



FERRUM
COLLEGE

FACULTY HANDBOOK 2020-2022



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SECTION I. PROLOGUE

History of Ferrum College

Ferrum College began as an educational institution bringing elementary and secondary classes to the young people living in Franklin, Floyd, Patrick, and Henry counties in the Blue Ridge mountains of southern Virginia. The Methodist Woman's Missionary Society (under the leadership of its president, Miss Lutie Roberts) and the Board of Missions of the Virginia Annual Conference of the Methodist Church provided the initial funds to start this institution. Together with Dr. Benjamin M. Beckham, then presiding elder of the Danville District and later the school's first president, they were able to secure land for the campus, a faculty of six, and ninety-nine students when the school opened its doors in 1914. Junior college programs were added in 1926, and the junior college received accreditation from the Southern Association of Colleges and Schools in 1960.

Under the guidance of Ferrum College's seventh President, Dr. C. Ralph Arthur, the College's enrollment increased to over 1,000, and the campus experienced dramatic physical improvements, with over eleven new facilities being constructed by the early 1970s. They included modern classrooms, residence halls, and athletic buildings, as well as a new student center, library, audiovisual center, science laboratories, chapel, gymnasium, and football stadium.

In 1974 Ferrum College began to offer bachelor's degrees in five human service fields. In December 1976 the College was awarded accreditation as a four-year college by the Southern Association of Colleges and Schools. Today the College offers degree programs at the undergraduate and graduate levels leading to Bachelor of Arts, Bachelor of Fine Arts, Bachelor of Science, Bachelor of Social Work, Bachelor of Science in Nursing, Education Specialist, and Master of Science in Psychology degrees.

The Presidents of Ferrum College have been Dr. Benjamin M. Beckham, 1913-34; John A. Carter, 1934-35; Dr. James A. Chapman, 1935-43; the Reverend Luther J. Derby, 1943-48; Dr. Nathaniel H. Davis '24, 1948-52; the Reverend Stanley E. Erich, 1952-54; Dr. C. Ralph Arthur, 1954-70; Dr. Joseph T. Hart, 1971-86; Dr. Bill J. Elkins, 1986-87 (acting); Dr. Jerry M. Boone, 1987-2002; Dr. Jennifer L. Braaten, 2002-16, 2017-18; Dr. Joseph C. Spooner, 2016-17; and Dr. David L. Johns, 2018 to present.

Statement of Mission

We are a dynamic learning community where students enter with promise and leave with purpose.

Vision

We will be a community that inspires everyone to do good work, build good futures, and live good lives.

Hallmarks of Ferrum College Graduates

Ferrum College graduates possess integrated knowledge in the liberal arts and a depth of knowledge in a chosen major field of study. They think critically, communicate effectively,

appreciate diversity, and serve their community and nation and the world, embodying the Ferrum College motto, *Non sibi sed aliis*, Not self, but others.

Ferrum College Student Learning Outcomes

Ferrum College students develop integrated knowledge in the liberal arts and depth of knowledge in a chosen major field of study. Learning experiences span five broad domains:

1. Liberal Arts

Through experiences in the core requirements, the Ferrum College graduate will demonstrate the following:

- Integrated knowledge in the liberal arts,
- Information literacy, using available technology when appropriate,
- Competency in quantitative skills, and
- Competency in college-level reading.

2. Critical Thinking

The Ferrum College graduate will think critically and solve problems through analysis, evaluation, and inference.

3. Communication Skills

The Ferrum College graduate will communicate with unity of purpose and coherent organization consistent with standard rules and recognized conventions, using appropriate methodologies.

4. Competence in Academic Discipline

The Ferrum College graduate will demonstrate a depth of knowledge, capability, and ethical reasoning in a chosen field

5. Citizenship

The Ferrum College graduate will

- Demonstrate awareness of local, national, and global issues,
- Demonstrate personal responsibility, and
- Collaborate with people of diverse cultural attitudes, beliefs, and values.

SECTION II. FACULTY STRUCTURE AND GOVERNANCE

A. *Statement of Shared Governance*

The Board of Trustees, the administration, and the faculty of Ferrum College share the responsibility for developing and maintaining the Faculty Handbook. Some of the policies are purely administrative and are often dictated by federal or state legislation. Other policies are delegated by the Board to the faculty; they typically relate to curricular matters, composition of committees, and graduation requirements. Sections of the Faculty Handbook that relate to terms of employment and benefit provisions are typically set by the administration in consultation with the Board, legal authorities, or both.

B. *Faculty Organization*

1. Definition of Academic Schools

The three schools are the School of Health Professions and Social Sciences (HPSS); the School of Arts and Sciences (A&S); and the School of Graduate and Online Education Studies (GOES). Each school is led by a School Dean, who is appointed for a four-year term. Appointments are made by the Provost and Vice President for Academic Affairs (hereafter referred to as Provost and VPAA) after consultation with the President, the Assistant Vice President for Academic Affairs (hereafter referred to as AVPAA), and the faculty in each school. The School Deans serve on a 12-month contract and receive reassigned time for their administrative roles. The school structure facilitates communication as well as the organizational and policy-making functions of Academic Affairs.

2. Definition of Academic Programs

An academic program refers to, but is not limited to, all articulated plans of study. Academic programs include majors, minors, emphasis areas, and special curricular programs (e.g. the Boone Honors Program).

3. Definition of Academic Divisions

Programs are grouped in to seven thematically connected academic divisions: Social Sciences; Nursing; Health Professions; Business, Informatics, Mathematics, and Accounting; Visual and Performing Arts; Humanities; and Natural Sciences.

Three divisions are in the School of Health Professions and Social Sciences:

- The Social Sciences Division includes the Psychology, Social Work, Teacher Education, Criminal Justice, Recreation Leadership, Ecotourism, and Political Science programs.
- The Division of Nursing.
- The Health Professions Division includes Pre-Professional Health Sciences and

Health and Human Performance programs.

Four divisions are in the School of Arts and Sciences:

- The Business, Informatics, Mathematics, and Accounting Division includes Accounting, Business Administration, Computer Information and Systems Technology, and Applied Mathematics programs.
- The Visual and Performing Arts Division includes Art, Theatre, Music, and Media and Communication programs.
- The Humanities Division includes Liberal Studies, Religious Studies, English: 21st Century Literacies, Social Studies, and History programs.
- The Natural Sciences Division includes Agricultural Science, Biology, Environmental Science, Environmental Studies, and Chemistry programs.

4. Faculty and Administrative Responsibilities

a. Provost and Vice President for Academic Affairs

The Provost and VPAA is responsible to the President in all matters related to both the academic and the student life of the College. He or she is the leader of the academic division and the student division, representing the interests of academic affairs, academic programs and services, student affairs, student life, and all faculty and students. The Provost and VPAA sets the overall tone for a constructive, supportive academic and student atmosphere at the College and fosters an environment conducive to excellence in teaching, faculty scholarship, student development, and student academic success. The Provost and VPAA acts on behalf of the President at his or her request. Specific duties include the following:

- 1) Serving as ex-officio on all academic committees.
- 2) Serving as a member of the President's Cabinet and the Care Assessment Team (CAT).
- 3) Working closely with the Vice President for Enrollment Management on admission and recruitment strategies.
- 4) In conjunction with the Dean of Students and Title IX Coordinator, overseeing the areas related to student development, student wellness, housing, residence life, and student leadership and engagement.
- 5) Supervising the hiring and evaluation of all academic personnel and maintaining personnel records on all faculty.
- 6) Supervising revisions of the Ferrum College Catalog, the Faculty Handbook, and other academic publications.
- 7) In conjunction with the AVPAA, overseeing the hiring, assessment, and evaluation of all personnel in the academic area, including the academic departments, Stanley Library, Office of the Registrar, and Academic Support Services.

- 8) Overseeing the hiring, assessment, and evaluation of all Blue Ridge Institute, Residence Life, Career Services, and Office of Student Engagement personnel.
- 9) Submitting and supervising the annual budgets of all areas of Academic Affairs, Residence Life, and the Office of Student Engagement.
- 10) With the assistance of the School Deans and the AVPAA, supervising and assessing all activities of the academic division involving the curriculum, the faculty, teacher recertification programs, and all activities conducted in the classroom setting. These also include experiential learning, E-Term, May Term, Winter Term, Summer Term, educational outreach, academic grants, study abroad, service learning, adult education, distance learning, and online learning.
- 11) Supervising the AVPAA, the Dean of Students and Title IX Coordinator, and the School Deans.
- 12) Meeting with both the Academic Affairs Committee and the Student Affairs Committee of the Board of Trustees to report on the status of all academic and student phases of the College.
- 13) Overseeing programs for the professional development of the faculty.
- 14) Coordinating efforts in curriculum revision, class schedules, and program development.
- 15) Envisioning all academic ceremonies.
- 16) Performing other duties as assigned by the President.

b. Assistant Vice President for Academic Affairs

The AVPAA is primarily responsible for the day-to-day oversight of matters related to academic life at the College. The AVPAA also coordinates the work of areas that undergird the academic and student-academic mission, specifically Stanley Library, Carter Center for Academic Success, the Office of the Registrar, Boone Honors Program, undergraduate research, general education, textbook and course materials, faculty professional development, International Programs, Career and Leadership, E-Term, and the Blue Ridge Institute. In conjunction with the Provost and VPAA, the AVPAA will support the continuous improvement of the academic experience at Ferrum College. In conjunction with the Director of Faculty Professional Development and the School Deans, the AVPAA will assist the Provost and VPAA with program planning for the professional development of the faculty. The AVPAA will coordinate efforts in revisions to the curriculum, setting class schedules, and experiential learning, E-Term, May Term, Winter Term, Summer Term, and service learning.

The AVPAA will assume responsibility for a range of executive, administrative, and programmatic duties that vary in scope and level of complexity. Specific responsibilities include the following:

- 1) Supervising all activities in Academic Affairs involving the curriculum and all activities conducted in the classroom setting.
- 2) Serving as primary supervisor for the Director of Stanley Library, the Registrar, the Dean of Academic Success, the Director of the Boone Honors Program, the Director of International Programs and Services, the Director of Career and Leadership, and office support staff.
- 3) Developing, executing, and assessing projects and programs related to Ferrum College's academic priorities, with particular focus on advising, retention, and student success.
- 4) Serving on the Curriculum Committee as ex officio.
- 5) Soliciting and analyzing information from multiple offices and individual academic areas.
- 6) Serving as a member of the Provost's Council and the Academic Cabinet.
- 7) Conducting surveys of peer institutions with regard to academic plans, policies, and metrics.
- 8) Planning and managing all academic ceremonies.
- 9) Planning academic committee meeting schedules, committee rosters, and faculty rosters.
- 10) Supporting grant research and writing.
- 11) Collaborating with School Deans, Division Chairs, and Program Coordinators to develop academic partnerships and articulations with other academic institutions.
- 12) Providing leadership for the development and reporting of internally funded research and serving as the point of contact for the Professional Development and Integrated Programming Advisory Committee.

c. School Deans—Academic Affairs

The School Dean is the administrative officer for the school. He or she has the primary responsibility for maintaining excellence in the school, taking appropriate, timely action to ensure the highest possible standards of teaching, scholarship, service, student advising, and human relations. He or she is responsible for recruiting, supervising, and evaluating school faculty and staff; for leading the school in matters of curriculum, planning and assessment, and student issues related to Academic Affairs; and for managing the budget, records and workloads of the school. Each School Dean reports to the Provost and VPAA and consults with him or her regularly. School Deans should be tenured faculty members at the rank of associate professor or higher.

Specific responsibilities include the following:

- 1) Leading in matters of faculty and staff personnel including faculty evaluation in accordance with the Faculty Handbook and staff evaluation in accordance with the Staff Handbook; hiring, orientation, supervision and evaluation of adjunct faculty members; encouraging and supporting ongoing professional development of faculty and staff; division and Program Coordinator evaluation; faculty and staff searches and appointments; staffing, workload assignments and scheduling; and mediating faculty and staff conflict in the school.
- 2) Monitoring effectiveness of all school faculty and counseling school members regularly with regard to effectiveness in teaching, scholarship, professional development, and service.
- 3) Advising the Provost and VPAA concerning retention of non-tenured faculty.
- 4) Leading in matters related to student issues in Academic Affairs.
- 5) Leading in program development, planning, assessment, and evaluation, including strategic academic program development and planning, implementation, and assessment that direct the College toward a collaborative, creative, and excellent Academic Affairs department; leading the school in all periodic accreditation and program review efforts such as the Southern Association of Colleges and Schools—Commission on Colleges (SACSCOC), specific disciplinary accreditations, and program reviews; vigilance of program quality, effectiveness, and efficiency; alignment of majors with the general education program framework, including the development and maintenance of a current assessment plan for the school; development of the school's E-Term, May Term, Winter Term, and Summer Term complement of courses and programs; and supervising curricular and co-curricular learning opportunities.
- 6) Leading curriculum and major program reviews, endorsing programs, and facilitating movement of course and program changes through the Curriculum Committee process.
- 7) Leading the school and the campus in strengthening both disciplinary and interdisciplinary opportunities for program development, and consulting with other academic leaders and faculty about the development of interdisciplinary programs relevant to the school.
- 8) Serving as catalyst for collaborative teaching, research and scholarship, grant writing, program development, and other initiatives within and among programs in the school.
- 9) Overseeing the ongoing review of core general education courses and major-specific courses, and assuring their ongoing fidelity to the Student Learning Outcomes for Ferrum College graduates.

- 10) Leading in matters of budget and fiscal management in the school, including the development of annual and long-term budget priorities aligned with strategic and operational goals; monitoring expended and available funds; approving school purchases; overseeing school equipment and other resources, including conducting inventories of equipment and supplies; working collaboratively with the Provost and VPAA and other School Deans in setting strategic budget priorities for Academic Affairs.
- 11) Working collaboratively with the Vice President of Institutional Advancement to build relationships with potential donors, representing the school to external constituents.
- 12) Organizing school participation in admissions events, administrative programs, parents and alumni weekends, and other campus events.
- 13) Supervising work-study students assigned to the school.
- 14) Serving as a member of the Academic Cabinet.
- 15) Serving as a member of governance committees and task forces on behalf of or as assigned by the Provost and VPAA.
- 16) Convening regular meetings of the school's Division Chairs and Program Coordinators and of the school's plenary faculty.
- 17) Communicating with members of the school concerning relevant actions and deliberations of the Academic Cabinet.
- 18) Continuing to seek professional development opportunities that will hone disciplinary, academic management and organizational leadership skills and abilities; and keeping abreast of professional development pertaining to the disciplines of the school and to best practices in higher education.
- 19) Assuring that up-to-date information is provided for school publications, websites and the College catalog.
- 20) Working with Division Chairs to assign advisees to each faculty member on an equitable basis.
- 21) Handling student and faculty grievances and seeing that proper procedures are followed.
- 22) Performing other duties as deemed necessary and assigned by the Provost and VPAA.

Appointment and Term:

- 1) School Deans serve for renewable terms of four years.
- 2) School Deans will work on a twelve-month contract basis, generally extending from August 15 through August 14.

- 3) Based on a performance review, a School Dean can be released from his or her position prior to the expiration of the term of appointment by the Provost and VPAA in consultation with the President.
- 4) School Deans will receive no more than .75 FTE (full-time equivalency) reassigned time for administrative duties.
- 5) Administrative support will be provided to each School Dean.
- 6) A School Dean may not concurrently serve as a Division Chair or Program Coordinator, unless the Provost and VPAA makes an exception due to specific, compelling circumstances.
- 7) Occasionally, it may be desirable to limit the School Dean's term of appointment to some period less than the normal four years. When the Provost and VPAA and the School Dean agree on such an arrangement, the letter of appointment will specify the shortened term and any other special conditions of the appointments.

d. Division Chairs

The Division Chair will be responsible for the daily operation of the division and will promote excellence in the programs represented within the division. Division Chair responsibilities are classified as professional duties requiring leadership, support, and mentoring of faculty, and administrative expertise to include vision, long-term and short-term planning, and decision-making. A Division Chair reports to and is accountable to the School Dean. When possible, Division Chairs should be tenured faculty members at the rank of associate professor or higher.

Responsibilities:

- 1) Maintain a division climate that encourages faculty engagement, participation, collegiality, and innovation.
- 2) Lead the division in preparation of academic year course schedules in collaboration with other Division Chairs and Deans.
- 3) Conduct annual performance reviews of non-tenured division faculty and biennial reviews of tenured faculty.
- 4) Identify and recommend qualified adjunct instructors and assist the Dean in establishing mentoring relationships for full- and part-time faculty.
- 5) Address academic advising challenges as they relate to programs and ensure division-level advising availability throughout the year.
- 6) In conjunction with the Dean, respond to student concerns and attempt to resolve those concerns.

- 7) Consider faculty input for division decisions to ensure that all programs are represented.
- 8) Engage in, encourage, and assist division faculty with scholarly activities, professional development, and the development of quality curriculum and instruction.
- 9) Lead in the development of new programs (undergraduate, graduate, and online education) related to the division.
- 10) Lead program assessment and reviews to promote continuous program improvement.
- 11) Coordinate recruitment of students with Program Coordinators and the Office of Admissions.
- 12) Manage budgets for programs in the division in consultation with the Dean.
- 13) Recommend equipment and supplies for purchase, projecting space and equipment needs for the division and exercising general responsibility for division facilities and equipment in accordance with College policy and campus rules and regulations.
- 14) Ensure that materials submitted for publication on behalf of the College are accurate and comply with established requirements and deadlines.
- 15) Manage and maintain records and preparation of reports for programs in the division in accordance with College procedures.
- 16) In consultation with the Dean and other Division Chairs, represent the School with other campus constituencies.

Appointment and Term:

- 1) Division Chairs will serve three-year terms. Renewable terms will be considered with the completion of the appropriate application.
- 2) An annual review will be conducted by the Dean, who will solicit feedback from faculty members in the division.
- 3) Based on a performance review, the Division Chair can be released from his or her position prior to the expiration of his or her term of appointment by the Dean in consultation with the Provost and VPAA.
- 4) The Division Chair will work on a nine-month contract basis and may receive up to three credits of reassigned time for administrative duties per year, a \$2000 stipend each year, or both. Resources for professional development are also available.
- 5) Load release and stipend may vary annually depending on circumstances in the division and the size and complexity of its programs.

e. Program Directors

There are two types of Program Directors. Directors who oversee externally accredited programs or programs seeking external accreditation are appointed by the school dean in consultation with the Provost and VPAA. Directors whose programs do not involve external accreditation, including the Director of the Boone Honors Program and the Director of General Education, are appointed by the Provost and VPAA in consultation with the AVPAA.

Each Director works closely with the Dean to ensure that the program maintains a high level of quality in the most effective and efficient manner. Depending on the level of responsibility required, an additional stipend, course reassignment, or both may apply.

In addition to all responsibilities of a Program Coordinator, a Program Director will

- 1) Provide leadership throughout the accreditation process.
- 2) Remain knowledgeable regarding accreditation standards of the program.
- 3) Design and implement program requirements to meet or exceed standards.
- 4) Complete assessment and reports based on federal, state and accreditation requirements.
- 5) Communicate with the School Dean and the Provost and VPAA regarding needs of the program as they pertain to accreditation.
- 6) Work collaboratively with the Dean in the hiring, orientation, and evaluation of clinical faculty members teaching in the program.

f. Graduate Program Director Responsibilities

- 1) Coordinate efforts (often in cooperation with the Office of Admissions) to recruit and retain students in the program and counseling prospective students about the program and about career opportunities for graduates of the program.
- 2) Keep abreast of current developments within the discipline and developing appropriate curricular recommendations for growth and sustenance of a high-quality program.
- 3) Develop internship or field placement possibilities, as appropriate, for students in the program by contacting prospective businesses, agencies, and organizations in order to explain the College's internship program (applicable by program).
- 4) Coordinate internships or field placements of students in the program (whether supervised by the coordinator or by other faculty members

within the school; applicable by program).

- 5) Participate, when assigned by the Director of the School of Graduate and Online Education Studies, in the hiring, orientation, supervision, and evaluation of adjunct faculty members teaching in the program.
- 6) Coordinate with Office of Admissions, Office of Marketing and Communications, Dean of School of Graduate and Online Education Studies, and other appropriate offices the development and management of the program's web page and other means of publicity about the program (such as newsletters, brochures, etc.).
- 7) Plan and oversee a formal program review every three years.
- 8) Coordinate, with the Dean of the School of Graduate and Online Education Studies, the annual planning, budgeting, and assessment activities of the program as part of the College's overall planning, budgeting, and assessment cycle.
- 9) Coordinate the academic advising of students in the program and helping to solve problems individual students encounter in the program.
- 10) Work with the Dean of the School of Graduate and Online Education Studies in the creation of class schedules each term and semester, establishing course rotations, and updating the program rotation/schedule curricular plans.
- 11) Collaborate with the Office of Alumni to maintaining records of job placements and current addresses of alumni.
- 12) Work with the Office of the Registrar to evaluate transfer credit applicable to the program.
- 13) Assist the Dean of the School of Graduate and Online Education Studies in the supervision and review of online graduate adjunct faculty.
- 14) Assist the Dean of the School of Graduate and Online Education Studies in the supervision of curriculum development for graduate courses.
- 15) Maintain graduate faculty status per the requirements stated in the Ferrum College Faculty Handbook, Section II.B.m.

g. Program Coordinators

In consultation with the Provost and VPAA, and after discussion with the appropriate Division Chair, each School Dean appoints a Program Coordinator to direct each major program offered within the school. The coordinator works closely with the School Dean to ensure that each major program maintains a high level of quality in the most effective and efficient manner. The duties of Program Coordinators vary considerably because of significant differences among major programs.

Responsibilities:

- 1) Coordinate efforts, often in cooperation with the Office of Admissions, to recruit and retain students in the program. Counsel prospective students about the program and career opportunities for graduates of the program.
- 2) Keep abreast of current developments within the discipline and develop appropriate curricular recommendations for growth and sustenance of a high-quality program.
- 3) Develop and coordinate, as appropriate, internship or field placement possibilities for students in the program by contacting prospective businesses, agencies, and organizations in order to explain the College's internship program.
- 4) Support academic advising as it relates to the program.
- 5) Work collaboratively with the Division Chair in the hiring, orientation, and evaluation of adjunct faculty members teaching in the program.
- 6) Provide content for the program's web page and other means of publicity about the program (such as newsletters, brochures, etc.).
- 7) Work with the Division Chair in the creation of class schedules as required by the Dean, establish course rotations, and update curricular plans for the major.
- 8) Provide information to the Office of Alumni and Family Programs to remain connected with alumni from the major.
- 9) Work with the Office of the Registrar to evaluate transfer credit applicable to the program, including credit taken during Study Abroad programs.

Appointment and Term:

- 1) Program Coordinators will serve a term of two years. Renewable terms will be considered by the Dean in consultation with the Division Chair and the Provost and VPAA.
- 2) An annual review will be conducted by the Dean, who will solicit feedback from faculty members in the program.
- 3) Program Coordinators will work on a nine-month contract basis and will receive a stipend each year (programs of 20 or fewer majors: \$250; programs of 21 or more majors: \$500).
- 4) A Program Coordinator can be released from his or her position, based on a performance review, prior to the expiration of his or her term of appointment by the Dean in consultation with the Provost and VPAA.

h. Provost's Council

The Provost's Council consists of the AVPAA and the Dean of Students and Title IX Coordinator. Members of the Provost's Council are the senior officers of their areas of oversight and report to the Provost and VPAA regularly. Members have the following responsibilities:

- 1) Maintaining excellence and taking appropriate, timely action to ensure the highest possible standards in all matters that relate to their areas;
- 2) Recruiting, supervising, and evaluating staff;
- 3) Leading the staff in matters of planning, assessment, and all issues related to the department; and
- 4) Managing budget, recruitment, marketing, and reporting of progress within the department.

i. Academic Cabinet

Chaired by the Provost and VPAA, the Academic Cabinet consists of the AVPAA, the Dean of each of the three schools, the Dean of Academic Success, and the chair of Faculty Council, who serves as an ex officio member. The Academic Cabinet's function is three-fold:

- 1) The Academic Cabinet serves as an advisory group to the Provost and VPAA and, through her or him, to the President's Cabinet on all matters related to the academic programs of the College.
- 2) The Academic Cabinet serves as the main communications link with the faculty and the Carter Center for Academic Success staff.
- 3) The Academic Cabinet serves in a policy development and approval capacity for matters affecting the faculty which are not specifically delegated to other standing, advisory, or administrative committees. Agendas of the Academic Cabinet are retained in the Office of the Provost and VPAA. Matters decided in this group may be referred to academic schools, committees, task forces, or the faculty for discussion, action, or both, as deemed appropriate by the Cabinet.

j. Full-Time Faculty

Faculty members shall work responsibly and cooperatively for the good of the College. The specific duties of the faculty include the following:

- 1) Academic Standards
 - a) Presenting well-prepared, challenging, and carefully administered courses.
 - b) Establishing liberal arts core requirements, graduation requirements, and major and minor program requirements.

