively between an appointed faculty member and the Director for Institutional Research and Effectiveness or a comparable staff member appointed by the Provost and Vice President.

Objectives:

Using multiple methods, the Academic Effectiveness Committee will annually collect, assess, analyze, evaluate, and report on program-specific student learning outcomes, core competencies, the General Studies Frames of Reference, institutional success measures, and educational support services.

Members:

The following represent the minimum membership that should serve on the Academic Effectiveness Committee:

Director of Academic Effectiveness: Appointed by the Provost and Vice President

Administrative Co-Chair: Chief Assessment Administrator for Academic Programs:
Appointed by the Provost and Vice President

Tenured Faculty Member, Humanities: Three Year Term

Elected Tenured Faculty Member, Natural Sciences & Mathematics: Three Year Term Elected

Tenured Faculty Member, Social Sciences: Three Year Term

Elected Tenured Faculty Member, Professional Studies: Three Year Term

Three faculty elected at large: Three Year Terms

One Faculty Member: Representing Programs Earning Specialized Accreditation Librarian

Election:

Faculty elected to the Academic Effectiveness Committee will serve three-year terms. The election should provide for one tenured representative for each school and three faculty elected at large for a total of six faculty elected by the schools/faculty assembly. Additionally, programs that have earned a specialized accreditation or state approval will elect one faculty representative for their programs combined. That term shall also be for three years and will rotate across the programs. Elections will occur at the first Faculty Assembly meeting in April.

Committee Service:

All faculty service and participation on the Academic Effectiveness Committee 1) shall be recognized and credited as service applicable for promotion and tenure; and/or 2) is to be recognized as fulfilling a faculty obligation that is comparable to service on a faculty commission. Members are expected to be active participants in Academic Effectiveness meetings, planning, and implementation.

EMERITUS FACULTY POLICY

PROFESSOR EMERITUS STATUS

Those faculty members who have served at Batten University--with full-time status and a full-time load--for at least 12 consecutive years, ending with retirement from Batten University, are eligible for consideration for emeritus status.

Retiring faculty are named to emeritus status after a review by--and recommendation from--the FSW Commission, after subsequent approval by the Faculty Assembly, and upon the recommendation of the President to the Board of Trustees. Faculty members whose teaching, scholarship (defined broadly), and service are judged to have been well below that of their peers will not be awarded such status.

Should a member of the full-time teaching faculty switch to full-time administrative responsibility, the subsequent years in the administrative role will not count towards emeritus status, even though this person may continue to hold academic rank and, for example, teach one course.

The following represent the privileges of and responsibilities for those faculty who have achieved this status:

A. Title and Recognition

1. Retention of title and the right to use it in appropriate correspondence, on business card, etc. It is understood that the responsibilities of the emeritus faculty member in this instance are comparable to those in effect for full-time faculty.
2. Opportunity to march in academic processions.
3. Emeritus faculty ID card with photograph. F/S parking sticker(s), if desired.
4. Inclusion in certain mailings, such as the events calendar, magazine, etc.
5. Inclusion in campus directory and academic catalog listings.

B. Employee Benefits

1. Tuition waiver at Batten University. Emeriti faculty themselves, along with their spouses, could also choose to take or audit courses (on a space-available basis).
2. Opportunity to attend computer workshops (on a space-available basis).
3. E-mail account.
4. Free admission to campus events which are free to Batten University faculty/staff/students.
5. Opportunity to teach on a limited basis with office space provided on a space-available basis.

(Note: EPC may preserve under the "IS" designation those courses unique to a particular instructor.)

C. Library Privileges

1. Full Library privileges for self and family (but no extended charge courtesy).
2. Opportunity to submit book selections to the library director.
3. Opportunity to apply for a faculty carrel (when available).

INSTITUTIONAL REVIEW BOARD

Batten University's Institutional Review Board (IRB) has been established to ensure that all research conducted at the University meets high ethical standards and complies with federal mandates regarding the treatment of human research participants. Any member of the campus community (faculty, students, or staff) wishing to conduct research that involves human participants should determine whether their research protocol is exempt from review or should be submitted for approval by the IRB. Exempt research would include (but is not limited to) research done for purely pedagogical purposes, research conducted with no intent to publish or present the results at conferences, and research involving oral histories. If your research will result in making inferences beyond your sample of collected data and you plan to publish or present these results in any form, then your research is not exempt and you should plan on submitting your proposal before collecting data. Additional information concerning specific procedures, exemption policy, as well as all forms needed for the application process may be found using the Institutional Review Board link on Blackboard. This link is available to all faculty members.

INNOVATIVE TEACHING AND ENGAGED LEARNING (INTEL) PROGRAM AND COMMITTEE

As Adopted by the Faculty Assembly, April 25, 2014

Innovative Teaching and Engaged Learning (INTEL) activities are central to the enhanced curriculum and student learning and to faculty development more broadly. One of the five strategic priorities of Batten University's emerging strategic plan - *Support Innovative Teaching and Engaged Learning* - is the direct focus, and partially an outgrowth, of the work undertaken by the initial current Innovative Teaching and Engaged Learning Advisory Group. A Center for Innovative Teaching and Engaged Learning is under development that will provide leadership and support for new academic initiatives and faculty development that promote our strategic institutional commitments to students' intellectual inquiry, active learning and civic engagement.

The Innovative Teaching and Engaged Learning Committee will work to:

- advise and facilitate the activities of the Center for Innovative Teaching and Engaged Learning on ***core capacities necessary for experiential learning*** both in and outside of the classroom
- grow Innovative Teaching and Engaged Learning-related ***faculty knowledge and skills***
- design an ***institutional infrastructure*** supporting Innovative Teaching and Engaged Learning
- cultivate an ***academic culture*** of Innovative Teaching and Engaged Learning
- nurture Innovative Teaching and Engaged Learning-related ***partner relationships with community organizations***

Tasks undertaken by the current Innovative Teaching and Engaged Learning Advisory Group to date include but have not been limited to: initiatives and faculty development supportive of institutional strategic commitments to “inquiry,” active learning, service, and civic engagement; building capacity and sustainability; highlighting career connections; strengthening community-based learning programming and community partnerships; establishing assessment protocols; and facilitating a range of Innovative Teaching and Engaged Learning-related faculty development opportunities.

The Innovative Teaching and Engaged Learning Committee

The Committee shall consist of eight faculty members:

- Four faculty members (1 from each School, elected by Schools, all for staggered three-year terms)
- Director of Civic Engagement and Service Learning
- Instructional Technologist
- Librarian to be appointed by the Director of the H.C. Hofheimer, II Library
- At-large faculty member, any rank

Election:

Members of the Innovative Teaching and Engaged Learning Committee will serve three-year terms. Elections to positions filled by the rotation of faculty members shall be held each March. Terms will begin with the subsequent Fall semester.