- c) Developing and evaluating individual courses and programs of study.
- d) Establishing academic standards for satisfactory progress and academic standing.
- e) Developing degree programs.
- f) Teaching, advising, and engaging in scholarship and service responsibilities.
- g) Delivering effective classroom presentations.

2) Responsibilities beyond the classroom

- a) Participating in the preparation of class schedules.
- b) Supervising work study students assigned to a specific academic program.
- c) Serving on College committees (standing committees as well as special committees) to represent school opinion, discuss issues, and communicate discussions back to the schools.
- d) Attending scheduled school, faculty, and College meetings.
- e) Participating in the development of College policy.
- f) Submitting documents as requested by the President, Provost and VPAA, AVPAA, or School Dean such as syllabi, weekly schedules, grade reports, etc.
- g) Taking on reasonable additional responsibilities as assigned by School Deans.

In addition to the responsibilities listed above, faculty members may choose to serve the College through involvement in student organizations or activities. Faculty members may also choose to serve the College through service to the community. These choices are not required, but options open to faculty members. Distinctive service in these optional areas may be considered favorably in evaluating faculty performance, but not participating in them will not be grounds for unfavorable consideration.

k. Part-Time Faculty

In general, adjunct faculty members are appointed on a term-by-term basis with no commitment to ongoing employment. They are not eligible for benefits, except for workers' compensation insurance, social security, and any other state- and federally mandated benefits. Pay is based on length of service to the College. It is expected that adjunct faculty will not work in excess of twenty-nine hours per week.

An **Adjunct Lecturer** is a position distinct from general adjunct faculty. The primary responsibility of an Adjunct Lecturer faculty member is instruction. A limited amount of involvement related to the teaching discipline beyond instruction is required. An Adjunct Lecturer is eligible for benefits.

Adjunct faculty are provided mailboxes for campus correspondence through their respective schools. Adjunct faculty are encouraged but not required to participate in department, division, and school meetings. Although they may attend faculty meetings and enter into discussion, they do not have a vote in setting College policies and procedures. Adjunct faculty may volunteer to serve on special committees and task forces.

Adjunct faculty should acquaint themselves with academic procedures and the academic calendar as described in the Ferrum College Catalog (<http://ferrum.catalog.acalog.com/index.php?catoid=7>) as well as the Adjunct Quick Reference Guide (https://www.ferrum.edu/downloads/facet/adjunct_reference_guide.pdf) posted on the Ferrum College webpage (faculty-staff under Academic Handbooks); contact the Office of the AVPAA and the appropriate School Dean in case of illness or other cause for inability to meet classes; familiarize themselves with library operations; and report grades to the Office of the Registrar.

Adjunct faculty must include on their course syllabi times when they will be available to meet with students. In the event that regular times are not possible, off-campus contact information must be given so that the students may arrange individually scheduled meetings on-campus or via teleconference.

School Deans or designees are responsible for the annual orientation, supervision, and evaluation of adjunct faculty members. Both new and returning adjunct faculty members should be oriented each year so that they know how their roles relate to the goals of the College, the school, and the appropriate division. This orientation process should also inform adjunct faculty members of current campus and school procedures and expectations. To document the evaluation process, the School Dean or designee submits the Annual Adjunct Faculty Evaluation Form for each adjunct faculty member to the Office of the Provost. For faculty members who teach only during the fall semester, this form should be submitted by January 15. For faculty members who teach both semesters or only during the spring semester, this form should be submitted by May 15.

I. Instructor of Record

The instructor of record for each course

- 1) Is listed on the SACSCOC Faculty Roster,
- 2) Must be appropriately credentialed to teach the course, and
- 3) Will be evaluated by students in the course and by the academic program offering the courses according to standing Ferrum College

policies and practices on the evaluation of teaching.

Each instructor of record has overall responsibility for the development and implementation of the course syllabus, for the day-to-day delivery of the course, for the course addressing the student learning outcomes implied by the syllabus, and for the issuing of grades. In most circumstances, the instructor of record is the individual who delivers the course.

Notable exceptions to situations in which the instructor of record may have overall responsibility for a course without continuous presence or ongoing instruction in a classroom or through online delivery include

- 1) Undergraduate laboratory and studio sections of courses, in which adjuncts may participate in the delivery of instruction/student supervision, but for which the instructor of record has primary responsibility and oversight;
- 2) Clinical instruction that is supervised by persons experienced in the discipline and focuses on application of concepts and principles in the field; and
- 3) Field supervision of student teaching, practica and internships supervised by persons experienced in the discipline or profession.

The instructor of record also has responsibility for student complaints and grievances associated with the course and for course activities delivered by his or her designated representatives.

m. Additional responsibilities for clinical nursing faculty

Clinical Supervision -

Faculty members providing on-site supervision in the clinical care of clients shall be

- on site in the clinical setting solely to supervise students when overseeing direct client care by students,
- responsible and accountable for the assignment of clients and tasks based on their assessment and evaluation of the student's clinical knowledge and skills,
- responsible to monitor clinical performance and intervene if necessary for the safety and protection of the clients,
- responsible for ensuring that students perform only skills or services in direct client care for which they have received instruction and have been found proficient by the instructor,
- responsible (when indicated) for the designation of a preceptor for each student and communicate such assignment with the preceptor and student,
- available for communication and consultation with the preceptor during the period in which students are in the clinical setting with a preceptor, and

- responsible for supervising no more than 10 students at one time in direct client care and no more than 15 students at one time who are assigned to preceptors.

n. Graduate Faculty

Each graduate program shall have faculty possessing graduate faculty status. These members of the faculty shall have primary responsibility in matters of curriculum and instruction, to include serving on thesis committees. Deans of the Schools of Arts and Sciences, Health Professions and Social Sciences, and the School of Graduate and Online Education Studies shall provide the Provost with recommendations regarding the awarding of graduate faculty status.

Criteria for Graduate Faculty Status

Graduate faculty status requires (1) an earned terminal degree in the discipline in which instruction is to be offered and graduate coursework related to a sub-discipline, (2) on-going peer-reviewed scholarship in the teaching discipline, and (3) completion of the Online Teaching Certificate Training when teaching online graduate courses.

Appointment to Graduate Faculty Status

School Deans will evaluate the qualifications for graduate faculty status (a) in conjunction with initial employment, (b) following initial employment of faculty not possessing this status, and (c) in conjunction with annual performance review of faculty possessing this status.

Any faculty member with graduate faculty status will be evaluated on a regular basis as stated in the Faculty Evaluation section of the Faculty Handbook. If the faculty member no longer meets the published requirements, the graduate faculty status designation will be removed.

5. Standards of Professional and Personal Conduct

Ferrum College faculty contribute significantly to the public image of the College. In the performance of their responsibilities, faculty have many contacts with students, parents, alumni, and other visitors to campus; consequently, both full-time and part-time faculty are often the immediate representatives of the College. Tact, dependability, punctuality, ethical decision-making, professional appearance, and a friendly attitude should distinguish Ferrum College faculty.

6. General Faculty Sessions

- All full-time members of the teaching faculty, library faculty, and those designated by contract as faculty in the Carter Center for Academic Success shall be considered members of the faculty and shall have equal privileges in the larger body. In consultation with their School Dean and the faculty council chair, faculty

members holding a '30-credit hour' contract elect whether to retain their expectations of faculty meeting attendance and associated voting rights for the academic contract year. All other members of the academic community are invited to participate in faculty sessions but do not hold a vote in deliberations.

- b. The faculty shall hold regular meetings during the academic year for the purpose of deliberating on matters arising out of committees, faculty schools, or individual concerns, and the faculty should serve as a recommending and approving body. Meetings should serve as a communication tool and a forum for ideas and concerns. Special meetings may be called by the Provost and VPAA or upon the written request of at least five members of the faculty. Except in the case of extreme urgency, faculty members shall have at least five days' notice of faculty meetings and circulation of materials related to issues requiring a vote.
- c. The Faculty Council chair or a Faculty Council designee shall preside over the body. A quorum, certified by the Faculty Council chair or designee, shall be 60 percent of the eligible membership.
- d. The body shall operate under Robert's Rules of Order.
- e. All eligible voting faculty are required to attend the meetings of the body. Notice of any action to be taken as well as minutes from the previous faculty meeting should be placed before each faculty member at least five business days prior to the meeting. The body can vote to defer action on policies or withhold approval of minutes because of inadequate notice to review them in advance.

C. *Committees and Boards*

Faculty Committees

Faculty committees have the responsibility to report their actions to the full faculty. They may report in writing or in the general faculty meeting. Committee members also report to their schools through elected representatives. A committee member may represent multiple schools as needed if the member is dually appointed to those schools. Except for the Faculty Council and Athletic Committees, these committees elect their own chairs, and except for the Athletics Chair, all faculty positions will have two-year staggered terms in office, with a limit of two consecutive terms. The Faculty Council chair is an exception; he or she is limited to one term in office with an intervening term before the possibility of holding the office again. A faculty member must be off a committee for at least one full two-year term before being eligible to serve on that committee again. It is the responsibility of School Deans to assist a faculty member in committee selection in preparation for tenure and promotion or for those who are non-tenure track, for ongoing professional development.

NOTE: Unless otherwise indicated, ex officio committee and board members do not vote in those bodies.

There are four types of College committees:

1 Academic Committees

Those which directly serve the academic purpose of the institution. Academic committees make policy working in concert with the faculty body as a whole.

a. Faculty Council

Faculty Council represents the interests of the faculty. It works with the Provost and VPAA and advises the President on matters of faculty concern. Faculty Council serves as a liaison for communication between the faculty and the administration. In collaboration with the administration and the Academic Cabinet, Faculty Council advises in the development and implementation of College policies and programs affecting faculty. The Council also makes recommendations about the formulation and implementation of faculty policies and procedures in the following areas:

- 1) Hiring, retention, promotion, and dismissal procedures,
- 2) Equitable and competitive compensation, including salary and fringe benefits,
- 3) Professional evaluation,
- 4) Credentials and professional development,
- 5) Classroom and professional responsibilities,
- 6) Professional ethics, and
- 7) Regular review of the Faculty Handbook.

Chair

The Faculty Council chair or a Faculty Council designee presides over meetings of the full faculty. The chair represents the interests and concerns of faculty in meetings with the Provost and VPAA, the President, the Academic Cabinet, and, by invitation, the President's Cabinet and the Board of Trustees. The Faculty Council chair normally receives release time for his or her Council responsibilities, customarily a release of one three-credit course per semester or the equivalent, unless special circumstances exist.

Unlike other faculty roles, the Faculty Council chair will serve for two years with a one-term limit and must be off for one full term before being eligible to serve again.

Every two years, by the time of the second spring school meeting, the School of Arts and Sciences and the School of Health Professions and Social Sciences will select at least one nominee for the position of Faculty Council chair. Additional candidates may be nominated from the floor, and each candidate will be asked to address the faculty on his or her view of the role of Faculty Council. The faculty will elect the chair by majority vote at the second spring faculty meeting.

The chair elect will attend the spring Board of Trustees meeting with the incumbent chair, attend Faculty Council meetings during the spring semester when possible, and begin duties August 1.

Membership

Faculty Council will be comprised of three members from the School of Arts and Sciences, two members from the School of Health Professions and Social Sciences, and one member from the School of Graduate and Online Education Studies. Schools should elect representatives for two-year staggered terms.

In the event a current member of Faculty Council is elected as chair, that school would have the option of sending a new representative. If a new representative is selected, the chair of Faculty Council will vote only in case of a tie. If an alternate representative is not chosen, the chair will vote as a regular school representative.

b. Student Learning Assessment and Academic Standards Committee

The Student Learning Assessment and Academic Standards Committee serves dual roles.

The committee recommends policies governing grading standards, credit hours, and grade point average required for graduation, satisfactory progress and honors, academic probation, suspension, readmission, transfer credit, and attendance to the faculty for approval.

The committee also makes recommendations to the faculty through the School Deans in matters relating to the assessment of student learning at Ferrum College. The committee provides formative feedback to Division Chairs and Program Coordinators as they engage in educational program assessment. This process includes identifying expected student learning outcomes in programs, assessing the extent to which students achieve those outcomes, and using the results to improve student learning.

The Committee also assumes the following responsibilities:

- 1) Establishing and revising policy regarding Advanced Placement credit, CLEP (credit and other forms of credit by examination).
- 2) Establishing standards of admission in consultation with the Senior Enrollment Officer and the Provost and VPAA.
- 3) Planning and proposing for faculty and Administrative Council approvals, in accordance with requirements, the academic calendar, planning a minimum of three years in advance.

Membership

The Student Learning Assessment and Academic Standards Committee will be comprised of three faculty members from the School of Arts and Sciences, two faculty members from the School of Health Professions and Social Sciences, and one faculty member from the school of Graduate and Online Education Studies elected by the schools to two-year staggered terms. The registrar, Dean of the School of Graduate and Online Education Studies, and AVPAA will be included as ex-officio members. The chair will be elected by committee members. The chair

or designee will serve as chair of meetings of the Academic Appeals and Readmission Committee and may also serve on special committees or task forces related to assessment or accreditation (e.g. Quality Enhancement Plan or SACSCOC Reaffirmation.)

c. Athletics Committee

The Athletics Committee is responsible for evaluating the programs and policies of the College regarding intercollegiate athletics. Specific areas of concern include the following:

- 1) Coordination of scheduling with all other College activities.
- 2) Review of budget.
- 3) Determination of guidelines for use of athletic facilities.
- 4) Review of recruiting procedures.
- 5) Advising the Director of Athletics on any other matter of common interest.
- 6) In conjunction with academic advisors, the Dean of Academic Success, and the registrar, monitoring progress of athletes towards graduation.

Membership

The Committee will be comprised of one faculty member from each of the three schools, elected by the schools on staggered, two-year terms. The committee shall also include one staff representative from each of the departments appointed by the President, one representative from Student Government Association, and one student representative from each class. The chair, appointed by the President, serves a three-year term and automatically serves as the College Faculty Athletic Representative to the National College Athletic Association.

Responsibilities of the Faculty Representative to the National College Athletic Association:

The Faculty Athletic Representative shall be a Ferrum College full-time faculty member who does not hold coaching or administrative duties in the Department of Athletics. This individual shall be selected by the President to serve a three-year term. The duties of the faculty athletic representative shall include the following:

- 1) Chairing the College Athletics Committee, voting only in the event of a tie.
- 2) Informing the President regarding the current status of issues affecting the athletic program.
- 3) In conjunction with academic advisors, the Dean of Academic Success, and the registrar, monitoring progress of athletes towards graduation.
- 4) Conducting research at the direction of the President.

- 5) Assisting the registrar in certifying athletic eligibility.
- 6) Acting as the Ferrum College representative to the Faculty Athletic Representative Association of the National Athletic Association conferences with which the College is currently affiliated.
- 7) Informing the faculty concerning matters affecting classroom performance of athletes.
- 8) Working with the Director of Athletics regarding appeals, eligibility, and NCAA logistics.

d. Curriculum Committee

The Curriculum Committee makes recommendations to the faculty regarding the content of the curriculum in relation to institutional purposes and goals. Members of this committee will engage in curriculum planning and development and evaluate existing and potential programs. The committee has the responsibility to work with the General Education Committee for general education program development and assessment. Curriculum Committee approval must be sought for the following:

Items requiring the approval of the Curriculum Committee and the full faculty:

- 1) New or substantially revised course offerings.
- 2) New programs of study.
- 3) Changes to Liberal Arts Core Requirements.
- 4) Revisions to academic programs (majors and minors).
- 5) Dropping academic programs.

Items requiring only the approval of the Curriculum Committee:

- 1) New topics to be offered through special topics courses.
- 2) Courses to be designated as writing or speaking intensive. Note: WI courses also require approval of the English Program Coordinator, and SI courses also require approval of the Theatre Program Coordinator.
- 3) Changes to course or program catalog descriptions that are editorial in nature or simple clarifications that do not affect the substance of the courses or programs.
- 4) Dropping courses that have not been offered in the previous four years.

Matters of academic policies and procedures as enumerated above will be reviewed by the Curriculum Committee. Deliberations of this group will be recorded in minutes. Matters decided in this group will be referred to academic

departments, committees, or faculty for action as deemed appropriate.

Membership

The Curriculum Committee will be comprised of three faculty members from the School of Arts and Sciences, two faculty members from the School of Health Professions and Social Sciences, and one member from the School of Graduate and Online Education Studies elected by the Schools (on staggered two-year terms). The chair will be chosen by the committee members from the membership of the Curriculum Committee. The Provost and VPAA, the AVPAA, the Dean of the School of Graduate and Online Education Studies, and the registrar will serve as ex-officio members. Two students, to be chosen by the Curriculum Committee Chair from five names submitted by the SGA President, will be invited to serve on the Curriculum Committee in a non-voting, advisory capacity, with the understanding that the committee reserves the right to excuse the student members from particular discussions should the committee deem it appropriate.

e. General Education Committee

The General Education Committee guides and oversees the development, implementation, and assessment of the General Education curriculum at the College. Responsibilities include a) soliciting and aiding in the development of courses for the General Education curriculum, b) identifying and processing General Education equivalencies for students transferring credits to Ferrum College, c) performing periodic reviews of General Education in order to ensure that the curriculum aligns with broader trends and practices in higher education as well as with the specific needs of students, d) organizing development opportunities for faculty who teach General Education courses, and e) performing other tasks related to the development, implementation, and assessment of General Education.

Membership

The Committee will be comprised of five faculty members (three from Arts and Sciences and two from Health Professions and Social Sciences, elected by their schools for staggered two-year terms) plus the Writing Across the Curriculum/Writing in the Disciplines Coordinator. The Director of General Education serves as the chair of the committee, and votes only in the event of a tie. The Assistant Vice President for Academic Affairs serves as the ex-officio member.

f. Faculty Grievance Committee

The Faculty Grievance Committee serves to promote the orderly resolution of problems that may arise in the work environment. The committee will handle grievances about work-related problems or conditions a faculty member believes

to be unfair, inequitable, discriminatory, or hindering the individual's job performance. This committee will not handle policy decisions, which should be carried through the normal governance channels. It will review whether the appropriate procedures and policies were followed in making a particular decision. It will follow grievance procedures as outlined in the *Faculty Handbook*.

Membership

The Committee will be comprised of two faculty members from the School of Arts and Sciences and two faculty members from the School of Health Professions and Social Sciences elected by the schools (on staggered, two-year terms). The School of Graduate and Online Education Studies will have representation in the future. Each panel will elect its own chair.

g. Teacher Education Committee

The Teacher Education Committee is responsible for the following:

- 1) Carrying out catalog requirements prescribed by the Teacher Education Committee.
- 2) Continuing assessment of the Teacher Education program and the progress of individual students.
- 3) Maintaining contacts with local and state public school officials.
- 4) Recommending Teacher Education program policy to all academic divisions.
- 5) Providing direction to the Teacher Education program and enhancing communication between the committee and the College community.

Membership

The committee will be comprised of two faculty members from the School of Arts and Sciences and two faculty members from the School of Health Professions and Social Sciences elected by the Schools (on staggered, two-year terms), with at least one non-Teacher Education faculty member representing the School of Health Professions and Social Sciences.

Due to the nature of the Teacher Education Committee's responsibilities, ideally members of this committee will have some particular area of expertise related to the role of developing future teachers. The Director of the Teacher Education Program and other Teacher Education faculty will also serve on the committee. In addition, the Director of the Teacher Education Program may invite up to three community members representing various educational constituencies to serve in an advisory capacity.

h. School Tenure Committee

Purpose

The purpose of this Committee will be as follows:

- 1) Assist the School Dean in the Mid-Tenure Review Procedure (see Step 3 of that document).
- 2) Offer an independent evaluation of a tenure candidate.
- 3) Assist in the Faculty Emeritus Status procedure.

Membership

The membership includes all tenured faculty members within the school.

i. Tenure, Promotion, and Honorary Status Committee

The Tenure, Promotion, and Honorary Status Committee serves as an advisory committee to the President and functions confidentially in these four areas: tenure, promotion, emeritus status, and honorary degrees.

Tenure

This committee makes recommendations to the President concerning candidates for tenure.

Duties

- 1) Review documents for each tenure candidate whose name has been submitted to the chair of the committee by the Provost and VPAA.
- 2) Assure that the candidate's dossier is complete based on the guidelines defined in the Tenure Review Guidelines.
- 3) Communicate with the candidate as needed.
- 4) Write a letter of recommendation to the President that summarizes the committee's discussion and decision.

Promotion

This committee makes recommendations to the President regarding candidates for promotion.

Duties

- 1) Review eligibility of the candidate.
- 2) Review documents for each candidate whose letter of request has been submitted to the chair of the committee by November 1 of the current academic year.
- 3) Assure that the candidate's application is complete based on the guidelines defined in the Promotion Procedure.
- 4) Communicate with the candidate as needed.
- 5) Write a letter of recommendation to the President that summarizes the committee's discussion and decision.

Emeritus Status

This committee makes recommendations to the President, following faculty approval, regarding candidates for emeritus status.

Duties

- 1) Assure that a candidate is qualified according to the Faculty Emeritus Status policy.
- 2) Review any documentation provided for the candidate.
- 3) Upon approval by this Committee, present the candidate's name to the faculty at the first faculty meeting of the spring semester for confirmation.
- 4) Upon confirmation by the faculty, the committee chair will write a letter of recommendation to the President.

Honorary Degrees

Duties

This committee makes recommendations to the President regarding candidates for honorary degrees.

- 1) Review the nominations submitted.
- 2) Seek additional supporting information when necessary.
- 3) Upon approval by this committee, present the candidate's name to the faculty for confirmation at the first faculty meeting of the spring semester.
- 4) Upon confirmation by the faculty, the Committee Chair will write a letter of recommendation to the President.

Membership

The committee will be comprised of three faculty members from the School of Arts and Sciences and two faculty members from the School of Health Professions and Social Sciences, all of whom hold the rank of associate professor or professor, elected by each school on two-year staggered terms. The chair will be elected by the committee. The School of Graduate and Online Education Studies will have representation in the future.

j. Boone Honors Program Steering Committee

Purpose

The Boone Honors Program Steering Committee serves in an advisory capacity to the Director concerning all matters pertaining to the honors program, including curriculum and requirements, eligibility, and policy. The committee also reviews applications for honors program membership from prospective or current students who are not automatically placed into the program in the course of their matriculation to Ferrum.

Membership

The Steering Committee will be comprised of the director of the Boone Honors Program (who serves as chair), one faculty representative from each undergraduate academic school, and the student chair of the Honors Advisory Council. It may also include a program alumnus or alumna.

2 Administrative Committees

From time to time, the senior administrators of Ferrum College will establish administrative and advisory committees and boards to meet the emerging needs of the College. Membership requirements will be defined at the time of formation. Committees and boards under these headings are published on a campus committee roster and are subject to be changed or dissolved at any time.

a. Academic Appeals and Readmission Committee

Committee charge

The Academic Appeals and Readmission Committee reports to the Provost and VPAA. The Committee convenes to review and make decisions regarding academic probation, suspension, and readmission to Ferrum College.

Membership

Membership will be comprised of the chair of the Student Learning Assessment and Academic Standards Committee (who serves as chair), an additional faculty member from that committee, AVPAA, Dean of Students and Title IX Coordinator, Director of Financial Aid, Controller, Dean for Academic Success, Dean of Admissions, and the Registrar as ex-officio recording secretary.

b. Benefits Advisory Committee

The Committee will

- 1) Serve as an advisory committee to the Vice President for Business and Finance.
- 2) Serve as an important review committee prior to any proposed changes to employee (i.e., faculty and staff) benefits outlined in Section IV of the Faculty Handbook and in the section called "Employee Benefits" of the Staff Handbook.
- 3) As appropriate, make recommendations concerning employee benefits at Ferrum College. These recommendations will be submitted to the Vice President for Business and Finance, who will forward appropriate recommendations to the President's Cabinet.

Membership

The Benefits Advisory Committee will be comprised of faculty and staff members, as follows: The Director of Human Resources; one member of Faculty Council and one faculty member selected by the faculty at large; two staff members, one salaried and one hourly, both selected by the staff at large.

Terms of service

The Director of Human Resources is a permanent member. Faculty Council selects a member at the beginning of each academic year, and the faculty member at large is elected to a two-year term in compliance with faculty committee term limits outlines in Section II,B,3. Staff members serve two-year terms with a limit of two consecutive terms and may repeat service on the committee after having been off for at least one full two-year term. The chair will be a faculty or staff member elected by the committee.

c. Information Services Advisory Committee (ISAC)

The ISAC Committee will

- 1) Serve as an advisory committee to the Director of Information Technology.
- 2) Make recommendations concerning all phases of technology use at Ferrum College. These recommendations will go to the Director of Information Technology, or any President's Cabinet member charged with this responsibility, who will review all recommended expenditures of funds in the technology area and, if funds above the budgeted amounts are required, make appropriate recommendations to the President's Cabinet.
- 3) Notify academic divisions and administrative units of committee recommendations and notify academic and administrative units of objectives that have been approved, given budgetary support, or both.
- 4) Consider the future direction of technology at Ferrum College and make recommendations that support the mission and vision of the College.
- 5) May appoint the following subcommittees:
 - a. The Information and Policy Subcommittee, which is charged with monitoring current computer use policies, recommending new policies as needed, and examining the overall philosophy for technology at Ferrum College, both in academic and administrative areas.
 - b. The Identity Theft Committee, which is responsible for implementing and updating the Identity Theft Prevention Program.

Membership

The ISAC Committee will be comprised of faculty, staff, and students, selected as follows: The Director of Information Technology, a representative from Institutional Technology, one faculty member from the School of Arts and Sciences, one faculty member from the School of Health Professions and Social

Sciences, one faculty member from the school of Graduate and Online Education Studies, the Director of the Stanley Library, the Dean of the School of Graduate and Online Education Studies, four professional staff members (one each from Student Life, Business, Institutional Advancement, and Enrollment Management), and one student recommended by the Student Government Association. The committee will meet on a monthly basis throughout the academic year. Additional meetings may be called as needed. The Director of Information Technology or designee from the committee membership shall serve as chair.

Terms of Office

The Director of Information Technology serves throughout his or her term of appointment. The faculty and staff members serve staggered three-year terms. Students serve two-year terms except when elected in their senior year, in which case they would serve for one year.

d. Online Advisory Committee

The Online Advisory Committee reviews and recommends policies governing online and hybrid education. The committee conducts course reviews of online courses and provides helpful recommendations for online and hybrid course improvement.

Membership

The Committee will be comprised of three faculty members elected by the School of Arts and Sciences, two faculty members elected by the School of Health Professions and Social Sciences, and one faculty member elected from the School of Graduate and Online Education Studies, and the Dean of the School of Graduate and Online Educations Studies, who will serve as the committee chair.

3. Special Committees

To enhance communication within the Ferrum College community, task forces, ad hoc committees, and other such groups will be formed for particular, short-term purposes, and will report to the President, the Provost and VPAA, or an appropriate standing committee. Within two weeks of their initial meeting, if not provided at its formation, all such committees will formulate in writing their specific charge and indicate to whom they are responsible or to whom they are to make recommendations.

4. Advisory and Regulatory Boards – Academic Affairs

a. Communications Board

The Communications Board sets policy for the campus media organizations and serves as an advisory board to the Provost and VPAA, the AVPAA, and the

President's Cabinet.

Membership and Chair

Membership is comprised of two at-large student members appointed by the Student Government Association, the student editors and managers and the faculty advisors for *The Iron Blade*, *Chrysalis*, and Ferrum College Radio. The chair is selected by the committee. The Communications Board reports to the Provost and VPAA.

Duties and Purpose

The Communications Board oversees the operations of the three campus media groups.

b. Student Accountability Board

The Student Accountability Board as outlined in the *Student Handbook* provides for a Judicial Review Panel that can review any sanctions resulting from an administrative hearing in which a student is found responsible for a violation of Ferrum College policy.

Membership

The Student Accountability Board shall be comprised of one area coordinator, one professional staff member selected by the Office of Student Life, one faculty representative chosen from a pool of volunteers from the faculty, and two students chosen from a rotating pool. The student members are selected by the Office of Student Life from the student body, exclusive of student government executive officers.

c. Honor Board

The Honor Board administers the honor code for the College. Plagiarism, cheating in academic work, academic misrepresentation, and multiple submission of the same work without previous written approval of the instructor(s) are issues that fall under the jurisdiction of the Ferrum College Honor Board.

Membership

The Honor Board will be comprised of one faculty member from each school and elected for staggered two-year terms. A member of the Honor Board is elected as chair. A slate of five student representatives from whom to choose three representatives for a hearing panel in the case of an Honor Board hearing is selected by the Student Government Association and provided to the chair with contact information for each representative. The Provost will confirm these selections. The chair will maintain records of the Honor Board.

d. Professional Development and Integrated Programming Advisory Committee

The joint Professional Development and Integrated Programming Advisory Committee serves two categories of functions.

The first function is to promote opportunities for faculty development. The committee reviews requests for all faculty development funds in an advisory capacity to the Provost and VPAA. The committee will meet with the members of Faculty Council to develop and (when necessary) modify the criteria used to review requests. The primary duties within this function include:

- 1) Promote increased faculty development opportunities.
- 2) Review and develop the criteria for all faculty development in conjunction with the members of Faculty Council, School Deans, the AVPAA, and the Provost and VPAA.
- 3) Evaluate proposals for faculty development funds, using established criteria including review and support of the individual's application by School Dean. The committee will make recommendations based upon this review to the Provost and VPAA.

If a Committee member has submitted a proposal for funding, that member would be expected to recuse him- or herself when that proposal is considered.

The second function of the Professional Development and Integrated Programming Advisory Committee involves programming functions. The committee is responsible for programming for the campus community that is also open to the general public. Such programs are to be announced both on and off campus. A Student Activities representative serves on the committee in order to facilitate programs with broad appeal. The following responsibilities are related to integrated programming:

Responsibilities

- 1) Solicit and consider programming needs and ideas from representatives of all areas of the campus.
- 2) Advise people with programming ideas of ways to accomplish their goals.
- 3) Work with the Office of the Provost on final approval of program proposals and with the Vice President of Institutional Advancement and External Relations to improve community awareness of Ferrum College programs open to the general public.

Purpose

- 1) Foster extra-curricular and co-curricular programming open to the general public as well as the campus community.
- 2) Consider program needs and requests from all areas of the campus community.
- 3) Consider ways in which proposed campus programming can enhance

campus themes, special events, current concerns and curricular programs, and to share those considerations with the proposed sponsors.

- 4) Consult with other programming bodies in an effort to enhance campus programming.
- 5) Encourage program sponsors to seek out and plan programming possibilities to meet campus and community needs.
- 6) Encourage sponsors to create programming that involves partners from across campus in the planning and funding, so that events integrate the interest of multiple curricular and co-curricular areas.
- 7) Require program sponsors to plan assessment strategies for IPB-funded programs.

Membership

The Professional Development and Integrated Programming Advisory Committee will be comprised of two faculty members from each of the undergraduate schools. The School of Graduate and Online Education Studies will have representation in the future. The Chair will be selected from the faculty elected. When considering professional development applications, the committee will meet as a faculty-only body. When considering integrating programming requests, the committee will include the faculty representatives with additional membership to include representatives from student activities.

e. Institutional Review Board (IRB)

Please refer to the *Ferrum College Human Participants Policy Manual* posted on the Brightspace website for more specific and detailed information.

Purpose

The purpose of the Institutional Review Board is to set forth the basic ethical principles underlying the acceptable conduct of research involving human participants. These principles include

- 1) *Respect for persons* – recognition of the personal dignity and autonomy of individuals, and special protection of those persons with diminished autonomy. This principle underlies the need to obtain informed consent.
- 2) *Beneficence* – an obligation to protect persons from harm by maximizing anticipated benefits and minimizing possible risks of harm. This principle underlies the need to engage in a risk/benefit analysis and to minimize risks.
- 3) *Justice* – the benefits and burdens of research must be distributed

fairly. This principle requires that participants be fairly selected.

Duties and Purview

- 1) An IRB shall review and have authority to approve, require modifications in (to secure approval), or disapprove all research activities covered by this policy.
- 2) An IRB shall notify investigators in writing of its decision to approve or disapprove the proposed research activity or of modifications required to secure IRB approval of the research activity. If the IRB decides to disapprove a research activity, it shall include in its written notification a statement of the reasons for its decision and give the investigator an opportunity to respond in person or in writing.
- 3) An IRB shall conduct continuing review of research covered by this policy at intervals appropriate to the degree of risk, but not less than once per year, and shall have authority to observe or have a third party observe the consent process and the research.

Procedures for Review by the IRB

- 1) The IRB will meet monthly to review all submitted proposals.
- 2) These proposals will be evaluated according to the guidelines in the Human Participants Research Proposal Evaluation Form. (Refer to *Ferrum College Human Participants Policy Manual*, posted on the Brightspace Human Subject IRB website.)
- 3) The chair of the IRB will report the IRB's findings to the primary investigator.
- 4) If the IRB approves a research proposal, the primary investigator will receive an approval letter (Refer to *Ferrum College Human Participants Policy Manual*, posted on the Brightspace website) which includes the following:
 - a) The expectation of the IRB that any changes in the research protocol will be reported to the IRB.
 - b) The actions that the IRB will take if the primary investigator or any investigator is in non-compliance with IRB requirements.
 - c) The frequency with which the continuing review of the research will take place (usually yearly).
- 5) If the IRB rejects a research proposal, the rejection letter (Refer to *Ferrum College Human Participants Policy Manual*, posted on the Brightspace website) will include changes that must be made in the research protocol to meet with IRB approval.

The IRB will keep detailed records of all activities. These records shall be kept by the current IRB chair and passed to the next chair so that records are

complete, available, and collected in one place.

Membership

- 1) The IRB shall have at least five members, with two faculty members from the School of Arts and Sciences and two faculty members from the School of Health Professions and Social Sciences. The fifth member should be someone who is not affiliated with the institution and who is not part of the immediate family of a person who is affiliated with the institution. The School of Graduate and Online Education Studies will have representation in the future.
- 2) The faculty members should have varied disciplinary backgrounds to promote complete and adequate review of research activities commonly conducted by the Institution. The IRB shall be sufficiently qualified through the experience, expertise, and diversity of the members, including consideration of race, gender, and cultural backgrounds and sensitivity to such issues as community attitudes, to promote respect for its counsel in safeguarding the rights and welfare of human subjects. In addition to possessing the professional competence necessary to review specific research activities, the IRB shall be able to ascertain the acceptability of proposed research in terms of institutional commitments and regulations, applicable law, and standards of professional conduct and practice. The IRB shall therefore include persons knowledgeable in these areas. If an IRB regularly reviews research that involves a vulnerable category of subjects, such as children, prisoners, pregnant women, or persons with handicaps or intellectual disabilities, consideration shall be given to the inclusion of one or more individuals who are knowledgeable about and experienced in working with these subjects.
- 3) Every nondiscriminatory effort will be made to ensure that no IRB consists entirely of men or entirely of women, including the institution's consideration of qualified persons of both sexes, so long as no selection is made to the IRB on the basis of gender. No IRB may consist entirely of members of one profession.
- 4) Each IRB shall include at least one member whose primary concerns are in scientific areas and at least one member whose primary concerns are in nonscientific areas.
- 5) No IRB may have a member participate in the IRB's initial or continuing review of any project in which the member has a conflicting interest, although that member might be asked to provide information requested by the IRB.
- 6) An IRB may invite individuals with competence in special areas to assist in the review of issues that require expertise beyond or in

addition to that available on the IRB. These individuals may not vote with the IRB.

SECTION III. ACADEMIC POLICIES AND PROCEDURES

A. Academic Freedom Statement

Faculty members are entitled to full freedom in research and in the publication of the results thereof, subject to the adequate performance of their other academic duties. Faculty members are entitled to freedom in the classroom in discussing their subjects. When faculty members speak or write, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. Faculty members should at all times strive for accuracy, exercise appropriate restraint, and make every effort to distinguish between their roles as institutional representatives and as individual citizens.

1. Political Activity

When acting as an agent of Ferrum College, a faculty member may not

- a. Participate in campaigns for public office.
- b. Support or oppose candidates for public offices or incumbents in those offices.
- c. Undertake activities to help or hinder, explicitly or implicitly, the campaigns of candidates or incumbents.
- d. Form PACS (Political Action Committees) or give money to PACs that support or oppose candidates for public office.

Faculty members retain the right to

- a. Sponsor forums and debates if they are careful to ensure that nothing about the events indicates Ferrum College's support for or opposition to a candidate.
- b. Sponsor get-out-the-vote drives and voter registration if they are careful to ensure that nothing about the events indicates Ferrum College's support for or opposition to a candidate.
- c. Distribute legislative materials.
- d. Develop candidate questionnaires and publish the results without editorial comment or "scoring."

B. Curriculum

1. General Policies

- a. The faculty and administration share responsibility for approving the Ferrum College curriculum. The entire faculty develops, assesses, and revises it; the administration oversees and manages its delivery.

- b. Ferrum College offers only those courses listed in the current Ferrum College Undergraduate Catalog and Ferrum College Graduate Catalog. Class schedules list only those courses that have been approved.
- c. All courses at Ferrum College are supervised by an academic school, the appropriate School Deans, and the Provost and VPAA (or designee).
- d. Course numbering should reflect the following general principles:
 - i. 100/200-level classes
 - 1. *Content.* Students begin learning the “language” of a discipline (key concepts and terms), acquiring a knowledge base, or investigating a focused area in some depth.
 - 2. *Skills.* Students develop their abilities to write, read, and think analytically and/or quantitatively and to explain, interpret, and solve problems.
 - 3. *Process.* Faculty members directly guide student work.
 - ii. 300/400-level classes
 - 1. *Content.* Students integrate the skills and knowledge from earlier levels, and students deepen their knowledge of more abstract and challenging material.
 - 2. *Skills.* Students develop their ability to engage in advanced dialogue, recognize disciplinary assumptions, and produce complex documentation of their growing expertise within a discipline.
 - 3. *Process.* Students work with faculty guidance and increasing independence on assigned tasks.
 - iii. 500/600-graduate level courses
 - 1. *Content.* Students integrate skills and knowledge from their undergraduate coursework, and study in-depth discipline specific theories which is applied to the student’s area of study. Course content is more advanced and rigorous. Students take an in-depth look at the literature within a discipline specific field.
 - 2. *Skills.* Students apply and hone critical thinking skills, develop discipline specific research skills, and actively employ theory in real world applications. Students must further expand and deepen collaboration and communication skills.
 - 3. *Process.* Students work directly with faculty and independently on research or practical applications that are tied to specific disciplinary fields of study. This includes contributing new research and applications to the student’s chosen field of study.
- 2. The course credit should reflect the following principles:
 - i. Undergraduate, 13-week course: The underlying defining measurement of Ferrum College courses carrying three hours of credit is the “Carnegie Unit,” 160-165 minutes of class time per week over a 13-week semester along with two hours of assigned work for every hour of in-class contact
 - ii. Undergraduate, 7-week course: The underlying defining measurement of Ferrum College courses carrying three hours of credit is the “Carnegie Unit,”

321-322 minutes of class time per week over a 7-week term along with two hours of assigned work for every hour of in-class contact.

- iii. Graduate, 8-week course: The underlying defining measurement of Ferrum College courses carrying three hours of credit is the "Carnegie Unit," 281-282 minutes of class time per week over an 8-week term along with two hours of assigned work for every hour of class instruction.
 - iv. Different experiences (science labs, mathematics labs, theatrical and musical rehearsals, private lessons) use similar national standards for awarding credit.
3. The following actions require a vote of the entire faculty (for undergraduate and graduate courses):
- i. Approving new course proposals.
 - ii. Restoring a previously dropped course or approving major changes in an existing course.
 - iii. Approving new program proposals.
 - iv. Revising a major/minor/emphasis area or other academic program.
 - v. Dropping a major/minor/emphasis area or other academic program.
 - vi. Approving general definitions and guidelines for types of academic programs (majors, minors, emphasis areas, etc.).
 - vii. Approving similar substantive changes to the curriculum.
4. The following actions require discussion within all schools, approval by the Curriculum Committee, and announcement on the faculty meeting agenda (for undergraduate and graduate courses):
- i. Approving course numbering changes.
 - ii. Approving course prerequisite changes.
 - iii. Approving course title changes that do not accompany substantive changes in the content of a course.
 - iv. Dropping courses.
 - v. Approving particular topics for Special Topics courses.
 - vi. Approving changes in cross listing or contact hours of existing courses.
 - vii. Approving similar administrative changes to the curriculum.
5. Undergraduate students who attend Ferrum College for eight or more consecutive semesters should have reasonable expectation of being able to enroll in any course Ferrum College lists in its catalog. Except in special circumstances, an academic school should offer all courses it lists in the catalog at least once every three years or should recommend that they be dropped. Special circumstances include faculty sabbatical leaves that have made teaching the course impractical, special topics courses that the school offers only in special circumstances, and the like.
- i. Each fall the Curriculum Committee will identify courses that the College has not offered in the past four years.
 - ii. The Schools will explain either why each course so identified should remain in the Academic Catalog or will recommend that the College drop such courses.
6. Graduate students who attend Ferrum College for three or more consecutive semesters should have reasonable expectation of being able to enroll in any graduate course Ferrum College lists in its Graduate Catalog. Except in special circumstances, an academic should offer all courses it lists in the Graduate Catalog at least once every four

semesters. Special circumstances include faculty sabbatical leaves that make teaching the course impractical

- 7.** Regardless of the design of the particular undergraduate major or major/minor, the faculty expects that students will take several 300-400 level courses in two or more disciplines, and that all students must take at least 30 hours at the 300-400 level to meet general graduation requirements.
- 8.** Ferrum College should not designate slight differences in programs of study as different academic programs without sufficient rationale. Rather, programs of study (majors and minors) that are essentially similar should be combined and structured with sufficient flexibility so that students may design individual plans of study to meet their particular interests.
- 9.** All majors and graduate programs must be justified with reference to the mission of Ferrum College, to standard practices of other colleges, and to relevant accrediting standards. Additionally, all academic programs are governed by graduation guidelines in the Undergraduate or Graduate Catalog and by the following understanding:
 - i.** Undergraduate programs of more than 39 hours will be interdisciplinary with significant content drawn from two or more disciplines. Other programs will require a minor.
 - ii.** An undergraduate major may require up to 57 hours of which no more than 39 hours can be required in a single discipline. (A discipline means a course designation, not an academic school.)
 - iii.** For undergraduate majors requiring minors, the college will record no more than 39 hours in a single discipline for the required major/minor combination.
 - iv.** All graduate majors must require at least 30 credit hours, and include either a thesis, practicum, portfolio, or other culminating research/application that demonstrates a contribution to the discipline of study and/or application of overarching program content to student professional and career goals.
- 10.** In addition to the particular courses required in an undergraduate major, a major may specify up to 12 hours of courses as Degree Specific Requirements and up to 12 hours from the Liberal Arts Core.
 - i.** The total requirements of the major must include all prerequisites within the 77 hours that the major may specify. Programs that require courses for which English 102 is a prerequisite do not have to account for English 101-102 within any of the above guidelines. Programs that require particular levels of mathematics or foreign language may begin counting hours at any level that is realistic for entering freshmen who present good high school preparation for the particular program.
 - ii.** Each major and graduate program should list its required courses in the Undergraduate or Graduate Catalog in the following order: courses in the discipline, other courses required, and degree specific requirements.
 - iii.** Undergraduate minors are a group of related courses with at least nine hours at the 300-400 level (six-eight hours may be considered adequate depending upon the nature of student learning in the proposed courses in the minor, and upon a strong and compelling rationale for less than nine hours. Such a proposal must be approved through the full faculty approval process.) Except for the teacher education minor, minors contain 18-21 hours.

- iv. Some programs identify distinct versions of undergraduate majors, called emphasis areas, to describe a student's special preparation. Those programs contain both common courses and at least 12 hours that represent the student's special preparation in the emphasis area. The catalog descriptions of such majors must first show the common courses in the major including options within the common courses and list the courses that define each emphasis area. For students to complete multiple emphasis areas within a single major, they must complete at least 9 hours in each emphasis area that are not specified as required courses in other emphasis areas.
11. When requested and justified by the faculty member submitting a proposal, exceptions to the Ferrum College Curriculum Committee General Policies may be granted if an outside accrediting or licensure agency's regulations create a situation where compliance with the Curriculum Committee General Policies is not possible.

2. Regular and Systematic Evaluation of the Curriculum:

Program reviews will be conducted on a five-year cycle. The rotation of programs undergoing review may be found in Appendix I.

General Education will be assessed each year through the Annual Program Assessment Process, both within each program curriculum as well as across the curriculum. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmation and reaccreditation review is completed by the college every ten years. For SACSCOC, the College must also conduct a mid-term review every five years.

C. Academic Program Management

1. Course and Program Approval Process

- a. General Process. Faculty members suggest course or program changes by developing a course or program proposal; discussing the idea with the School Dean, Division Chair, and Program Coordinator; notifying the Provost and VPAA and the AVPAA; and seeking the approval of an appropriate school. The proposer or proposers, along with the Program Coordinator, School Dean, Provost and VPAA, and AVPAA, will consider issues related to curriculum balance, articulation, scope sequence, and staffing, resource, and sequence implications. If pertaining to an interdisciplinary program, the governing committee of that program should consider the proposal once a school has approved the initial course or program proposal. The school forwards it electronically with hard copies if requested to the Curriculum Committee. The Curriculum Committee reviews all proposals and forwards them for comment to all schools. The schools provide feedback to the Curriculum Committee. When questions and concerns about the course or program have been resolved, the Curriculum Committee recommends passage of the proposal at a meeting of the full faculty.
- b. Timetable. Proposals for new programs or to be included in the next Ferrum College Catalog must be submitted to the Curriculum Committee no later than

by February 15. New courses that will be offered the following fall must be submitted to the Curriculum Committee no later than November 15. In unusual circumstances, a school may seek approval from the Curriculum Committee for a waiver of these deadlines.

- c. Faculty proposing an interdisciplinary course, such as an honors course, should present the course to the appropriate school or schools and, then, to any campus committees that govern interdisciplinary programs before the sponsoring school presents the course to the Curriculum Committee initially. After the Curriculum Committee discusses such courses, they are sent to all schools, returned to the Curriculum Committee for its recommendations, and then forwarded to the full faculty.

2. Guidelines for Proposing New Courses

Each new course proposal should include

- a. Course title, catalog description, credit hours, contact hours, prerequisites, records and class schedule title (14 characters maximum including spaces), and a list of all locations that the course should appear in the college catalog.
- b. A detailed description of the course, including the topics covered, a statement of course objectives, and a proposed course syllabus (Refer to Course Syllabus Guideline, Appendix 1, Section III). Course descriptions should include any reading, writing, speaking, analytic, quantitative, research, and technological skills that the course assumes, as well as those it develops.
- c. A course justification in terms of the intended audience, the school program, and the college's academic program, a statement of how the course contributes to the Learning Outcomes, a description of the assessment plan for the course as it relates to students in the course and the college and program assessment process, a statement of the frequency of offering the course and whether it replaces an existing course.
- d. The financial implications of the course, which include staffing; frequency of offering; expected enrollment (both minimum and maximum) including evidence; equipment requirements; a listing of new library, computer, or AV resources; facility use; co-curricular programming needs; experiential learning requirements that will require financial commitment from the college or the students; and any other financial costs, as well as acquisition plans for any new materials to be purchased.
- e. A statement about the kind of classroom or other facilities that will be necessary to teach this course.

- f. A list or characterization of existing library, computer, and AV resources to support the course. If any other College departments will be involved with the course, that participation should be noted.

Documentation of required steps (to be taken in the following order):

- 1) Date of notification of the Dean
- 2) Date of notification of the Provost and VPAA and the AVPAA
- 3) Date of review by Curriculum Committee
- 4) Date of review by Schools
- 5) Date of release by Curriculum Committee
- 6) Date of approval by faculty

3. Guidelines for Restoring a Previously Dropped Course or Changing an Existing Course

- a. Any dropped course that Ferrum College has offered in the previous six years may be restored if the sponsoring school submits the following information and the faculty approves the course:
 - 1) Course title, catalog description, credit hours, contact hours, and prerequisites; records and class schedule title (14 characters maximum including spaces); and a list of all locations that the course should appear in the Ferrum College Catalog.
 - 2) A copy of the syllabus from the last time the course was offered and a new syllabus using the course syllabus guideline. (*Refer to Appendix 1, Section III*).
 - 3) A rationale for reinstating the course that accounts for both the program and financial implications of the proposed action.
 - 4) A characterization of the library, computer, and AV resources that the course will use if they are different from those resources the course formerly used.

Documentation of required steps (to be taken in the following order):

- 1) Date of notification of the Dean
- 2) Date of notification of the Provost and VPAA and the AVPAA
- 3) Date of review by Curriculum Committee
- 4) Date of review by Schools
- 5) Date of release by Curriculum Committee
- 6) Date of approval by faculty

- b. Any course that needs substantive change will be modified if the sponsoring school submits the following information and the faculty approves the changes:

- 1) Course title.
- 2) A copy of the current syllabus with the revisions noted using the course syllabus guideline (Refer to Appendix 1, Section III).
- 3) A rationale for making the revision that takes into account both the program and financial implications of the proposed action.
- 4) A characterization of the library, computer, and AV resources that the course will use if they are different from the resources the course currently uses.

Documentation of required steps (to be taken in the following order):

- c. Date of notification of the Dean
- d. Date of notification of the Provost and VPAA and the AVPAA
- e. Date of review by Curriculum Committee
- f. Date of review by Schools
- g. Date of release by Curriculum Committee
- h. Date of approval by faculty.

c. Any existing course that is proposed for Writing Intensive (WI) or Speaking Intensive (SI) designation will need approval by the Program Coordinator in English (for WI) or Theater (for SI) and the Curriculum Committee (for both WI and SI).

Writing Intensive (WI)

Courses eligible for WI designation include 300- or 400-level courses, 200- level literature courses, and 200- level Honors (HON) courses. Courses designated WI should assign at least 15 pages of formal, typed, double-spaced writing. Additional informal or creative writing assignments are encouraged. Class size for WI courses should be limited to 15 students. WI designation for a course cannot be applied retroactively, nor can any course not designated WI substitute for a non-WI designated course.

Students earning a grade of “C” or higher in WI courses should demonstrate competence in the following areas:

- 1) Appropriate presentation of content, considering various audiences, genres, and contexts.
- 2) Evidence of effective college-level or professional writing skills, including
 - a) unified focus and organization,
 - b) logical development of ideas and arguments,
 - c) precise and effective wording,

- d) standard sentence structure and vocabulary,
 - e) avoidance of mechanical and grammatical errors, and
 - f) complete and accurate documentation of sources.
- 3) Additional elements of format or design appropriate to the discipline and the particular assignments.

Course proposals for WI designation should include the existing course title and a syllabus that includes statements that satisfy each of the following faculty-approved WI Guidelines:

- 4) Mandatory WI statement: "This course is designated Writing Intensive; a grade of 'C' or higher in this course is required for this course to count toward the six credit-hour Writing Intensive graduation requirement for Ferrum College. A student cannot earn a grade of 'C' or higher in this course unless he or she earns a 'C' or higher on the writing assignments required by the course."
- 5) Statement of goals: A clear statement indicating that a primary goal of the course is to help students strengthen writing skills. Although all WI courses are discipline based, the emphasis in these courses goes beyond content and includes the development of advanced writing skills.
- 6) Plagiarism: A statement regarding the seriousness of plagiarism that clearly spells out the course policy, including penalties for plagiarized work. Because plagiarism is a very serious problem in any course requiring significant amounts of writing, students need to be reminded frequently that it is their responsibility to know the rules and penalties concerning plagiarism.
- 7) Multiple drafts and feedback: A statement that students will complete major writing assignments in multiple drafts or stages, with the requirement to seek feedback from the instructor, as well, perhaps, as from classmates.
- 8) Primary sources: A statement indicating that students will be expected to use primary sources for some writing assignments. For general purposes, primary sources within the guidelines of the WI designation are defined as "original contributions to a discipline as opposed to studies based essentially on other studies or works or largely derived from previous contributions." In some instances, the English Program Coordinator may need clarification regarding how primary sources will be used or what constitutes a primary source in the discipline.

Speaking Intensive (SI)

A speaking intensive course is a discipline-based course that requires a minimum of two college-level oral presentations during the semester (minimum expectation, 20 minutes total for both presentations). Oral presentations may include a variety of types, including formal speeches based on research, the oral presentation of papers (and follow-up with an audience), poetry and dramatic readings, or other types of oral presentations suitable to the needs of the discipline offering the course. College-level standards for research, documentation, and planning for such presentations are required.

Students in speaking intensive courses must demonstrate proficiency in the use of standard English as practiced at the college and professional levels. They are expected to exhibit effective use of voice and diction with satisfactory articulation, inflection, intonation, resonance, and rate of delivery. They must practice body language appropriate for the topic and situation of each presentation. They also learn to employ the art of evaluation using the standards for constructive criticism. An especially important skill involves mastery of the principles of audience analysis and the ability to evaluate oneself and others with appropriate standards of assessment. Students are required to examine various components that contribute to individual credibility, including professional competence (credentials, background, awards and honors), ethics, and morals.

In addition to the standards outlined above, students in speaking intensive courses will be evaluated and graded on the skills listed below. Students earning grades of C or higher in these courses demonstrate competence in the following areas:

- 1) clarity of the central idea.
- 2) quality of the research and the integrity of supporting material.
- 3) effective organization of presentations.
- 4) effective use of voice and language appropriate to college-level and professional presentations.
- 5) effective body movement, gesture, and eye contact.
- 6) professional dress and posture appropriate to the discipline.

In the design of these courses, a substantial portion of the course grade is based on speaking assignments. Presentations should be scheduled throughout the semester so that students have ample opportunity to work on some assignments in stages and receive feedback from the instructor and their peers as they develop and refine their oral skills. Instructors may choose for themselves or their students to work with faculty or peer tutors or mentors in speech or their own discipline. As a resource, instructors may use the speech evaluation form normally used for COM 201 (Public Speaking).

Documentation of Required Steps (to be taken in the following order)

- 1) Date of review by Dean and Program Coordinator.
- 2) Date of approval by English Program Coordinator or committee (for WI).
- 3) Date of approval by Theater Program Coordinator or committee (for SI).
- 4) Date of Notification of the Provost and VPAA and the AVPAA
- 5) Date of review by Curriculum Committee.
- 6) Date of review by schools.
- 7) Date of notification to the faculty.

4. Guidelines for Proposing New Programs

- a. Ordinarily new major programs are designed over two or more years of planning. Major programs are developed by the schools in consultation with the Provost and VPAA. They are presented to the Curriculum Committee and then to schools before being presented for approval to the entire faculty. New programs are endorsed by the Board of Trustees.
- b. Program proposals are submitted to the Curriculum Committee. *Program proposals are to contain the following:*
 - 1) Program philosophy and mission statements that will be the basis for evaluating the program.
 - 2) Justification for the major or minor, which demonstrates its likely success with reference to potential student interest, standard academic practices, academic quality, the mission of Ferrum College, employment prospects for graduates, and potential for intellectual, social, ethical, or aesthetic development.
 - 3) Catalog description giving both course listings and narrative descriptions.
 - 4) Course proposals for all new or revised courses (see above). (Refer to *Course Syllabus Guidelines*, Appendix 1, Section III).
 - 5) Schedule of course offerings with personnel requirements and qualifications, including an implementation timetable.
 - 6) Projection of future supply, equipment, personnel, library, and other resource needs.
 - 7) Projection of initial and future staffing needs and costs for at least the first five years of the program.
 - 8) An assessment plan.

The approval process for all new programs requires the following steps:

- 1) Discussion in the proposing school.
- 2) Submission to the Provost and VPAA and the AVPAA.
- 3) Submission to the Curriculum Committee. The Curriculum Committee decides whether the proposal is ready to be submitted to the full faculty for vote or if the proposal should be sent to both schools for feedback.
- 4) The Provost and VPAA or designee will communicate all faculty recommendations of new academic programs to the President for notification of the Board of Trustees.

Documentation of Required Steps (to be taken in the following order)

- 1) Date of notification of the Dean.
- 2) Date of notification of the Provost and VPAA and the AVPAA at least one week prior to submission to the school.
- 3) Date of review by originating school.
- 4) Date of first discussion by Curriculum Committee.
- 5) Date of first discussions by all schools.
- 6) Date of second discussion by Curriculum Committee.
- 7) Date of review by Curriculum Committee.
- 8) Date of approval by faculty.

5. Guidelines for Revising Any Academic Program

- a. As the result of regular assessment activities, all academic programs (majors, minors, and emphasis areas) may undergo change. After notifying the Provost and VPAA, the sponsoring school should submit the following information to the Curriculum Committee. The committee will then examine the proposed changes and rationales, submit the proposal to the academic schools for review, consider school responses, and recommend to the full faculty. Revisions of academic programs do not require endorsement of the Board of Trustees, unless a revision is so extensive as to change the fundamental nature of the program.
- b. Within two weeks of being notified of a program revision that is under discussion, the Provost and VPAA will inform both the sponsoring school and the Curriculum Committee whether the proposed changes will require action by the Board of Trustees. Revised programs must meet the general program guidelines described in the general policy section above.
- c. Program revisions are to contain the following information:
 - 1) The program philosophy and mission statements. If changes are proposed in these statements, the sponsoring school explains both the nature of the change and the rationale for redirecting the program.
 - 2) Justifications for changes in the program requirements with reference

to potential student audiences, standard academic practices, academic quality, the mission of Ferrum College, employment prospects of graduates, and intellectual, social, ethical, or aesthetic development of students.

- 3) The Ferrum College catalog description of the program including the course listing, requirements in the program, electives in the program, required liberal arts core courses, and any other program requirements. This description should clearly identify the changes.
- 4) Course proposals for all new or revised courses (see above). (Refer to *Course Syllabus Guidelines*, Appendix 1, Section III.)
- 5) Schedule of course offerings if it is different from the current schedule.
- 6) Description of economic impact of the program revision with reference to personnel, supply, equipment, computer, library, and other resource needs.
- 7) Any revision to the assessment plan that the sponsoring school plans to implement.

Documentation of required steps (to be taken in the following order)

- 1) Date of notification of the Dean.
- 2) Date of Notification of the Provost and VPAA and the AVPAA at least one week prior to submission to the School.
- 3) Date of review by Curriculum Committee.
- 4) Date of review by schools.
- 5) Date of release by Curriculum Committee.
- 6) Date of approval by faculty.

6. Program Assessment and Review Guidelines

Program assessment and review are important processes at Ferrum College and include the Annual Program Assessment, the Five-Year Program Review, and program-level and college-wide accreditation (e.g. Council on Social Work Education (CSWE), Department of Education (DOE), SACSCOC for college-wide accreditation). Assessment and review are formative processes to be used for continuous improvement of academic programs.

Annual Program Assessment is the responsibility of each Program Coordinator under the leadership of the appropriate School Dean and Division Chair. Each year, Program Coordinators must implement a Student Learning Outcomes Assessment Plan (SLOAP) for their program.

Student Learning Outcomes (SLOs) describe what students will know, do, and be like or

value, as related to the program's mission and/or goals.

Formative assessment methods and instruments will include both direct and indirect measures. A variety of technologies and means will be used to gather the assessment data for the assessment process.

a. The Annual Program Assessment Process will be as follows:

- 1) Program Coordinators will assess their programs annually. The AVPAA will assist them in this process, serving as a consultant and providing faculty development opportunities to support them. Each May, Program Coordinators will submit a Student Learning Outcome Assessment Report (SLOAR) to the Student Learning Assessment and Academic Standards Committee for feedback on whether or not the report meets expectations or not.
- 2) The Program Coordinators will receive Feedback Guides on the SLOARs and make any modifications to the report as deemed necessary or helpful. The Program Coordinators will then submit the SLOARs to the appropriate School Dean.
- 3) The School Dean will review the SLOARs and recommend any further modifications or revisions.
- 4) The final version of the SLOAR will be sent to the Provost and AVPAA for use in planning, budgeting, and program improvement processes.

b. Five-Year Program Review

The Five-Year Program Review is the responsibility of each Program Coordinator under the leadership of the appropriate Division Chair and School Dean. To the degree possible, programs with outside accrediting standards should seek to align college and agency timelines. As often as feasible, the Program Review process should include an outside evaluator's assessment of and recommendations for the program. Program Reviews will be aligned in a cohort model so that small groups of programs are moving through the process each year of the five-year cycle.

1) General Education:

The General Education program will undergo a more comprehensive review every five years. An outside evaluator may be involved in the comprehensive review process.

2) Majors and Minors: Program Review Guidelines

The program review is designed to examine the effectiveness, efficiency, and marketability of a program. The formal program review process will occur once every five years on a rotating basis, as directed by the schedule located in the Assessment course in Brightspace.

Program assessment will occur every year.

Program Profile

The Program Coordinator will be provided relevant data generated by the Office of Institutional Effectiveness that might include:

- 1) Number of majors on Census Days for previous seven years.
- 2) Number of minors on Census Days for previous seven years.
- 3) Average number of students in individual courses for previous seven years.
- 4) Faculty statistics for program including FTEs, Student Credit Hours generated, Student Contact Hours generated, and advising load.
- 5) Ratio of upper-division to lower-division majors on Census Days for previous seven years.
- 6) Number of graduates over last seven years.
- 7) Number of hours at the 100-200 level for the major and the 300-400 level for the major.

Effectiveness

The results of the annual Program Assessment process are to be included in the Program Review documentation.

Quality of the Program – provide evidence of the following:

- 1) Program standards and requirements relative to professional standards for the program (e.g. from discipline-specific standards in various areas).
- 2) Verification of appropriate instructor qualifications in accordance with Ferrum College's hiring practices, including adjuncts.
- 3) Teaching effectiveness at the program level.
- 4) Evaluation of adequate laboratories or other special facilities and support services needed for the program.
- 5) Appropriate benchmarking of program outcomes (e.g. year-to-year comparisons, and peer comparison cohorts in [Integrated Postsecondary Education Data System](#) (IPEDS)).
- 6) Student and faculty research, special projects, organizations, and scholarship, if applicable.

Efficiency

The Division Chair and Program Coordinator will be provided relevant data

generated by the Office of Institutional Research which might include:

- 1) Other academic majors the program supports (e.g. service courses).
- 2) Student credit hours for non-majors, majors, and general education requirements.
- 3) Capacity of sections taught and room for program expansion.
- 4) Cost per full-time equivalency as reported in the Delaware study.

Marketability

- 1) Ability of majors and minors to attract and retain students.
- 2) Potential for program growth:
 - a) National and regional evidence from employment surveys, graduate school acceptances, alumni surveys, etc. that the program prepares students for entry into steady or growing career fields.
 - b) Market demand for graduates of the program at state, regional, and national levels.
 - c) Level of investment necessary to improve program facilities and expand instructional resources.
- 3) Institutional Marketability – public relations, admissions, or fund-raising support value.
- 4) Impact of special initiatives and courses.
- 5) Other noteworthy information important to program review and improvement in this area.

c. External Accreditation Review

- 1) **Southern Association for Colleges and Schools Commission on Colleges (SACSCOC):**

The SACSCOC reaffirmation and reaccreditation review is completed by the college every ten years. The College must also conduct a mid-term review every five years.
- 2) **External Disciplinary:**

Processes occur at review cycles as determined by the accrediting agencies. To the degree possible, college and external assessment processes should be aligned.

7. Guidelines for Discontinuing any Academic Program

- a. Discontinuation of an academic program is a critical process that must include diligent adherence to the guidelines set forth by the Faculty Handbook. It is expected that the college will act in good faith to support all current programs until such a time as they are formally discontinued.
- b. The results of regularly scheduled five-year program reviews should be sent to the Curriculum Committee for review. Either as a result of this review or because of other concerns, the sponsoring school, the college administration, or the Curriculum Committee may initiate a review of an academic major, minor, emphasis area, or other academic program to determine whether or not it should be continued.
- c. The following criteria should be considered by the Curriculum Committee and the College administration in making a recommendation to continue or discontinue a program:
 - 1) Quality and value of the program
 - a) How will discontinuing the program affect the College's ability to fulfill its mission?
 - b) Do the courses and other program features offered constitute a major that meets accepted professional standards?
 - c) How many courses must be taught solely to satisfy requirements for the major? Can they be offered in a cost-effective way?
 - d) Does the program support other academic majors?
 - 2) Enrollment
 - a) Ratio of upper-division to lower-division majors.
 - b) Growth or attrition of numbers of majors.
 - c) Ability of students in the program (e.g. high school and college GPA/SAT scores, other indicators of ability).
 - d) Number of students in individual courses.

E. Classroom and Course Management

1. Instructor of Record

The instructor of record at the Ferrum College is listed as the primary instructor for a course, except in those courses that are team-taught, in which instructors share the responsibilities for the course. Each academic school has the responsibility to ensure that credentials of the instructor of record satisfy the SACSCOC Standards for Faculty Credentials.

2. Learning Environment

A faculty member may take reasonable steps to prevent or resolve disruptions to the

learning environment in class or class-related activities. This policy applies equally to enrolled students and visitors.

3. Civility in the Classroom: Expulsion Procedures

Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes turning off cell phones; arriving to class on time; avoiding use of tobacco products; engaging appropriately in classroom activities, lecture or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (verbally or physically). The Ferrum College academic honor code and community standards for behavior published in the Student Handbook provide more specific guidance in this area.

Beyond the expectation that all classroom behavior must be consistent with the published community standards, the establishment of other specific guidelines rests with each individual faculty member and should be stated clearly in the course syllabus. Some faculty may choose to include the students in establishing some of the classroom's guidelines, but once established, these should be distributed on the college's learning management system.

If a faculty member believes a student's behavior violates the established behavioral standards and classroom guidelines, he or she may dismiss the student from the classroom.

If the faculty member believes that the student's behavior is an imminent physical threat to anyone, then campus police should be contacted for immediate removal of the student on grounds of both academic and nonacademic violations.

A faculty member who has dismissed a student from the classroom for *behavioral reasons* **must** do the following:

- a. Send a brief written report describing the student's unacceptable behavior to the School Dean.
- b. Notify and speak with the School Dean as soon as possible (preferably the same day in which the unacceptable behavior occurred but no later than the following business day). The School Dean and the faculty member will discuss options regarding the student's possible continuation in the class or permanent dismissal.
- c. The School Dean and the faculty member will determine the final decision regarding the student's dismissal.
 - 1) The decision must be placed in writing with student and faculty signatures. The faculty member, student, and School Dean will receive copies.
 - 2) If the School Dean believes this decision should be delayed beyond the next class meeting, he or she will notify the student of the deliberations

underway and instruct the student to refrain from attending the class until a decision has been reached. Under no condition should two class meetings occur after the incident before a decision is reached and the student notified.

If permanent expulsion from the class is the ultimate decision, the faculty member must then notify the student in writing (with copies to the School Dean and the Provost and VPAA within 48 hours (or 2 business days) before the next meeting of the class. This notification will state that

- 1) The student has been expelled from the class.
 - 2) The student has the right to appeal the decision to the Provost and VPAA within 48 hours (or 2 business days). The appeal must be in writing with the student's signature.
 - 3) The student may not attend class during the appeal process.
- d. Within one week (5 business days) or less due to semester timing of grades, the faculty member must notify the student in writing (with copies to the School Dean and the Office of the Registrar) of the student's grade as a result of the expulsion. Grade options will be determined by the faculty member within the academic standards rules of the Ferrum College catalog.

** Note: If the class meets only once per week, notification must still be within 48 hours of the incident unless the School Dean has delayed the process as allowed in #3 above; then the final decision must still be made prior to the next weekly class meeting.*

4. Course Syllabus

Instructors must provide a syllabus for each course. The syllabus serves as an agreement between the faculty member and the student. The syllabus should include name of instructor, office location, office hours, phone numbers, email address, course philosophy or objectives of course, mission statement of the College and the program from which the course is taught, learning outcomes, behavioral objectives, assessment measurements, grading policy, attendance policy, tentative course schedule, and required texts.

Course Syllabus Guidelines (See Appendix 1, Section III)

5. Office Hours

Full-time faculty members are required to be available to students for advising, consultation, and assistance at least four hours per week. These hours must be posted on faculty office doors, included on each syllabus, and filed with the School Dean by the first day of classes each semester. Office hours should be scheduled at times that reasonably meet the needs of students. Faculty members should also be available to students at other times by appointment either in faculty offices or by teleconference.

In addition, faculty members are encouraged to volunteer in the Tutoring Center in the Carter Center for Academic Success.

6. Class Records

Each faculty member is expected to keep accurate records of student grades and attendance. Students who are absent in excess of the 25% limit should be told that they have missed more than the allowed number of absences as indicated in the Ferrum College catalog, and that they have thus failed the course.

7. Examinations

An examination schedule is prepared and published by the Office of the Registrar in consultation with the School Deans and the AVPAA. An alternate examination may be approved for students with conflicts or emergencies.

Exams are a learning experience and therefore should be given in all classes. Faculty members should not change the time of the scheduled exam without permission from the School Dean or Provost and VPAA. The exam period serves as two class hours; therefore, the class should meet during the assigned period. No exams may be given on Reading Day.

8. Grade Reporting and Incomplete Grades

In each regular session, mid-term grade estimates are issued to the students. It should be noted that these grades are not recorded on the official transcript, nor are they used to determine academic standing. A full report showing the final course grade is issued to all students within a few days after the end of each semester, provided all financial obligations to the college have been met. Grades should never be publicly posted, as this constitutes a violation of the Family Educational Rights and Privacy Act (FERPA).

Accurate grading procedures, prompt completion of reports, and great care in the assigning of grades contribute to a fair and equitable campus community atmosphere. See the Ferrum College catalog for a full description of grading procedures.

An incomplete ("I") for a course will be granted in accordance with the policy as listed in the current Ferrum College catalog.

9. Field trips and other class-connected events that may conflict with the normal class schedule

On occasion, special events such as field trips or guest speakers need to be scheduled outside a course's normal time slot. Ferrum College encourages a cooperative spirit among instructors to permit maximum benefit to the student. Except under circumstances specifically approved by the Provost and VPAA, however, (1) there must be no external compulsion on any student to give such a function precedence over another class's scheduled meetings; and (2) instructors may give credit for attendance at such functions only if comparable alternative assignments are made for students who choose to attend their regularly scheduled classes. *(Please Refer to Section V., Institutional Policies, Item v. "Campus Chaperone Policy for College-sponsored Trips" for important related information.)*

10. Privacy of Student Educational Records

Ferrum College complies with the provisions of the Family Education Rights and Privacy Act of 1974 (FERPA). The Act was designed to protect the privacy of educational records, to establish the rights 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. Please refer to the current College Catalog regarding Ferrum College's Notification of Rights Under FERPA.

The student has the right of assurance that academic and disciplinary records compiled and maintained by the College will be retained in confidence and that, when requested, copies will be supplied to the student or mailed to persons designated by the student. Academic transcripts include only information relevant to the student's academic status, except that all withdrawals prior to graduation, voluntary or involuntary, are relevant and recorded on the transcript.

College officials will not release any information about a student's record without his or her knowledge or consent beyond the student's name, information that is a matter of public record, dates of registered attendance, the nature of any degrees granted, and the date on which degrees were conferred.

Unless notified in writing by the student of express wishes to the contrary, Ferrum College releases information concerning academic or other achievements, as well as information regarding scholarships and merit awards.

1. *Advising*

Course selection is part of the advising process. In addition, faculty academic advisors are expected to be familiar with campus resources so that they can direct students to those services as needed.

Academic Advisors' Responsibilities:

1. Provide specific and accurate information, including the discussion of academic policies and guidelines; approve all designated academic transactions (schedule, drop/add, withdrawal, etc.); and maintain accurate records.
2. Establish advising outcomes that include helping students define and develop realistic educational plans, assisting students in planning programs consistent with their interests and abilities, and discussing with students what advising can and cannot provide.
3. Be available to students by scheduling, posting, and keeping regular office hours and encouraging repeated meetings with advisees, especially to review mid-semester and semester grade reports and academic alerts.
4. Inform students of available support services.
5. Refer students when academic or personal problems require intervention by other professionals.

2. *Faculty Professional Development Opportunities*

Ferrum College values the importance of providing ongoing support for faculty development. Such investments are critical to enhance student learning, to provide career-long teaching and scholarly work for faculty, and to strengthen the institution. We give priority to initiatives that focus on best practices in higher education. In the teaching area, we provide priority support for best practices in higher education pedagogy and curriculum development. In the area of scholarship, we provide support for a broad array of scholarly initiatives that range across the Boyer Framework genres-discovery, integration, application (engagement/outreach), teaching as described in *Scholarship Reconsidered* and as defined by Shulman (Teaching as Community Property):

“ . . . scholarship entails an artifact, a product, some form of community property that can be shared, discussed, critiqued, exchanged and built upon.”

Teaching is primary at Ferrum College. How curriculum is designed, how instructional strategies are chosen to implement the curriculum, how classroom learning is linked with co-curricular learning, and how student learning assessments are chosen are all intricately related components. Faculty development is essential to help faculty as they continue to hone the craft of effective teaching. Our Faculty Development efforts aim to provide faculty with opportunities for developing all components.

At Ferrum College, scholarship and continued professional development are important. The linkage of ongoing scholarship with teaching is a hallmark of a great professor. The pursuit of scholarly work within and across among multiple genres (Boyer, 1990) strengthens one's teaching. As stated in Ferrum College's guidelines for promotion and tenure, "evidence of continued scholarly activity is expected."

We seek to support faculty members as they strive to continue their professional development across their careers as they engage in the construction of curriculum, and in honing and expanding their repertoire of engaging modes of instruction and assessment. We support faculty as they continue their scholarly pursuits, strengthening their disciplinary and interdisciplinary expertise, helping fulfill the mission of the College, meeting the educational needs of students, and contributing to the betterment of society.

Faculty Development Opportunities:

New Faculty Program

New Faculty Grants

Original Faculty Professional Development Fund

School-level Travel Fund

Summer Curriculum Development Grant

Summer Faculty Research Grant

Support from the College's Director of Grants and Special Projects

Ongoing workshops, seminars, Colloquy, etc.

Appalachian College Association

Sabbatical

Cheatham Fellowship Program

Ferrum Teacher/Scholar Program

For further information on Professional Development Opportunities, please contact members of the Professional Development Advisory Committee (PDAC) or the Office of the Provost. Upon completion of a funded project, a final report must be submitted to the Provost by the date stated in the grant description. Any individual who does not complete a project report will not be eligible for additional funds until the report is submitted. Monies not expended will be returned to the fund. Grantees must agree to return to Ferrum College for one academic year of service as repayment. Otherwise, the grantee must repay the amount of the grant/award with appropriate interest.

1. New Faculty Program

This program is under the Office of the Provost. It includes seminars and mentoring components in a faculty member's first year.

2. New Faculty Grants (including Visiting Faculty)

The purpose of the grant is to assist new faculty members in beginning a program of scholarship. The fund provides for a wide variety of scholarship-related expenses (receipted) including justified travel, supplies, materials, equipment, student assistant support, and faculty stipend (for summer months only). (Student assistant pay or faculty stipend must also include FICA. Purchased equipment will become the property of Ferrum College. The grant is available for new full-time faculty and new full-time visiting faculty.)

New Full-time faculty:

Up to four grants will be available each year. Typical grant range: \$1,000-2,000.

Eligibility

Full-time faculty during their first three years of service at the College.

New Full-time Visiting faculty:

Up to two grants will be available each year. Typical grant range: \$1,000-2,000.

Eligibility

Full-time faculty during their first two years of service at the College.

a. Application and Reporting Process

Grant money is administered by the Provost (or designee) after having been reviewed by the PDAC. Application, scoring rubrics, and general information are provided by the PDAC. Completed applications are due February 1 to the PDAC (or the Monday following February 1 if this day falls on a weekend).

Funds will be available after July 1, and must be used by February 28. A written report on the completed project must be submitted to the Provost by May 15.

b. Nature of a Successful Proposal

Projects will be evaluated based on criteria as outlined in the proposal application and scoring rubrics. Successful proposals will include a detailed description of the scope and purpose of the project, clear and beneficial connection(s) to the faculty member's program of scholarship, a realistic timeline, and a detailed budget and justification.

3. Faculty Professional Development Fund

The purpose of this fund is to assist faculty in obtaining opportunities for professional development related to scholarship as defined by Boyer. These can involve scholarly research or presentation/participation in conferences, workshops, or seminars (category 1 project), or degree completion projects (category 2 project). The fund provides for a variety of expenses (receipted) including travel expenses, supplies, materials, equipment, and tuition or other degree completion expenses.

Purchased equipment will become the property of Ferrum College. Typical award range is \$1,000-2,000; however, individual awards will be limited to a ceiling of 7.5 percent of the fund total for the year. Additionally, the maximum disbursement to an individual for degree completion projects, doctoral work, or work towards an advanced degree will be \$7,500.

Eligibility

Full-time faculty members at Ferrum College are eligible for grants for faculty development projects according to the amounts listed above.

Adjunct Lecturers are eligible for grants for faculty development projects with a maximum award amount of \$1,000.

a. Application and Reporting Process

The Faculty Development Fund, from which the award money is disbursed, is administered by the Provost and VPAA (or designee) after having been reviewed by the Professional Development and Integrated Programming Advisory Committee. Application, scoring rubrics, and general information are provided by the committee. Deadline for application is November 1 for projects from January 1-June 30; or March 15 for projects from July 1-December 31 (or the Monday following November 1 and March 15 if these days falls on a weekend). Projects

within the stated time frames may be considered on a case-by-case basis with justification. The standard form for reporting on the project must be filed with the Office of the Provost by September 15 for the January-June grant cycle or March 15 for the July-December grant cycle to verify expenses as outlined in the original application. Receipts for reimbursements for projects running January 1-June 30 must be submitted by June 15 to receive funds based on the fiscal year.

b. Nature of a Successful Proposal

Projects will be evaluated based on criteria as outlined in the proposal application and scoring rubrics. Successful proposals will include a detailed description of the scope and purpose of the project and an explanation of benefit to the faculty member, to the College, and/or to students; a realistic timeline; and a detailed budget and justification.

Stipulations

Category 1 proposals should be funded at least equally with category 2 proposals during any given year. In consideration of projects of approximately equal merit, preference will be given to faculty who have not received professional development funds within the past year.

4. School Travel Funds

Each faculty member may make formal request through the office of their Dean for \$400 travel funds. Applications and approvals are at the school level.

5. Summer Curriculum Development Grant

The purpose of this grant is to assist faculty with the development of course content, student-learning assessments in a course or courses, program assessments and new materials for existing or new courses. A \$1,500 curriculum development grant payable to the grantee is available for this grant. The funds from this grant are typically used for faculty stipend; however, funds can also be used for materials, supplies, or travel if justified. Up to three Summer Curriculum Development Grants are available each summer to different faculty members, ideally one from each school.

Eligibility

This grant is available to all full-time faculty members who have taught at the college for a minimum of three years. Preference will be given to excellent proposals and to those who have not previously received support for Summer Curriculum Development through this grant.

a. Application and Reporting Process

Grant money is administered by the Provost and VPAA (or designee) after having been reviewed by the PDAC. Application, scoring rubrics, and general information are provided by the PDAC. Applications should be submitted to the

PDAC on or before February 1. The term of the grant will extend from July 1 through August 14 of the same year. A final report submitted to the Provost on the standard reporting form will be due not later than August 31 of the year of the grant. The report should delineate the accomplishments of the summer research grant and be related to the expected outcomes outlined in the proposal. Stipends will be funded after the final report has been filed.

b. Nature of Successful Proposal

Projects will be evaluated based on criteria as outlined in the proposal application and scoring rubrics. The proposal should provide a clear summary of the curriculum development project including a thorough description of the course or courses being revised or developed, a plan of action for the development project, a timeline (outline for 6 weeks of focused work), and the outcome or outcomes expected from this work.

6. Summer Faculty Research Grant

The purpose of this grant is to assist faculty with scholarly research in the genre of Boyer's "scholarship of discovery." (See Boyer's model for further delineation. References included below.) This research grant is available to a faculty member conducting original research in his or her discipline(s) of expertise in the amount of \$2,000. The funds from this grant are typically used for faculty stipend however funds can also be used for materials, supplies and equipment if justified. Purchased equipment will become the property of Ferrum College. Up to three Summer Faculty Research Grants are available each summer to different faculty members – ideally, one from each school.

Eligibility

This grant is available to full-time faculty members who have been with the college for at least three years. Preference will be given to excellent proposals and to those who have not previously received support for Summer Faculty Research through this grant.

a. Application and Reporting Process

Grant money is administered by the Provost and VPAA (or designee) after having been reviewed by the PDAC. Application, scoring rubrics, and general information are provided by the PDAC on or before February 1. The term of the grant will extend from July 1 through August 14 of the same year. A final report submitted to the Provost on the standard reporting form will be due not later than August 31 of the year of the grant. The report should delineate the accomplishments of the summer research grant and be related to the expected outcomes outlined in the proposal. Stipends will be funded after the final report has been filed.

b. Nature of Successful Proposal

Projects will be evaluated based on criteria as outlined in the proposal application and scoring rubrics. The proposal should provide a clear summary of the research project including a thorough description of the project, methodology, timeline (outline for 6 weeks of focused work), and the outcome or outcomes expected from the work.

7. Support from the College's Director of Grants and Special Projects

This support may include helping faculty locate external grants and funding sources for projects, providing college data and documentation to support applications, and assisting in the writing and preparation of grant applications.

8. Ongoing workshops, seminars, and webinars, etc.

9. Appalachian College Association (ACA)

Ferrum College is a member of the Appalachian College Association, and faculty members are eligible to apply for development programs operated by this organization. Details are available on the ACA website: www.acaweb.org. The ACA sponsors an ACA Summit and a Teaching and Learning Institute each year.

10. Sabbatical Leave

Sabbatical leave may be granted to faculty members for further professional study or improvement.

The conditions of eligibility and the terms of sabbatical and other leaves are as follows:

1. Faculty members on leave shall be relieved from all teaching, research, administrative functions and committee work for the period of the leave so that their full time may be devoted to the purposes for which the leave is granted.
2. Faculty members are not ordinarily expected to engage in other employment during the period of sabbatical leave. Should the applicant propose to do so, any such plans must be justified in terms of the general spirit of the sabbatical program and approved by the Provost and VPAA.
3. Acceptance of sabbatical or other leave implies an obligation to return to active employment as a member of the faculty for at least one year. Applicants for sabbatical must sign an agreement to continue their service to Ferrum College for one year upon completion of the sabbatical or must repay to Ferrum College all salary received while on leave, plus appropriate interest.
4. Tenured faculty are initially eligible for sabbatical after they have a total of seven years of full-time teaching service at the College. They are again eligible for sabbatical upon completion of each six-year period of full-time teaching thereafter. Tenure is required for the granting of a sabbatical.

5. Sabbaticals are ordinarily granted for an entire academic year at up to one-half salary or for one semester at up to full salary. If faculty members receive support from outside sources this will be taken into account in determining the salary and fringe benefits to be received from the College. One semester sabbaticals may be granted for the fall but are usually considered only for the spring semester.

6. For sabbatical leave:

The applicant must file a written request for a sabbatical with the School Dean by November 1, and with the Provost and VPAA (or designee) by December 1 of the year preceding the academic year for which the leave is desired. The letter of request should include the following facts:

- 1) Length and dates of leave desired.
- 2) Statement of any previous leave.
- 3) A detailed statement of the applicant's sabbatical study and plans.
- 4) A statement of outcomes appropriate to one's discipline (e.g. manuscript for publication, artists' creation or creations).
- 5) A full statement of any anticipated additional compensation or assistance related to the applicant's project related to the applicant's project.

The School Dean will respond to the request in writing within thirty days and forward that response to the Provost and VPAA and to the applicant. The leave must be evaluated by the School Dean and the Provost and VPAA (or designee), then approved by the President. Sabbaticals granted will be reported by the Provost or VPAA (or designee) to the Academic and Student Affairs Committee of the Board of Trustees and to the entire Board as information.

Upon completion of sabbatical, faculty members are expected to submit a report to the Provost and VPAA (or designee) detailing the work done during the leave and the progress made toward the stated goals for which the leave was granted.

11. Cheatham Fellowship Program

The Cheatham Fellowship is an annual award from an endowed fund intended to promote professional development among faculty at Ferrum College. The Provost and VPAA (or designee), in consultation with the President will choose the recipient from

among the senior faculty applicants (professors and associate professors). The Cheatham Fellow must be an individual held in high regard as a teacher and be engaged in professional development activities which enhance his or her own and the college's reputations. The application should present a proposal that sets forth a clear and coherent academic purpose. A resume and other supporting documents may be attached at the applicant's discretion. Deadline for application is April 1, with the award being announced annually at Commencement.

The Cheatham Fellow will use the funding for specific professional development activities for which he or she is accountable to the Provost and VPAA. A final report to the Provost and VPAA will assess the extent to which the Fellow's academic goals were realized.

12. Ferrum College Faculty Scholar Program

- a.** Up to three faculty members who demonstrate via their proposal their strong commitment to undergraduate research/scholarship will be selected as Ferrum College Faculty Scholars. A Ferrum College Faculty Scholar must invite at least one student who has demonstrated the capacity for scholarly work to work with him/her on a scholarly project that is sustained across 1.5 academic years (January 20XX - June 20XY). In the proposal, the faculty member must provide his or her assessment of the student's qualifications and capacity for the project. Faculty members currently appointed to other College-sponsored fellowships (e.g. Williams Professorship, Cheatham Fellowship, New Faculty Grant) and School Deans are not eligible for this program. Eligible faculty members include all tenure track faculty and non-tenure track faculty who have served Ferrum College as full-time faculty members continuously for five years or more.
- b.** Ferrum College Faculty Scholars will receive reassigned time for focus on research/scholarship consistent with the College's expectations (#3) and the applicant's approved proposal/application. The reassignment from teaching will equal one, 3-credit-hour course in spring semester for two consecutive years. In addition, the Faculty Scholar will receive a total monetary allowance of \$2,000. The faculty member may choose to use the allowance in a variety of ways: for example, providing student pay for summer work (faculty will be responsible to make appropriate arrangements with the Student Employment Office. Student deductions must be factored in as part of the total award); purchasing materials and supplies for research; and providing funds for travel for faculty member and/or student. The proposal should be explicit regarding the requested use of funds. Any deviations from the accepted proposal must be pre-approved by the Provost and VPAA and must be submitted in writing for review. Faculty are expected to monitor the use of the funds and to provide a specific budget accounting as a portion of the final report.
- c.** Applications will be competitive. Proposals must meet particular expectations and requirements. The successful Ferrum Faculty Scholar proposal will include at least each of these components:

- 1) A well-developed and professional proposal (including a bibliography) that describes the goals of the project: a narrative describing the research/scholarship and methods to be used, in detail; a timeline; a budget (up to \$2000); and expected outcomes. The proposal must include an introductory section describing the overall aim for connecting the work described in the proposal with the College's strategic positioning for student learning via intensive one-on-one scholarly work between faculty and student. (The selection process will be very rigorous and alignment with the strategic positioning of the College will be the leading criterion.) ii. It must be clear how the student will be involved in the project. Be specific as the intent of this initiative is two-fold, to help faculty members advance their own scholarship and to provide engaging learning opportunities for capable students.
 - a) A letter of support from the appropriate School Dean and a staffing plan that demonstrates how teaching load will be reassigned.
- d. The Faculty Professional Development (and Integrated Programming) Advisory Committee will receive and review applications/proposals and make a recommendation of the top three candidates, if applicable, to the Provost and VPAA. In consultation with the Academic Cabinet, the Provost and VPAA will select the Faculty Scholar recipient(s).
- e. A final report must be submitted to the Provost on the standard reporting form and will be due not later than May 15 of the second and concluding year of the grant.

13. Exemplary Faculty Award

The Exemplary Faculty Award recognizes a full-time faculty member at Ferrum College who exemplifies excellence in teaching; civility and concern for students and colleagues; commitment to a value-centered education; and service to students, the institution, and the community.

Award recipients will be selected based on the following criteria:

- Be a full-time Ferrum College faculty member.
- Show evidence of a long-term commitment to effective undergraduate teaching.
- Have an exceptional reputation as a teacher in terms of knowledge of the subject, course organization, clarity of instruction, and availability to students.
- Serve as a mentor and role model for students.
- Demonstrate concern for student welfare in areas beyond academic studies.

- Be recognized as a competent scholar and be engaged in professional-level experiences.
- Provide service to the College, the profession, and the greater community.
- Embody the “Not Self, But Others” motto through engagement and activities with colleagues, students, and the community.

Faculty will be nominated by the campus community. A faculty member may receive the award only once during his or her career at Ferrum College. Several former recipients of the Exemplary Faculty Award will be invited to serve on the selection committee. The Committee will submit the name of one candidate to the Provost and VPAA and President for approval. The Exemplary Faculty Award will be presented during the May Commencement Ceremony.

Appendix 1 - Section III

Ferrum College Course Syllabus Guideline

This guideline may be formatted and ordered as the instructor prefers, but every syllabus must contain all of the following information. To view examples by program, see course-specific syllabi listed on Brightspace under FaCET>Assessment Resources> Program Assessment.

Course Number and Title
Ferrum College
Program
School Semester & Year (e.g. Fall 2020)

I. Instructor Information

Instructor Name
Office location
Contact Information
Office Hours

II. Course Meeting Time and location

III. Textbooks and Materials

IV. Use of Brightspace

V. Catalog Course Description

VI. Course Objectives and Outcomes

VII. Course Requirements/Assignments

- List clearly your policies on assignments: are make-up assignments allowed? Do you accept late assignments—if so, at what cost to the grade? Other stipulations on assignments?
- List assignments, including description of the task, due date, percentage of grade.

VIII. Evaluation and Grading Evaluation Scale

A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 0-59

IX. Course Policies and Resources, including (at least):

- *Attendance*: Ferrum College policy states that attendance is required for at least 75% of the course.
- *Academic Integrity*: In all instances, policies identified in the Ferrum College catalog and the Ferrum College Student and Faculty Handbooks regarding the Honor System shall be followed. Students are expected to display academic integrity at all times and in all circumstances.
- *Civility in the Classroom*: Civil behavior and mutual respect between faculty and students are critical in the college classroom environment if teaching, learning, critical thinking, and sharing of ideas are to occur. Respectful and civil behavior at a very basic level includes the following: turning off cell phones; arriving to class on time; avoiding the use of tobacco products; engaging appropriately in classroom activities, lecture, or discussion through attentive listening without interruption or side chats; and demonstrating the ability to discuss topics without inappropriate language or attacking others (physically or verbally). Students who do not comply with the Civility in the Classroom policy described in the Faculty Handbook and the Student Handbook may be removed from the academic setting and may risk serious consequences as outlined in the Civility policy.
- *Office of Accessibility*: As directed by Ferrum College's policy, any student with a disability who qualifies for and chooses to seek academic accommodations (such as testing, captioning, or other services) must request accommodations through the Office of Academic Accessibility. The director, Nancy Beach, can be reached by email at nbeach@ferrum.edu and information is available at www.ferrum.edu/accessibility. Students pursuing academic accommodations must submit appropriate documentation to the Director of OAA and follow Ferrum College's OAA established procedures in a timely manner.

If students believe they are not receiving the accommodations needed, their responsibility is to immediately contact the Director by email, explain their concern to the degree they feel comfortable explaining it in writing, and request an appointment.

Accommodations cannot be granted retroactively; they must be requested in a timely manner before the accommodation is needed.

IV. EMPLOYMENT POLICIES

Statement of Shared Governance

As noted in the Statement of Shared Governance in Section IIA, sections of the Faculty Handbook that relate to terms of employment and benefits are typically set by the administration in consultation with the Board of Trustees, legal authorities, or both.

A. Faculty Qualifications and Professional Education

1. Criteria for Academic Ranking

The master's degree is a minimum requirement to hold faculty rank, and in most disciplines, the doctorate is expected. Continuing professional development, including scholarly activity, is expected to be a career-long endeavor. Ferrum College recognizes that scholarly activities vary according to discipline.

Rank Requirements

- a. **Instructor:** A master's degree or doctorate in the teaching field is required. Outstanding recommendations and teaching experience are preferred; excellent credentials and recommendations may be accepted in lieu of classroom experience. Upon completion of a terminal degree, a faculty member holding the rank of Instructor may apply for appointment to the rank of Assistant Professor.
 - 1) **Instructor:** Typically upon hire this will be the rank held by non-tenure-track faculty without a terminal degree.
 - 2) **Instructor 2:** After 6 years of continuous full-time employment at Ferrum College as an Instructor, a non-tenure-track faculty member may apply for promotion to Instructor 2 following the guidelines in Section IV Part J.
 - 3) **Senior Instructor:** After 6 years of continuous full-time employment as an Instructor 2 at Ferrum College, a non-tenure-track faculty member may apply for promotion to Senior Instructor following the guidelines in Section IV Part J.
- b. **Assistant Professor:** In most disciplines a doctorate in the teaching field is required. A master's degree is considered a terminal degree in a few disciplines (e.g. Social Work and the Fine and Performing Arts). Teaching experience at the college-level is desired. Excellent recommendations and credentials are expected. It should be noted that a non-tenure track faculty member may not proceed beyond the rank of Assistant Professor or be eligible for tenure.
- c. **Associate Professor:** The doctorate or other terminal degree in the teaching field and a minimum of six years college teaching experience or the equivalent work in a professional setting are required. Excellent recommendations and credentials are expected. Unless hired at this rank, a faculty member should submit materials and be granted tenure either before or concurrent with achieving the rank of Associate Professor.

- d. **Professor:** The doctorate or other terminal degree in the teaching field and a record of excellent professional accomplishment are required. Twelve years of college teaching experience or the equivalent work in a professional setting is required. Unless hired at this rank, a faculty member should apply for and receive the rank of Associate Professor before achieving the rank of Professor. Hiring a new faculty member at the rank of professor requires approval by the Tenure, Promotion, and Honorary Status Committee.

Note: Retired Ferrum College faculty who wish to teach for the College on a part-time basis will retain their rank. For example, an associate professor who retires and teaches a class for the college would be an adjunct associate professor.

- f. **Faculty Emeritus:** Individuals who have retired from the faculty of Ferrum College may be nominated for Faculty Emeritus status by a letter from the members of their former schools. This letter will be sent to the Tenure, Promotion, and Honorary Status Committee, which will invite comments from the general faculty. If this recommendation is approved by the committee, the nominee's name is sent to the President for final action. In the selection of faculty emeriti, the following minimum standards must be met:

- 1) The faculty member retired from the teaching profession while under contract at Ferrum College.
- 2) The faculty member served the College with distinction for a minimum of ten years. Such distinction should involve both teaching and either service or scholarly excellence.
- 3) The services rendered by the faculty member to the College deserve special meritorious recognition.

- g. **Library Faculty Rank:** Full-time librarians are accorded faculty status as follows:

- 1) **Assistant Professor:** A master's degree or doctorate in Library Science is required. Professional library experience is desirable.
- 2) **Associate Professor:** A master's degree or doctorate in Library Science and at least six years of experience as a professional librarian at the college level are required.
- 3) **Professor:** A master's degree in Library Science and at least twelve years of professional library experience are required. A doctorate in Library Science or another appropriate discipline is desirable. Excellent professional performance is expected.

- h. **Carter Center for Academic Success:** Full-time Carter Center personnel whose primary purpose is teaching are accorded faculty status. They must possess at least a master's degree.

2. Commitment to Teaching

No other responsibility takes precedence over teaching. Although the College expects professional development and scholarly activity, teaching excellence is of primary importance.

3. Character

Ferrum College seeks faculty who are committed to the highest intellectual standards and moral values and who exemplify both.

4. Community of Interests

Ferrum College plays a distinctive role in the area and encourages faculty to make positive contributions to the community. The College affirms its relationship to the United Methodist Church without restricting employment to persons of any religion or doctrinal position.

B. Selection Process for Faculty (Refer to Appendix 1, Sections IVa & IVb)

A search committee selected by the School Dean will screen applicants by curriculum vitae and transcripts. The search committee shall consist of no fewer than three members, preferably at least five, including the School Dean. The School Dean will appoint the chair. The committee chair will convey the recommendations of the search committee to the Provost and VPAA. The committee chair, in cooperation with the search committee, or the School Dean will make arrangements for interviews with those recommended by the search committee.

During the interview process, candidates will be reviewed by the search committee, the School Dean, the Provost and VPAA, the President, selected faculty members, and students, when available. The committee, in consultation with these groups and individuals, will present a final ranking of candidates to the School Dean and Provost and VPAA for contract consideration.

C. Faculty Ethical Standards and Code of Conduct

1. Preamble

Ferrum College seeks faculty who are committed to the highest intellectual and moral values and who exemplify both. As members of the Ferrum College community, all faculty are responsible for sustaining the highest ethical standards of the institution and of the broader community. The College values integrity, honesty, and fairness and strives to integrate these values into its teaching, research, and business practices. It is the intent of the Faculty Ethical Standards and Code of Conduct statements to protect academic freedom, to help preserve the highest standard of teaching and scholarship, and to advance the mission of Ferrum College.

2. Ethical Standards

- a. The primary responsibility of faculty members to their subject is to seek and to state the truth as they see it. To this end faculty members devote their energies

to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in acquiring, extending, and transmitting knowledge. They practice intellectual honesty. Although faculty members may follow subsidiary interests, these interests must never hamper or compromise their freedom of inquiry.

- b. As teachers, faculty members encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Faculty members demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Faculty members make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of each student's work reflects that work's true merit. They respect the confidential nature of the relationship between faculty and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from students and protect students' academic freedom.
- c. As colleagues, faculty members have obligations that derive from common membership in the community of scholars. Members of the faculty do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates. In the exchange of criticism and ideas, faculty members show due respect for the opinions of others. Faculty members acknowledge their academic debt and strive to be objective in their professional judgment of colleagues. Each faculty member accepts his or her share of faculty responsibility for the governance of the institution.
- d. As members of an academic institution, faculty members seek, above all, to be effective teachers and scholars. Although faculty members have a right to academic freedom, this right does not limit their responsibility and requirements to follow all provisions in this Faculty Code of Conduct and all other Ferrum College policies. Faculty members give due regard to their paramount responsibilities within the institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, faculty members recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
- e. As members of their community, faculty members have the rights and obligations of other citizens. Faculty members measure these obligations in the light of their responsibilities to their discipline, their students, their profession, and their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for Ferrum College. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.
- f. ***Appendix 2, Section IV*** contains examples of faculty behavior that would

constitute violations of Ferrum College's ethical standards.

D. Contracts

New faculty will be issued contracts soon after accepting an offer of employment. Tenured faculty are offered contracts according to tenure policy as outlined in the Provisions of Tenure Agreement (Section IV G). Non-tenured faculty members' contracts may be renewed at the discretion of the administration. Contracts are normally issued by the end of the first week of April. Both tenured and non-tenured faculty contracts should be returned within two weeks of receipt of the contract. Failure to return the contract within two weeks may result in termination of the contractual offer. If a faculty member finds a portion of the contract unacceptable, she or he should attempt to negotiate a satisfactory solution with the Provost and VPAA. If such a solution cannot be reached, the faculty member may initiate a grievance according to the grievance procedure as outlined in the Faculty Handbook.

Faculty are bound by the terms of the Ferrum College Faculty Handbook and the Ferrum College Staff Handbook in effect when they sign their contracts. No changes to the faculty handbook can be made without faculty approval after contracts are issued.

1. Compensation Adjustment Guidelines

The President's Cabinet makes a recommendation to the President by December 1 of each year regarding adjustments in compensation. The President reviews this recommendation and makes a decision concerning the level of salary increase (if any) to include in the proposed budget. After approval by the Executive Committee of the Board of Trustees, adjustments are applied to individual pay rates based on the following guidelines:

- a. It is the general practice of Ferrum College to first address cost-of-living increases by giving raises based on years of service to the College.
- b. Any approved funding in excess of the cost-of-living increase is allocated to President's Cabinet members to make additional adjustments within their area based on the following criteria and subsequent approval by the President:
 - 1) Promotion.
 - 2) Increased responsibility (documented by change in job description).
 - 3) Recognition of recently received degree or certification.
 - 4) Recognition of documented improvement in skills or qualifications.
 - 5) Adjustments resulting from variances in compensation with similar job categories on campus or in comparison with benchmark groups.

2. Notification of Non-Renewal of Non-Tenured and Non-Tenure Track Faculty

When a new faculty member is employed, a one-year contract is offered. Faculty members on probationary appointments whose contracts will not be renewed will receive written notice of non-renewal on the following schedule:

- a. **Not later than March 1** during the first academic year of service
- b. **Not later than December 15** during the second year of service
- c. **Not later than August 15** during the third year or any subsequent year of service

In practice, the administration will inform faculty members of non-renewal of contracts as soon as possible.

E. Outside Employment

Employees are not permitted to engage in any other employment or private business or profession during hours in which they are normally employed by Ferrum College.

1. Outside Employment, Contracts, Professional Consulting, and Grants During the Academic Year

- a. Outside employment, contracts, and professional consulting are allowed provided they do not interfere with Ferrum College employment. Ongoing, outside employment and business activities requiring ten hours or more of time per week should be reported to the School Dean and Provost and VPAA in writing, on an annual basis.
- b. Faculty members who receive remuneration from grant work done during the academic year must notify the Provost and VPAA before beginning this work. This work must not interfere with the faculty member's responsibilities to the College.

2. Remuneration for Grants, Contracts, or Professional Consulting Work Done During the Summer

Faculty members who receive remuneration from grants, contracts, or professional consulting work administered by Ferrum College and done during the summer must notify the Provost and VPAA before beginning this work.

Outside employment should not be a discredit to Ferrum College, nor should an employee use the College's position, name or assets to acquire such employment or to promote business. College equipment, supplies, and facilities are not to be used in connection with outside employment.

F. Compensation and Benefits

1. Compensation

Faculty determined to have taught an overload in a fall semester will receive one course reassigned time in the following spring semester if this is considered feasible by the school's Dean. If the reassigned time is not possible, a full course load in the spring semester will be considered an overload. Overloads will be paid in the spring semester only after fall and spring workloads have been completed. All overloads will be paid in February after it is determined that fall overloads will not be compensated by reduced loads in spring.

In situations in which overloads become routinely necessary in order to staff the required courses in a major program of study, the Provost and VPAA and the School Dean will assess the needs of the program and create a plan for seeking additional full-time or part-time faculty support to meet the recurring needs of the program.

2. Stipends

Responsibilities beyond contractual obligations may be compensated by a stipend. The amount will be negotiated among the faculty member, School Dean, and the Provost and VPAA.

3. Additional Compensation

a. Independent Study for Regular Session

An independent study cannot be initiated after the close of the add period unless special permission is granted by the Provost and VPAA. The instructor's payment for independent study in a regular session will be determined at the following rate after the professor submits the final grade to the Office of the Registrar: 70 percent of the fee charged for the credit attempted.

b. Faculty Supervision of Student Internships

Faculty directing student internships will be paid at a rate of \$150 per intern for on-campus internships and \$200 per intern for off-campus internships. The payment will be processed after the professor submits the final grade to the Office of the Registrar. Reimbursement for approved travel will be at the standard rate.

c. Program Coordinators Compensation

Ferrum College recognizes the important work of Program Coordinators, but also recognizes that their duties vary widely because of the considerable differences among the academic programs. Except for the few Program Coordinators whose pay is included in their individual contract (e.g. Social Work and Teacher Education), the College provides each Program Coordinator a stipend each year which is calculated according to the following scale based on the number of juniors and seniors officially enrolled in the major at the beginning of the academic year.

Number of Declared of Students	Amount
0 to 19 students	\$250
20-99 students	\$500

In cases where a Program Coordinator has significant additional duties such as considerable responsibilities in facilities management or in the coordination of lower-level courses in the discipline not tied to the major, the Program Coordinator and School Dean may apply to Provost and VPAA for a stipend in addition to what the above scale would suggest.

d. Workload

These workload policies are intended to address normal circumstances. Exceptional circumstances will be addressed on a case-by-case basis through discussions involving relevant faculty, the School Dean, and the Provost and VPAA. The typical workload includes

- 1) Twelve credit hours of coursework per semester or twenty-four total credit hours for fall, spring, E-Term or May Term. Courses with required labs are counted by credit hours in the classroom plus $\frac{1}{2}$ of lab contact hours. There is an exception to this rule for faculty who do not teach at least 50 students per semester. In this case, more credits may be taught without creating an overload situation for that faculty member.
- 2) Up to three different course preparations.
- 3) 15 or more advisees.
- 4) At least one major or two minor committee responsibilities.
- 5) At least 4 office hours per week.

e. Under-Enrolled Classes

Normally, scheduled courses are expected to have an enrollment of at least ten students by the end of the third day of classes (two days before the last day to add a course). A course with fewer than ten students at that time may be cancelled, retained as a standard course (See Exceptions to the Tutorial Policy below), or changed to a tutorial model after review by the School Dean in consultation with the Provost and VPAA.

Tutorial Model

If a faculty member is in overload, the tutorial model is used. A course with fewer than 10 students at the end of the drop-add period is removed from the workload calculations and paid according to the following criteria:

- 1) If the course has 1 enrolled student, it will be paid at one Independent Study Rate.
- 2) If the course has 2-5 students, it will be paid at the rate of 150 percent of one Independent Study Rate.
- 3) If there are 6-9 students, it will be paid at the rate of 200 percent of one Independent Study Rate (Please see below for Independent Study Rate Calculations).
- 4) If a normally offered course is not expected to reach an enrollment of at least 10, it may be retained based on course design or historical precedent (e.g. individual music lessons, stacked classes, etc.).

Exceptions to the Tutorial Policy

A course that is required by a major or minor and that is regularly offered on a two-year rotation may be allowed to remain classified as a standard course if it has six or more students enrolled at the end of the add period, a determination that will be made at the discretion of the School Dean in consultation with the Provost and VPAA. Factors that directly impact the decision include the following:

- 1) Rotation pattern of the course for the past several years.
- 2) Required status in the major or minor and availability of suitable substitutions and alternatives (for a course to be considered as required in a major or minor, it must be so identified in the College catalog or belong to a set of courses specified in the catalog from which the student is required to choose one or more courses to meet graduation requirements).
- 3) The number of students at risk of not graduating if the course is cancelled and no suitable alternatives or substitutions are available.
- 4) Faculty workload apart from the course under review.
- 5) Other factors deemed relevant by the School Dean or the Provost and VPAA.

Other Under-Enrolled Classes

The tutorial model as outlined above applies to courses on a regular two-year rotation. Under-enrolled classes (fewer than ten students) on a one-year rotation are typically cancelled, but may under certain circumstances be treated as tutorials at the discretion of the School Dean in consultation with the Provost and VPAA.

f. Team-taught Courses

Team-teaching compensation will be calculated in the workload for each faculty member on a proportional basis as determined in consultation with the School Dean and the Provost and VPAA.

g. Adjustments to Workload

Prior to the start of each semester, each School Dean will identify any adjustments for faculty who have additional responsibilities and review them with the Provost and VPAA. Adjustments that are standardized and on-going will be written into faculty contracts where appropriate. The following adjustments are included in this category:

- 1) School Deans have a nine credit-hour load reassignment each semester.
- 2) The chair of Faculty Council will have a three credit-hour reassignment each semester he or she serves as chair.

- 3) As a general rule, the chair of other faculty governance committees will not be granted a reassigned course. However, in certain cases when workload is anticipated to be far above what is reasonable, the Provost and VPAA, in consultation with the appropriate School Dean, may choose to provide reassigned time depending on the anticipated workload for a committee.
- 4) When a faculty member chairs a self-study steering committee, the Provost and VPAA and the appropriate School Dean will decide on a case-by-case basis whether a load adjustment is needed.

In situations in which a faculty member has less than the typical load, the School Dean and the faculty member will decide on ways in which the faculty member may compensate for the light load in one area by taking on additional responsibilities in another area. This may include reallocation of committee work, a special assignment, advising responsibilities, etc.

When advisees are unequally allocated among faculty in a program, the School Dean will take steps to bring about equity, as soon as possible, in the number of advisees assigned to each faculty member. It is the responsibility of the School Dean to discuss adjustments with the Provost and VPAA prior to final approval.

h. Overloads

When a faculty member is considerably above the typical allocation of responsibilities, the School Dean, in consultation with the faculty member, will seek ways in which the workload may be reallocated. If this is not possible, the School Dean and the Provost and VPAA will agree on means to compensate for the overload.

The Office of the Provost and VPAA is responsible for maintaining records of workload adjustments for the faculty and the School Deans. Overload compensation for fall and spring semesters will be paid in February.

As a general rule, tenure-track faculty should not teach more than three credits of overload per year, and non-tenure-track and tenured faculty should not teach more than three credits of overload per semester.

Overload Compensation:

Faculty teaching more than 24 hours in one year that have not been compensated by other workload adjustments will be compensated the following amount above the highest adjunct rate per credit hour of overload:

Professor	\$166.66/credit hour
Associate Professor/Senior Instructor	\$133.33/credit hour
Assistant Professor/Instructor 2	\$100.00/credit hour
Instructor 1	\$ 66.67/credit hour

i. Ferrum Online Teaching Compensation:

Faculty may choose to teach additional courses (in excess of 24 credits) through Ferrum Online. The compensation for Ferrum Online teaching will be at the following rate:

\$1,950 (6-15 students)

\$2,300 (16-25 students)

\$2,600 (25+ students)

Payments will be made as a stipend payable upon submission of final grades for the course. If a faculty member chooses to include online teaching in the 24 credit hours, no additional payment will be made.

j. Course Delivery Method Descriptions

1) Lecture

Lecture classes consist primarily of lectures or demonstrations prepared in advance by the faculty member. Relatively frequent grading of tests, quizzes and projects is expected. Students are expected to prepare assignments outside of class. Relatively little time is spent in practice or drill. Lecture classes normally meet one clock hour per week per credit.

2) Laboratory classes

Laboratory courses involve significant amount of time spent in drill or practice. Faculty members deliver some lectures and conduct some out-of-class evaluations and paper grading, but to a lesser extent than for lecture classes. Some evaluation of students will occur within the context of the class. Students are expected to prepare materials outside the class, but to a lesser extent than for lecture classes, and may expect to spend some class time in drill. Laboratory classes normally meet two clock hours per week per credit.

3) Hybrid/Blended

Hybrid courses have classroom meetings (in-person or remotely) and asynchronous online components. The classroom meetings are on a physical campus location, live webinar or other synchronous tools. Lecture/lab courses that have in-person labs and online lectures are classified as hybrids. Students can expect that up to 50% of the course will be taught online. The asynchronous online aspects of the

course must be completed by the specified due dates.

4) Online

Online course are fully online and are asynchronous and have no meeting time (remotely or in-person). The activities must be completed by the due dates specified by your instructor. Online courses may also have proctored exams. Students will be required to locate their own proctors for the exams. Depending on the instructor/department, the course may also use webinars to provide office hours, study sessions, presentations, group projects and recorded sessions.

*If a faculty member teaches a hybrid/blended course, they will need to complete the Online Training Course. The Dean of the School of Graduate and Online Education Studies should be notified of all online and hybrid/blended courses, even if not offered in the Consortium.

G. Tenure

Tenure is maintained in higher education because it benefits both institutions and faculty. Tenure requires an in-depth evaluation of faculty for consideration of continued employment with the intent of maintaining a high level of professional competence. Tenure is designed to provide freedom for critical inquiry and open expression. It guarantees academic freedom and acts as a safeguard against unwarranted institutional pressure.

1. Provisions of Tenure Agreement

Academic tenure is a commitment by Ferrum College to faculty members in tenure-track positions to continue their employment except as terminated for adequate and specified cause, voluntary departure, retirement, demonstrably *bona fide* program change, or financial exigencies (see Termination of Tenure statement). Dismissal of tenured faculty can occur only following a fair hearing in accordance with stated College policies and procedures.

A tenured faculty member who accepts an administrative post with Ferrum College will retain his or her status as a tenured faculty member unless he or she is dismissed from the administrative role for misconduct.

2. Qualifications for Tenure

Ferrum College does not award tenure automatically, but rather on the basis of an evaluative process. This normally extends from the first day of employment in a tenure-track position through a probationary period consisting of six full-time years as a member of the teaching faculty at the rank of assistant professor or above. In most disciplines a doctorate in the teaching field is required. A master's degree may be acceptable in certain fields. Candidates for tenure will be evaluated with regard to their competence, reliability, collegiality, and professionalism in the following three areas listed in order of importance: (1) excellence in teaching, (2) continued scholarly

growth and professional development, and (3) service to the College and to the greater community.

At the time of the initial contract, a candidate must be informed by the Provost and VPAA of the length of any shortened probationary period. This period should not be less than three years. Faculty members will be reviewed for tenure during the final year of the probationary period. In the unlikely event that a candidate is to be hired with tenure, the Tenure, Promotion, and Honorary Status Committee must first evaluate and recommend the candidate. The respective School Dean must be informed of any shortened probationary period or variation in tenure status for any candidate when that candidate is hired.

3. Denial of Tenure

A faculty member who is denied tenure may appeal this decision through the procedures included under the section on Procedures for Dismissal of a Tenured Faculty Member. This individual is entitled to a final one-year contract following the academic year in which the denial occurs.

4. Tenure Evaluation Procedure

- a.** The Provost and VPAA will include a statement of tenure eligibility with each candidate's contract in April of the preceding year to allow the candidate adequate preparation time to meet the September 15 deadline as stated below. A list of candidates will be forwarded to the appropriate School Dean as well as the chair of the Tenure, Promotion, and Honorary Status Committee.
- b.** On or before **September 15** of the tenure year, the candidate will submit documentation as cited under the Tenure Evaluation Guidelines, to (1) the Provost and VPAA, (2) the School Dean within his or her school, and (3) the chair of the Tenure, Promotion, and Honorary Status Committee. This documentation must be submitted via electronic format on a secured flash drive, CD, or DVD. In addition, one printed copy must be submitted to the chair of the Tenure, Promotion, and Honorary Status Committee. If any evidence is not conducive to this format, copies should be submitted to the Stanley Library Reserves.
- c.** Immediately upon receipt of the materials, the School Dean will deliver to the School Tenure Committee his or her copy of the above-described confidential documentation. Each School Tenure Committee is to be made up of every current full-time tenured faculty member for the purposes of consistency and broad representation. This committee will review the candidate's documents. The committee can also solicit additional input as necessary.
- d.** Documentation will be reviewed independently by the Provost and VPAA, the appropriate School Dean, and the School Tenure Committee.
- e.** On or before **September 30** of the tenure year, the Provost and VPAA, the School Dean, and the School Tenure Committee will each submit independently a letter

of evaluation regarding the candidate to the chair of the Tenure, Promotion, and Honorary Status Committee along with the candidate's dossier.

These letters must include a definitive recommendation for or against the granting of tenure and must present supporting evidence relating to such recommendation. If the applicant is also applying for promotion, the letters should separately recommend definitively for or against promotion and present supportive evidence.

- f. At any point during the Tenure Evaluation Procedure, the candidate or Tenure, Promotion, and Honorary Status Committee may request a meeting to address any points of concern.
- g. No later than **October 30**, the Chair of the Tenure, Promotion, and Honorary Status Committee will submit a letter of recommendation along with the candidate's dossier to the President and provide a copy of the committee's recommendation to the Provost and VPAA. All materials, including electronic dossier and evaluative letters, will be secured in the Office of the Provost and VPAA or the Office of the President.
- h. By **November 15**, the President will inform the candidate of his or her decision, which will then be endorsed by the Board of Trustees. If the candidate is awarded tenure, then the candidate will be invited to meet with the members of the Board of Trustees for the opportunity to discuss his or her faculty experience at Ferrum College.

5. Tenure Evaluation Guidelines

Each section of the dossier should be clearly labeled. All electronic files should be named and organized according to the category the evidence supports. The candidate should provide the following materials in the application for tenure:

- a. Cover page: Includes an organizational outline of all documents, including appendices.
- b. Cover letter: Addressed to the Tenure, Promotion, and Honorary Status Committee, the letter must clearly state for what status the candidate wishes to be considered (tenure or tenure and promotion). This one- to two-page letter should summarize briefly how the candidate views his or her strengths in the areas of teaching, scholarship, and service, presenting a strong argument for the granting of tenure or both tenure and promotion. All candidates must include the following statement and signature in the submitted dossier:
 - 1. The information that I have submitted in support of my application for tenure (or tenure and promotion) at Ferrum College is true and accurate to the best of my knowledge.
- c. Curriculum Vitae
- d. Annual School Dean Evaluations
- e. Tenure Narrative: Evidence should be provided in each of the following three

categories: teaching excellence, scholarship and continued professional development, and service to the College and the community.

The candidate should introduce each of the three sections with a one-to two-page cover statement in which he or she makes a compelling case for excellence in teaching, scholarship and professional development, or service, depending on which section is being introduced. As each case is made, the candidate should refer to artifacts included.

These inclusions should be thoughtful and selective, as the purpose of the dossier is not to amass everything done since the beginning of a career. For example, when including course evaluations as evidence of teaching excellence, the candidate should include only a tally/summary sheet, and not every student's responses to every question. As another example, if including a lengthy publication, the candidate could include just the first few pages rather than the entire article, essay, book chapter, etc.

The tenure narrative should consider the following explanations concerning the three categories:

At Ferrum College, teaching is primary. Therefore, evidence of excellence in teaching is required for consideration of tenure. Curriculum design, instructional strategies, linking classroom learning with co-curricular learning, and student learning assessments are all intricately related components.

At Ferrum College, scholarship and continued professional development are important. Evidence of scholarship and continued professional development is strongly considered in the evaluation for tenure. The linkage of ongoing scholarship with teaching is a hallmark of a great professor. The pursuit of scholarly work within and across multiple genres (Boyer, 1990) strengthens one's teaching. Ferrum College provides support for a broad array of scholarly initiatives that range across the Boyer framework genres (discovery, integration, application (engagement/outreach), and pedagogy) as described in *Scholarship Reconsidered* and as defined by Shulman in *Teaching as Community Property*:

"...scholarship entails an artifact, a product, some form of community property that can be shared, discussed, critiqued, exchanged and built upon."

The following lists under each category are examples of types of evidence the candidate might consider when preparing a dossier for the Tenure Review process. The dossier is a reflective analysis of one's career and contribution to the community up to this point. In choosing which points to include, the candidate should provide representative materials in order to present his or her qualifications in a thorough manner. Relevant evidence prior to employment at Ferrum College may be included in the dossier.

The following lists are provided for both classroom and non-classroom teaching faculty. They are not ranked as to importance. Except that teaching excellence is paramount. It is up to the candidate to present the strongest possible case for the

granting of tenure, promotion, or both.

a. Evidence of Teaching Excellence

1) Classroom Teaching Faculty

- a) Signed peer reviews based upon multiple classroom observations from the following:
 - School Dean
 - Tenured or tenure-track faculty in the program (if possible) and school
 - Program Coordinator or Division Chair
 - Tenured or tenure-track faculty in other schools
- b) Student evaluations
 - A summary of evaluations with analysis of the results rather than a collection of individual evaluations
 - Efforts made to address areas of concern identified in the evaluations
- c) Additional letters of support
- d) Educational philosophy and pedagogical approach
- e) Honors or teaching awards
- f) Courses taught, identified as either General Education or major program, required or elective
- g) New courses developed, including E-Term courses
- h) Syllabi from all courses taught, stating course objectives, learning outcomes, and assessment tools
- i) Use of instructional innovations and assessment of their effectiveness
- j) Evidence of integrating experiential learning and other educational skills and tools into professional work with students in a variety of settings
- k) Self-assessment instruments used to evaluate and improve teaching and other professional performance
 - Student Learning Outcomes, Course Assessment, and Closing the Loop Reports
 - Changes to courses or methods implemented as a result of the assessment results
- l) Participation in teaching workshops and seminars

2) Non-classroom Teaching Faculty

- a) Peer reviews
- b) Evaluations by students with whom the faculty member works in a variety of settings
- c) Additional letters of support
- d) Educational philosophy
- e) Professional honors or awards
- f) Portfolios that document work that the non-classroom teaching faculty member did directly with students, preferably in support of students' classroom work
- g) Evidence of development of continually improved methods of support for faculty and students
- h) Written evidence of support given to teaching colleagues
- i) Use of instructional innovations and assessment of their effectiveness
- j) Evidence of integrating experiential learning and other educational skills and tools into professional work with students in a variety of settings
- k) Self-assessment instruments used to evaluate and improve teaching and other professional performance
- l) Participation in professional and instructional workshops and seminars

b. Evidence of Scholarship and Continued Professional Development

Teaching and Non-teaching faculty

The four dimensions of the Boyer framework are outlined below with examples of artifacts. Faculty members are not expected to show evidence in all four genres, but rather in the one or possibly two that most closely define the type of scholarship they have been engaged in during their time at Ferrum College.

Scholarship of Discovery

- 1) Traditional research: Scholarship of the creation or discovery of new knowledge in a discipline.
- 2) Examples of artifacts include use of research skills to produce peer-reviewed, research-based manuscripts published in journals; peer-reviewed artistic creation and exhibition; peer-reviewed paper presentations at disciplinary conferences.

Scholarship of Integration

- 1) Connections with and among disciplines through interdisciplinary, multidisciplinary, and integrated studies
 - a) Disciplinary and interdisciplinary knowledge synthesized, interpreted, and connected, bringing new insight to original research
 - b) Placing specialty areas in larger context by interpreting, drawing together, and gleaning new insights
 - c) Educating non-specialists, making meaning of the bits and pieces
- 2) Examples of artifacts include policy papers, reflective essays, research translations, popular press publications, synthesis of the literature on a topic, and textbooks.

Scholarship of Application

- 1) Use of disciplinary knowledge to address consequential individual, institutional, and societal problems; civic engagement work
- 2) Scholarship of engagement and outreach (newer interpretation from Boyer's original)
- 3) The ability to help solve problems of importance to diverse stakeholders and to communicate with audiences who do not have disciplinary expertise (policymakers, community members, corporate leaders)
- 4) Scholarly investigation of social and institutional problems
- 5) Examples of artifacts include civic engagement-related presentations or publications; K-12 development of teachers and administrators; translating theory to practice, and working with practitioners.

Scholarship of Pedagogy

- 1) Development and improvement of pedagogical practices in one's discipline
- 2) Teaching as scholarship
 - a) Assessing and evaluating one's teaching practice and making documented changes
 - b) Opening one's teaching to peer review through presentations and publications
 - c) Examples of artifacts include:
 - Leading a substantive workshop for colleagues on content and pedagogy
 - Conducting in-depth pedagogical colloquia for colleagues

on strategies useful in promoting student engagement

- Applying research on student motivation to learn in a discipline and sharing outcomes in a formal presentation
- Conducting program review and assessment, and presenting results for peer review

The following list provides examples of various types of scholarship and professional development that fit within the dimensions of the Boyer framework:

- 1) Publications, performances, exhibits, works in progress
- 2) Service as reviewer or referee of articles and texts
- 3) Pursuit of additional coursework or degrees
- 4) Membership in professional organizations, including any offices or certificates held
- 5) Attendance at professional conferences and workshops, presentation of papers, service on panel discussions
- 6) Applied professional services appropriate to the discipline
- 7) On-campus peer evaluations of the candidate's knowledge related to courses taught and current pedagogy in his or her field
- 8) Student research and independent studies supervised
- 9) Student internships and externships supervised
- 10) College grants awarded for professional development
- 11) External grants applied for or received
- 12) Student presentations at professional meetings when the presentations are the result of collaboration with a faculty member

c) Evidence of Service to the College and the Community

- 1) Service to the College: Teaching and Non-teaching faculty
 - a) Significant involvement in campus committee work and service
 - b) Academic Advising
 - Advising evaluations (paper evaluations, as available)
 - Teaching Freshman Gateway (if taught as an overload)
 - c) Program coordination activities and responsibilities (if applicable)
 - d) Serving as faculty advisor to a student club or organization
 - e) Participation in academic support programs, such as Ferrum Foundations, First-Year Experience, and the PRIDE Program
 - f) Facilitation of faculty development workshops

- g) Participation in institutional self-studies, program reviews, General Education revision
- 2) Service to the Community: Teaching and non-teaching faculty
 - a) Assisting with leadership, organization, and activities within the community
 - b) Campus work with students involving the community
 - c) Leading in the field of expertise, including presentations, consultations, or teaching for outside agencies

H. Mid-Tenure

1. Mid-Tenure Review Procedure

- a. The Provost and VPAA will include a notification of the upcoming mid-tenure review in each candidate's contract in April of the preceding year to allow the candidate adequate preparation time for the review designated to occur in the following fall or spring semester.
- b. On or before September 15 of the fall semester or February 1 of the spring semester of the Mid-Tenure Review Procedure, as designated by the Provost and VPAA' notification in Item a. above, the Candidate will submit documentation as cited under the Mid-Tenure Review Guidelines to (1) the Provost and VPAA, (2) the School Dean within his or her school, and (3) his or her mentor.
- c. Immediately upon receipt of the materials from Item *b* above, the School Dean will meet with and deliver to the School Tenure Committee (consisting of all tenured faculty in the school) the above-described confidential documentation. The School Tenure Committee will proceed to review the candidate's documents and confidentially solicit input as necessary. Tenured faculty within the candidate's subject area or a related subject area may submit a letter or letters containing their evaluation of the candidate to the School Tenure Committee. These letters will then become a part of the candidate's Mid-Tenure Review packet.
- d. On or before October 15 of the fall semester or March 1 of the spring semester as designated, the School Tenure Committee will submit its letter of evaluation and any other pertinent documentation to the candidate's School Dean.
- e. The School Dean will meet with the candidate to discuss the results of his or her evaluation, at which time the candidate will be provided with copies of the material from the tenured faculty members within the candidate's subject area or related subject areas and the School Dean's written evaluation.
- f. Following this meeting all materials in Item *e* above will be sent to the Provost and VPAA by the School Dean.

- g. Following receipt of all documentation from the School Dean, a meeting of the Provost and VPAA, the candidate, the candidate's mentor, and the School Dean will take place.
- h. A letter from the Provost and VPAA summarizing the meeting will be sent to the candidate and the candidate's School Dean. The Mid-Tenure Review letter should be candid and informative, noting any problems or concerns that should be addressed prior to the candidate's standing for tenure.
- i. If at any point in the process the need arises to do so, the candidate is free to approach the chair of Tenure, Promotion, and Honorary Status Committee for procedural clarification.

In summary, the informal, advisory Mid-Tenure Review process should be a candid review of the candidate, one that notes any needed improvements while also recognizing the candidate's strengths. Copies of these Mid-Tenure Review Guidelines, as suggested by the Tenure, Promotion, and Honorary Status Committee, are available from each School Dean or the chair of the Tenure, Promotion, and Honorary Status Committee and are also published in the Faculty Handbook.

5. Mid-Tenure Review Guidelines

The following materials should be included in the mid-tenure review packet:

Cover Page: An organization outline of all documents, including appendices

Curriculum vitae

Annual School Dean evaluations

Mid-tenure narrative: Provides evidence in each of the following three categories: teaching excellence, scholarship and continued professional development, and service to the College and the community. In choosing which points to include, the candidate should provide all relevant materials in order to present his or her qualifications in the most thorough manner possible. Refer to previous section G, number 5 (Tenure Evaluation Guidelines) for lists and explanation of evidence in each of the three categories.

I. Procedures for Reduction in Force of Tenured Faculty

When the President and Provost and VPAA determine the need for reduction of tenured faculty positions because of financial exigency, the elimination of an entire academic program, or a demonstrated long-term trend of falling enrollment in a program, they will consult with the Faculty Council, School Deans and Program Coordinators, the school or schools that would be affected, and the Curriculum Committee. The purpose of these consultations will be to evaluate the possible impact of reduction of tenured positions on affected programs and to search for possible alternative measures.

The Faculty Council and the Curriculum Committee will conduct a careful and thorough review of all policies in the Faculty Handbook that affect tenure policy and especially the Termination of Tenure policy located in Q.2.a.1)a. ("non-tenured faculty shall be released

first"). In every case in which consideration is being given to terminating a tenured position, the Faculty Council and the Curriculum Committee will carefully consider possible alternative measures.

A special joint meeting of the Faculty Council, School Deans, Division Chairs, and relevant Program Coordinators will be called by the President to discuss and review possible alternative measures. If a satisfactory alternative to reduction of tenured faculty cannot be identified, the following procedure for terminating tenured positions will be followed.

The President and Provost and VPAA will certify to the Faculty Council and the chair of the Academic Affairs Committee of the Board of Trustees that non-tenured faculty reductions have been made (if applicable) and that a reduction in tenured faculty will be necessary due to a demonstrated long-term trend of falling enrollment, elimination of educational programs, or financial exigency.

Working cooperatively, the Provost and VPAA, the Curriculum Committee, and the Faculty Council- the combination of which will hereafter be called the Reduction Committee- will follow the procedure described below in the determination of the number and types of tenured faculty positions that need to be eliminated.

Recommendation will be made by the Provost and VPAA, in consultation with the appropriate School Dean, to the Reduction Committee of the individuals to be released. With careful deliberation, the Reduction Committee will consider the following:

- Teaching ability
- Credentials and experience in professional field
- Professional development accomplishments during employment
- Length of tenure
- Evaluations
- Involvement at the College

After careful review, recommendation of the individual or individuals to be released and a summary of the basis for this decision will be provided to the President by the Reduction Committee. If the Reduction Committee cannot agree on whom should be released, all recommendations will be sent to the President. The President will notify the individual or individuals of his or her decision within two weeks of receiving a recommendation from the Reduction Committee.

Individuals who have been notified by the President that they are being released may appeal the decision to a special appeals committee within thirty days of notification.

Tenured faculty whose positions are eliminated will be considered for other openings where they have qualifications and commitment. Also, they will be reinstated should vacancies for which they are qualified occur in the following 12 months. On being recalled, a tenured faculty member would have 30 days to accept the offer after being notified in writing.

Failure to accept the offer would revoke all rights to recall at a later date under this provision.

Upon reinstatement of a tenured faculty member, all rights related to salary, benefits, and services shall be fully restored according to the current scale.

J. Promotion

1. Qualifications for Promotion of Tenure-Track Faculty Members

For a faculty member to be eligible for promotion, he or she must first meet the following criteria based on date of employment:

- a. Faculty members are eligible to be considered for promotion in their sixth year of full-time teaching at Ferrum College. Instructors who complete the doctorate or other terminal degree may be reviewed immediately for promotion to the rank of Assistant Professor.
- b. Instructors with six or more years of service to Ferrum College are eligible to apply for promotion to the rank of Instructor 2.
- c. Faculty members holding the rank of Instructor 2 with six or more years of service to Ferrum College are eligible to apply for promotion to the rank of Senior Instructor.

A faculty member may be tenured but not promoted, as promotion requires evidence of higher standards of excellence and growth in teaching, scholarship and professional development, and service to the College and community.

2. Qualifications for Promotion of Non-Tenure Track Faculty Members

For a faculty member to be eligible for promotion, he or she must first meet the following criteria based on date of employment:

- a. Faculty members are eligible to be considered for promotion in their sixth year of full-time teaching at Ferrum College. Instructors who complete the doctorate or other terminal degree may be reviewed immediately for promotion to the rank of Assistant Professor.
- b. Instructors with six or more years of service to Ferrum College are eligible to apply for promotion to the rank of Instructor 2.
- c. An Instructor 2 with six or more years of service to Ferrum College are eligible to apply for promotion to the rank of Senior Instructor.

Degrees acquired and length of service in rank at Ferrum College are necessary but not sufficient conditions for promotion.

3. Promotion Evaluation Procedure for Tenure Track Faculty Members

An eligible faculty member seeking promotion to Associate Professor may apply for promotion at the same time as he or she is applying for tenure. The candidate may then combine the requirements by including only one cover page, cover letter, and tenure and promotion narrative. These combined documents should provide evidence to meet the requirements for consideration of both tenure and promotion. If applying for tenure and promotion at the same time, the candidate should follow the tenure timeline procedures outlined in Item *G.1* in the Tenure Evaluation Procedures and the Promotion Evaluation Guidelines in Section 5 below.

However, the faculty member applying for consideration of tenure may choose to apply for promotion in a subsequent year. In this scenario, the candidate should follow the Procedure for Promotion outlined below. All other candidates applying for promotion should follow the Promotion Evaluation Procedure (Item 4).

An eligible faculty member seeking promotion will proceed as follows:

- a. This candidate will submit to the chair of the Tenure, Promotion, and Honorary Status Committee the request for promotion and all supporting materials no later than September 15 of the current academic year. The documentation must be submitted via electronic format on a secured flash drive, CD, or DVD. In addition, one printed copy must be submitted to the Chair of the Tenure, Promotion, and Honorary Status Committee. If any evidence is not conducive to this format, copies should be submitted to the library for reserve. All materials, including electronic dossier and evaluative letters, will be secured in the Office of the Provost and VPAA.
- b. Upon receipt of the dossier, the chair of the Tenure, Promotion, and Honorary Status Committee will deliver a copy of this dossier to the Provost and VPAA and to the candidate's School Dean.
- c. The Provost and VPAA and the candidate's School Dean will submit their written definitive recommendations to the chair of the Tenure, Promotion, and Honorary Status Committee no later than September 30.
- d. The chair of the Tenure, Promotion, and Honorary Status Committee will deliver the Committee's recommendation along with the candidate's dossier to the President by October 30.
- e. The President will notify the candidate and the chair of the Tenure, Promotion, and Honorary Status Committee of his or her decision by November 15.
- f. It is recommended that the Provost and VPAA notify the faculty body of promotions at the earliest possible time.

4. Promotion Evaluation Procedure for Non-Tenure Track Faculty

An eligible faculty member seeking promotion will proceed as follows:

- a. This candidate will submit to the chair of the Tenure, Promotion, and Honorary Status Committee the request for promotion and all supporting materials no

later than September 15 of the current academic year. The documentation must be submitted via electronic format on a secured flash drive, CD, or DVD. In addition, one printed copy must be submitted to the chair of Tenure, Promotion, and Honorary Status Committee. If any evidence is not conducive to this format, copies should be submitted to the library for reserve. All materials, including electronic dossier and evaluative letters, will be secured in the Office of the Provost and VPAA.

- b. Upon receipt of the dossier, the chair of the Tenure, Promotion, and Honorary Status Committee will deliver a copy of this dossier to the Provost and VPAA and to the candidate's School Dean.
- c. The Provost and VPAA and the candidate's School Dean will submit their written definitive recommendations to the chair of the Tenure, Promotion, and Honorary Status Committee no later than September 30.
- d. The chair of the Tenure, Promotion, and Honorary Status Committee will deliver the Committee's recommendation along with the candidate's dossier to the President by October 30.
- e. The President will notify the candidate and the chair of the Tenure, Promotion, and Honorary Status Committee of his or her decision by November 15.
- f. It is recommended that the Provost and VPAA notify the faculty body of promotions at the earliest possible time.

5. Promotion Evaluation Guidelines of Tenure-Track Faculty

Requirements for promotion are higher than those for tenure. In order for an eligible candidate to be considered for promotion, he or she must provide 1) evidence of excellence in teaching AND 2) evidence of excellence in scholarship and professional development OR evidence of excellence in service to the College and community. For even stronger consideration for promotion, the Candidate should provide evidence of excellence in all three categories. If the candidate provides evidence of excellence in teaching and only one other category, the candidate must provide evidence of at least significant growth in the third category. If applying for consideration of promotion to Professor, the candidate should provide evidence of excellence in all three categories.

Each section of the dossier should be clearly labeled. All electronic files should be named and organized according to the category the evidence supports. The candidate should provide the following materials in the application for promotion:

- a. Cover Page: Includes an organizational outline of all documents, including appendices
- b. Cover Letter: Addressed to the Tenure, Promotion, and Honorary Status Committee, the letter must clearly state for which rank the candidate is applying. One to two pages in length, this letter should summarize briefly how the candidate views his or her strengths in the areas of teaching, scholarship, and service, presenting a strong

argument for the justification for granting promotion. All candidates must include the following statement and signature in the submitted dossier:

The information that I have submitted in support of my application for promotion at Ferrum College is true and accurate to the best of my knowledge.

- c. Curriculum Vitae
- d. Annual School Dean evaluations from at least the previous three years.
- e. Promotion narrative: Evidence should be provided in each of the following three categories: teaching excellence, scholarship and continued professional development, and service to the College and the community.
 - 1) The candidate should introduce each of the three sections with a one-to two-page cover statement in which he or she makes a compelling case for excellence or continued growth in each area.
 - 2) As each case is made, the candidate should include artifacts. These inclusions should be thoughtful and selective, as the purpose of the dossier is not to amass everything ever done since the beginning of a career. For example, when including course evaluations as evidence of teaching excellence, the candidate should include only a tally or summary sheet, and not every student's responses to every question. As another example, if including a lengthy publication, the candidate could include just the first few pages rather than the entire article, essay, book chapter, etc.
 - 3) The candidate should refer to Item G.5 (Tenure Evaluation Guidelines) for the lists and explanation of evidence in each of the three categories.

6. Promotion Evaluation Guidelines of Non-Tenure Track Faculty

In order for an eligible candidate to be considered for promotion from Instructor to Instructor 2, he or she must provide evidence of excellence in teaching. For promotion from Instructor 2 to Senior Instructor, evidence of service to the College and the greater community will be strongly considered.

Each section of the dossier should be clearly labeled. All electronic files should be named and organized according to the category the evidence supports. The candidate should provide the following materials in the application for promotion:

- a. Cover Page: This includes an organizational outline of all documents, including appendices.
- b. Cover Letter: Addressed to the Tenure, Promotion, and Honorary Status Committee, the letter must clearly state for which rank the candidate is applying. This one- to two-page letter should summarize briefly how the candidate views his or her strengths in the areas of teaching, scholarship, and

service, presenting a strong argument for the justification for granting promotion. All candidates must include the following statement and signature in the submitted dossier:

The information that I have submitted in support of my application for promotion at Ferrum College is true and accurate to the best of my knowledge.

- c. Curriculum Vitae
- d. Annual School Dean evaluations from at least the previous three years
- e. Promotion Narrative: Evidence of teaching excellence should be provided (and service for candidates seeking the rank of Senior Instructor)
- f. The candidate should introduce each section with a one- to two-page cover statement in which he or she makes a compelling case for excellence in teaching (and service to the College and greater community for candidates applying for Senior Instructor).
- g. As each case is made, the candidate should include artifacts. These inclusions should be thoughtful and selective, as the dossier is not to amass everything ever done since the beginning of a career. For example, when including course evaluations as evidence of teaching excellence, the candidate should include only a tally or summary sheet, and not every student's responses to every question.
- h. The candidate should refer to Item G.2 (Tenure Evaluation Guidelines) for the lists and explanation of evidence in teaching excellence and service.

K. Faculty Emeritus Status

1. Eligibility

An individual who has retired from the faculty of Ferrum College may be nominated for Faculty Emeritus status by a member or members of his or her former School. In order for an individual to be nominated for Faculty Emeritus status, the following minimum standards must be met:

- d. The individual retired from the teaching profession while under contract at Ferrum College.
- e. The faculty member served the College with distinction for a minimum of ten years. Such distinction should be in the form of teaching excellence as well as either service or scholarship.

2. Procedure

The nomination process will be as follows for an individual meeting the above-stated requirements:

- a. A nomination must be made to an individual's School Tenure Committee no later than November 15.

- 1) The nominee's School Tenure Committee will present the faculty member's name to the school for review at the final school meeting of the fall semester, and if approved by majority vote of the school, the School Tenure Committee will then complete a letter of support signed by the tenured members within the school.
- 2) No later than December 15, this letter of nomination will be sent to the chair of the Tenure, Promotion, and Honorary Status Committee.
- 3) Upon approval by the Tenure, Promotion, and Honorary Status Committee, the nomination for confirmation will be brought to the floor of the first faculty meeting of the spring semester by the chair of this committee.
- 4) Upon confirmation by the faculty, the nominee's name and a letter of recommendation will be sent by the chair of the Tenure, Promotion, and Honorary Status Committee to the President for final action, with a copy of this letter going to the Provost and VPAA.

L. *Honorary Degree*

1. Eligibility

Any individual who is connected to or has had an impact on or relationship with Ferrum College or the surrounding community and who is, therefore, initially deemed to be deserving of special meritorious recognition by the College may be nominated by a member of the faculty or staff to receive the honorary Doctor of Humane Letters degree.

2. Procedure

The nomination process will be as follows for an individual meeting the above-stated requirements:

- a. The nomination with supporting documentation (curriculum vitae, letters of recommendations, etc.) must be presented to the chair of the Tenure, Promotion, and Honorary Status Committee by the faculty or staff member making the nomination no later than November 15.
- b. The chair of the Tenure, Promotion, and Honorary Status Committee will present the nominee's name and packet of information to Committee members at their next meeting.
- c. Upon approval by the Tenure, Promotion, and Honorary Status Committee, the nomination for confirmation will be brought to the floor of the first faculty meeting of the spring semester by the chair of the Committee.
- d. Upon confirmation by the faculty, the nominee's name and a letter of recommendation will be sent by the chair of the Tenure, Promotion, and Honorary Status Committee to the President for final action.
- e. The presentation of this award will be made at the next commencement.

M. Evaluations

1. Faculty Evaluation

All full-time faculty at Ferrum College are evaluated according to a regular schedule: Full-time, non-tenure-track faculty members are evaluated annually for the first three years. If their performance during this period has been satisfactory, the interval for evaluations becomes a three-year cycle.

Tenure-track faculty members are evaluated annually for the first three years of teaching, at the mid-tenure review, and as part of the tenure application. Upon earning tenure, faculty members will be evaluated on a five-year cycle. (See directions below).

a. Purpose (Refer to Appendix 3, Section IV)

The Faculty Evaluation Form is divided into two parts. Part I focuses on the evaluation by the School Dean. Part II focuses on a self-evaluation by the faculty member. The evaluation will be used primarily for decisions regarding tenure and promotion.

b. Process of Faculty Evaluation (Refer to Appendix 3, Section IV)

1) Part I

School Deans will complete the sections in Part I.

2) Part II

Non-tenure track and tenure-track faculty must complete all three sections of Part II at each annual evaluation. Tenured faculty must complete section one of Part II at each five-year evaluation.

3) Faculty Evaluation Conference

After the forms have been prepared, the faculty member meets with the School Dean to discuss both parts of the evaluation.

Part I: If the faculty member agrees with the School Dean's comments, then the School Dean and the faculty member will sign the evaluation. This part of the evaluation will then be sent to the Provost and VPAA.

If the faculty member does not agree, then he or she will prepare a self-evaluation to be discussed at a second meeting. If the School Dean agrees with the faculty member's self-evaluation, a third form will be prepared and signed. Only this third form will be sent to the Provost and VPAA. If a third form cannot be agreed upon, then the two forms will be forwarded to the Provost and VPAA. Faculty members retain the right of direct rebuttal to the School Dean's evaluations; therefore, if they choose to do so, they may prepare written rebuttals that will accompany the evaluation forms.

All documents relating to Part I should be housed in the office of the Provost and VPAA and made available, upon request, to the faculty

member who has been evaluated.

Part II: This part of the evaluation serves to keep the School Dean informed of the faculty member's current work, along with both short- and long-term plans, goals, etc. It allows the faculty member to suggest resources that could help him or her work more effectively. This part of the evaluation becomes an important planning resource for the School Dean and will be kept as part of the faculty member's personnel file maintained by the School Dean. Part II can be revised and updated at any time during the evaluation period.

4) Remediation process for a tenured faculty member

The Provost and VPAA and the appropriate School Dean may determine that a tenured faculty member's performance is inconsistent with the faculty responsibilities detailed earlier in this Handbook. Following the evaluation, the Provost and VPAA will notify the tenured faculty member in writing of the problem and then will work with the faculty member to develop a plan to improve the situation. The faculty member would have one year to demonstrate improvement. Following the opportunity to correct the specific areas of performance, the faculty member will either be reinstated in good standing or be asked to continue under another year of evaluation based on the specific deficiency with semester-by-semester evaluations. If, after a second year of remediation, the faculty member has not satisfactorily rectified the deficiency, dismissal is an option. The remediation process may involve adjustments in workload, changes in assignment, counseling, mentoring, development projects on or off campus, or other similar activities. Remediation programs should begin no later than the fall semester following the annual spring evaluation.

If the Provost and VPAA determines that the deficiency has not been corrected following the annual evaluation conducted during the second year of the program of remediation, he or she may follow the procedures for dismissal of a tenured faculty member for performance- or conduct-based causes, outlined in section Q.2. (Dismissal of Faculty).

2. Evaluation of Program Coordinators and Directors

Faculty Council will work with the School Deans, or the AVPAA in the case of the Director of the Boone Honors Program and the Director of General Education, to develop or revise an evaluation instrument based on the job description in the Faculty Handbook.

3. Evaluation of Division Chairs

Faculty Council will work with the School Deans to develop or revise an evaluation tool for the Division Chairs based on the job description in the Faculty Handbook. Surveys will be sent to faculty members by March 15; survey results will be forwarded to the School Deans by April 15.

4. Evaluation of School Deans

Faculty Council will work with the Provost and VPAA to develop or revise an evaluation tool for the School Deans based on the job description in the Faculty Handbook. Surveys will be sent to faculty members by March 15; survey results will be forwarded to the Provost and VPAA by April 15.

5. Evaluation of the AVPAA

Faculty Council will work with the Provost and VPAA to develop or revise an evaluation tool for the AVPAA based on the job description in the Faculty Handbook. Surveys will be sent to faculty members by March 15; survey results will be forwarded to the Provost and VPAA by April 15.

6. Evaluation of the Provost and VPAA

Faculty Council will work with the President to develop or revise an evaluation tool for the Provost and VPAA based on the job description in the Faculty Handbook. Surveys will be sent to faculty members by March 15; survey results will be forwarded to the President by April 15.

7. Evaluation of the President

The President is selected and reviewed regularly by the Ferrum College Board of Trustees. At its discretion, the Board may seek feedback from faculty and others as part of the regular formal evaluation process.

N. Retirement

1. General Information

Ferrum College does not have a specific age at which an employee must retire. However, an employee must be able to perform his or her assigned duties in a competent manner. An employee must be fifty-five years of age or older and have worked a minimum of ten full-time years with the College to be considered a retiree of Ferrum College.

Pre-65 retirees may continue enrollment in the College health or dental insurance program or both. Arrangements must be made with the Office of Human Resources prior to the effective date of retirement. The retiree must pay the designated amount of the monthly premium on a monthly basis. Ferrum College does not contribute to the retired employee's insurance premium.

Retirees who wish to work at the College on a part-time basis must reapply for employment. Continuation of work as a part-time employee is not guaranteed and depends on availability of positions. A retiring faculty member has an obligation to

notify the College of a proposed retirement not later than December 1. Retired faculty members retain their rank if they return to part-time teaching.

2. Phased Retirement Plan (PRP)

Faculty members contemplating retirement may wish to phase in their retirement status by dropping back to half-time teaching at a commensurate reduction in pay.

Any faculty member who meets the criteria for retirees from Ferrum College immediately prior to the start of the PRP is eligible to participate in this program. Eligible faculty may participate only if staffing in their program would permit such a reduction in load. This will be determined by the School Dean and Provost and VPAA.

Faculty participating in PRP will teach one-half the normal load, may choose to advise a normal share of advisees, and may choose to serve on faculty committees.

Faculty members participating in the PRP will be paid 55% of their full-time salary. They will continue to receive Ferrum College's health insurance benefits, and they can participate in the Ferrum College Retirement program. Faculty on PRP will continue to have full use of their office and normal faculty privileges regarding use of the library, parking, and admission to campus events.

Effective August 2019, a faculty member can normally participate in PRP for a period of one academic year, after which the faculty member must fully retire. Exceptions may be considered in consultation with the Provost and VPAA and Dean. Faculty members who adopted the Phased Retirement Plan prior to July 31, 2019, have up to three years before fully retiring. Upon retirement, the faculty member is eligible for any health insurance and other benefits offered to other retirees of the College.

After retirement, faculty members may teach on an adjunct basis for adjunct pay on an as-needed basis. Retired faculty members will retain their rank (e.g. a retired associate professor would become an adjunct associate professor). See chart from Provost and VPAA.

O. Resignation

A faculty member has an obligation to notify the College of a proposed resignation not later than March 31. Faculty members may properly request a waiver of this requirement of notice in case of hardship or in a situation in which they would otherwise be denied substantial professional advancement or other opportunity.

P. Faculty Grievance Procedure

1. Policy

Ferrum College recognizes the importance of providing an opportunity for employees to voice complaints and to receive a fair hearing. These complaints will receive prompt and considerate action. The dignity of an individual will be held in the highest regard at

all times, and the right of appeal will not jeopardize a position or result in discrimination. It also should not undermine a reputation.

2. Definition

A grievance is a work-related problem or condition which an employee believes to be unfair, inequitable, or discriminatory, or to be a hindrance to that individual's job performance.

3. Time Limits

The initiation of a grievance must occur within 30 working days after the employee has obtained knowledge of the occurrence or omission causing the grievance. This 30-day time restriction is applicable whether or not the employee seeks resolution through informal or formal procedures (see point 5).

4. Preliminary Procedures

- a. A committee member called to testify in a hearing will recuse him or herself from the Grievance Committee responsible for that particular hearing.
- b. The committee will act only when a petition, in writing, from a petitioner is received by the chair of the Grievance Committee.
- c. A committee member within the school of the petitioner may, at his or her discretion, remove himself or herself from a particular hearing.
- d. A committee member who believes himself or herself unable to render a fair judgment (e.g. by reason of close personal association) may remove himself or herself from a particular hearing.

5. Hearing Procedures

a. Informal

- 1) The majority of complaints and grievances are best resolved by informal conferences and discussions with the respective School Dean. If this discussion provides no solution, the employee may request a meeting with the Provost and VPAA.
- 2) If these meetings do not provide a solution, the employee may request an informal meeting with the President prior to the filing of an official grievance in an effort to resolve the matter informally.

b. Formal

Within ten days of the final informal hearing, the aggrieved party will submit in writing a petition to the chair of the Grievance Committee that sets forth, in detail, the nature of the grievance and states against whom the grievance is directed. The petition should contain any factual or other data which the petitioner deems pertinent to the case. Statistical and other factual evidence of improper discrimination, including discrimination in salary, may be used in establishing a case. The Grievance Committee will decide whether 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 issues satisfactory to the parties. The chair of the Grievance Committee will immediately forward the petition to the Provost and VPAA, unless the grievance is against the Provost and VPAA, in which case it will be forwarded to the President.

Within one week the chair of the Grievance Committee will notify each member of the Grievance Committee and make a copy of the petition available to the committee in a central location. The committee shall meet within two weeks of the chair's notification.

The committee, in executive session, will review and discuss the petition and all other documents or other information relating to the decision. Both the petitioner and the administration will submit all relevant data at this point. The committee will set the time and place for the hearing, which will be held within two weeks of the committee's initial meeting. The committee will request, in advance, a list of spokespersons. Spokespersons must be college personnel; any exception can be made only by committee vote. Committee hearings are closed meetings. All proceedings will be recorded.

The Committee's order of presentation will be as follows:

- 1) Petitioner
 - a. Spokespersons on behalf of petitioner
- 2) College representative
 - a. Spokespersons on behalf of the College
- 3) Other interested parties
- 4) Discussion and questions

6. Decision Procedures

After the hearing order of presentation, the following will occur:

- a. The committee will deliberate.
- b. The committee chair and committee will vote simultaneously.
- c. The committee's recommendation will indicate whether a decision is unanimous or a majority. The chair of the Grievance Committee will send the recommendation to the President, Provost and VPAA, and the aggrieved party within five days of the committee's decision.
- d. The aggrieved party may elect to have a personal meeting with the President prior to the rendering of the decision.

- e. The President will reach a decision about the case and notify the aggrieved party within two weeks of receiving the recommendation.

7. Appeal Procedures

- a. If the aggrieved party is not satisfied with the decision of the President, he or she may appeal that decision. Appeals must be made in writing to the President within thirty days of the notification of the faculty member of the decision being appealed.
- b. A Special Appeals Committee will be formed and will meet as soon as possible. The Committee will be composed of three members of the Board of Trustees and three faculty members. The chair of the Board will appoint the Trustees, with at least one Trustee to be from the Academic Affairs Committee. The faculty representation will consist of two tenured members selected by the chair of Faculty Council and one member selected by the petitioner. The Special Appeals Committee will select its own chair.
- c. In addition to the petitioner and the President, each party may bring one additional person to speak to the Appeals Committee. Either party may also bring additional witnesses with the approval of the committee, and the committee on its own may choose to call any witnesses not otherwise designated.
- d. The purpose of the appeal is not to have another group re-hear the case; rather, the appeal must be made for one of the following three reasons:
 - 1) The petitioner has new information that was not available to the Grievance Committee or the President at the time of the original decision.
 - 2) Ferrum College did not follow its stated policies and procedures related to the grievance process; or
 - 3) There is evidence of bias or prejudice on the part of the Grievance Committee or the President.
- e. The Special Appeals Committee will determine whether one or more of the above listed conditions are present. If none of the conditions listed above is met, then the decision of the President stands, and the Special Appeals Committee will notify both the President and petitioner of its decision not to proceed further in the process. The committee will then disband.
- f. If the Special Appeals Committee decides to re-open the case and finds in favor of the petitioner, then the decision is final, and both the College and the petitioner will abide by its decision.
 - 1) The only exception is in cases in which the petitioner is a candidate for promotion or tenure; in those cases the candidate may appeal the President's decision through separate appeals procedures as outlined for tenure and promotion decisions in the Faculty Handbook. If the Special

Appeals Committee is called as a result of a grievance hearing decision and the petitioner's case deals with his or her candidacy for promotion or tenure, a favorable decision by the Special Appeals Committee would place that candidate's application in the regular review process.

- e. The Appeals Committee and the petitioner will be provided all written material used by the President in reaching the decision being appealed.
- f. At any point in the process, a settlement may be made by the petitioner with the President.
- g. Decisions will be communicated to the petitioner and President as soon as possible but within thirty days of the last meeting of the Special Appeals Committee.
- h. The exception to this process will be in cases of termination of tenure because of deficient performance. In such cases, the procedure below will be followed.

Q. *Dismissal of Faculty*

1. Procedures for Review of Denial of Tenure

A faculty member denied tenure must be so notified in a letter from the President at the end of the tenure process, usually by November 15. The President's letter will address points upon which this decision was based. If the faculty member decides to question the tenure decision, the procedure is as follows:

- a. Within ten calendar days of receiving the President's letter, the candidate will inform the President by letter of his or her desire for review of the denial. The request for review must be based solely on one or more of the following three conditions and must include detailed supporting facts to substantiate the request:
 - 1) The candidate has new information that was unavailable when the President made the decision.
 - 2) The College did not follow its stated policies and procedures related to the process.
 - 3) There is evidence of bias or prejudice on the part of any party involved in the tenure process.
- b. Immediately upon receipt of the candidate's letter, the President will inform the chair of the Board of Trustees and the chair of Faculty Council that a Review Committee must be appointed and functioning within ten calendar days. The Review Committee will be composed of two members from the Board of Trustees, one of whom will serve as chair, and two tenured faculty members. The chair of the Board of Trustees will appoint the Trustee representatives, with at least one of these chosen from the Academic Affairs Committee of the Board. The faculty representatives will consist of one tenured faculty member selected by the chair of Faculty Council and one tenured faculty

member selected by the candidate.

- c. Within ten calendar days after the Review Committee has been appointed, the President will provide the chair of the Review Committee a copy of the candidate's letter and any additional information that the President deems relevant to the process. A copy of the information will also be sent to the candidate.
- d. The Review Committee will meet within ten calendar days after receipt of the information from the President. If the Review Committee cannot determine by majority vote that one of the conditions in Paragraph 3.a exists, the Review Process ends, and the decision of the President stands. The chair of the Review Committee will immediately notify the President and the candidate of this review finding in writing, and the Review Committee will be disbanded.
- e. If the Review Committee does determine by majority vote that one of the conditions in Paragraph 3.a exists, it will set aside the President's denial. At this point, the matter is returned to the Tenure, Promotion, and Honorary Status Committee (TPHS) for further review and then to the President for final decisions, subject to the Board's final approval. All written material utilized by the President in reaching the tenure denial will be provided to the chair of the TPHS Committee within seven calendar days. All written material utilized by the President in reaching the tenure denial, with the exception of the confidential materials comprised of letters from the Provost and VPAA, the candidate's School Dean and School Tenure Committee, will be provided to the candidate within seven calendar days.
- f. If the TPHS committee, by majority vote, recommends that the candidate be granted tenure, the Board of Trustees will then vote either to uphold this recommendation or to deny tenure to the candidate.
- g. If the TPHS Committee by majority vote does not recommend tenure for the candidate, the decision is final, and the process ends.
- h. The candidate and the President may agree on a settlement at any point in the process.

2. Procedures for Dismissal of a Tenured Faculty Member

Due to the nature of tenure, it should be very difficult for the College to dismiss tenured faculty members. Dismissal will not be used to restrain faculty members in their exercise of academic freedom or rights of citizenship. The procedures described in this section are modeled on the recommendations of the American Association of University Professors.

- a. Causes for dismissal of a tenured faculty member.

Certain circumstances may result in the dismissal of tenured faculty members. Dismissal must be based on any one of the following:

- 1) Causes not based on performance or conduct

- a) Reduction of faculty due to conditions such as financial exigency or elimination of a program. (Non-tenured faculty will be dismissed first if possible, and all efforts will be made to relocate tenured faculty to other areas.)
- 2) Causes based on performance or conduct

Adequate cause for a dismissal based on performance or conduct will be related directly and substantially to the behavior of faculty members in their professional capacities as teachers or researchers or both. This may include but is not limited to

 - a) Ongoing neglect of written contractual obligations
 - b) Violation of certain policies, including but not limited to the Harassment and Discrimination Policy, the Sexual Harassment Policy, and the Title IX Policy
 - c) Performance inconsistent with full-time faculty responsibilities as described in Section II.B.4.g of this Handbook
 - d) Mental or physical disability that renders the faculty member unable to perform the essential functions of his or her position. (For purposes of this policy, the term “disability” means, with respect to an individual, a physical or mental impairment that substantially limits one or more major life activities of such individual; a record of such an impairment; or being regarded as having such an impairment.)
 - e) Violation of the College’s Faculty Ethical Standards as outlined in Section IV.C.2 of this document
 - f) Conviction of a felony

b. Procedures for dismissal of a tenured faculty member for performance-based or conduct-based causes:

The procedure for dismissal of a tenured faculty member will include both an informal component called Preliminary Proceedings and a formal component called Formal Proceedings. Preliminary proceedings will always precede formal proceedings.

1) Preliminary Proceedings Concerning the Fitness of a Faculty Member

When causes arise to question the fitness of a tenured faculty member, the School Dean and the Provost and VPAA should discuss the matter with the faculty member in personal conference, looking toward a mutual agreement.

If the School Dean is the faculty member whose dismissal is at issue, he or she may request the involvement of another School Dean or a tenured faculty member of his or her choice. If possible, the School

Dean may be relieved of administrative responsibility and remain on the faculty with tenure status. If a satisfactory resolution does not result, Formal Proceedings should be commenced under the procedures below.

2) *Formal Proceedings Concerning the Fitness of a Tenured Faculty Member*

Formal Proceedings begin when the Statement of Cause is delivered to the faculty member. The faculty member should receive the Statement of Cause no later than twenty calendar days following the conclusion of Preliminary Proceedings. Upon receiving the Statement of Cause, the faculty member will choose one of the following outcomes, communicating his or her choice in writing to the President within twenty calendar days of receipt of the Statement of Cause:

- a) The faculty member will accept dismissal and resign
- b) The faculty member and the President will negotiate an alternative arrangement such as the remediation process described in Section *IV.M.1.a.IV*) of the Faculty Handbook
- c) The faculty member will request a formal hearing if one of the following criteria is met:
 - The faculty member has new information that was unavailable when the President made the decision to dismiss the faculty member
 - The College did not follow its stated policies and procedures related to the process
 - There is evidence of bias or prejudice on the part of any party involved in the tenure process

The Hearing Committee (see membership below) will meet to determine whether the faculty member should be dismissed from his or her position on the grounds listed in the Statement of Cause. The date of the hearing must allow the faculty member time to prepare a response. The faculty member must be informed, in detail or by reference to published regulations, of the procedural rights that will be accorded him or her.

Pending a final decision by the Hearing Committee, the faculty member will be suspended, or assigned to other duties in lieu of suspension, only if immediate harm to the faculty member or others is threatened by continuance of the regular responsibilities. Unless legal considerations forbid, salary should continue during the period of suspension.

- Hearing Committee. Selection of the committee should begin with the current membership of the Faculty Grievance

Committee. The Provost and VPAA shall have two challenges to the committee membership, and, if a member's participation is challenged, the President shall select a replacement. Then the faculty member shall have two challenges to the committee membership and shall select replacements for committee members whose participation in the hearing is challenged. The Hearing Committee shall elect its own chair.

- Committee Proceedings. The Hearing Committee may, with the consent of the parties concerned, hold joint pre-hearing meetings with the parties in order to simplify the issues, review facts, provide for the exchange of information, and achieve such other appropriate prehearing objectives as will make the hearing fair, effective, and expeditious. The committee shall not render judgment nor conduct its own assessment at this time. Rather, it shall remain neutral until both parties have had the opportunity to present their evidence.
- Service of notice of hearing with cause specified in writing will be made at least twenty calendar days prior to the hearing by the Provost and VPAA. The faculty member may waive the twenty-day time period. The faculty member may also waive a hearing or respond to the charges in writing at any time before the hearing. If the faculty member waives a hearing but denies the charges or asserts that the charges do not support a finding of adequate cause, the Hearing Committee will evaluate all available evidence and make its recommendation based upon the evidence in the record.
- The President and the Provost and VPAA have the option of attendance during the hearing, and the President may designate an appropriate representative (not an attorney, but a member of the Ferrum College faculty or staff) to assist in developing the case; but the committee determines the order of proof, conducts the questioning of witnesses, and, if necessary, secures the presentation of evidence important to the case.

The faculty member has the option of inviting an advocate (not an attorney, but a member of the Ferrum College faculty or staff) whose functions should be similar to those of the representative chosen by the President.

- A verbatim record of the hearing or hearings will be taken, and a printed copy will be made available to the faculty member without cost, at the faculty member's request.

- The burden of proof that adequate cause exists rests with the institution and will be satisfied only by a preponderance of the evidence in the record considered as a whole.
- The Hearing Committee will grant adjustments to enable either party to investigate evidence to which a valid claim of surprise is made.
- The faculty member will be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The administration will cooperate with the Hearing Committee in securing witnesses and making available documentary and other evidence.
- The Hearing Committee, the administration, and the faculty member will have the right to cross-examine all witnesses in a manner consistent with the civility expected of an internal hearing committee proceeding. In cases in which witnesses cannot or will not appear but the committee determines that the interests of justice require admission of their written statements, the committee will identify the witnesses and disclose their statements.
- In the case of charges of incompetence, qualified faculty members from this or other institutions of higher education (at the discretion of the committee) may provide testimony.
- The Hearing Committee will not be bound by strict rules of legal evidence and may admit any evidence that is of probative value in determining the issues involved. Every possible effort will be made to obtain the most reliable evidence available.
- The findings of fact and the decision will be based solely on the hearing record.
- Except for such simple announcements as may be required, covering the time of the hearing and similar matters, public statements and publicity about the case by either the faculty member or administrative officers will be avoided so far as possible until the proceedings have been completed, including consideration by the Board of Trustees. Once the proceedings have been completed, the President and the faculty member will be notified of the decision of the Hearing Committee in writing and will be given an unredacted copy of the records of the hearing. All institutional copies should be sealed; however, for purposes of comparison, files of a faculty complainant and of other faculty members should be available in unredacted form to faculty appeals committees

to the extent that such committees deem the information relevant and necessary to the fair disposition of the case before them.

- If the Hearing Committee concludes that adequate cause for dismissal has not been established by the evidence in the record, it will so report to the President. If the President rejects the report, the President will state his or her reasons for doing so, in writing, to the Hearing Committee and to the faculty member and provide an opportunity for response before transmitting the case to the Board of Trustees.
- If the Hearing Committee concludes that adequate cause for dismissal has been established but that an academic penalty less than dismissal would be more appropriate, it will so recommend, with supporting reasons.
- If dismissal is recommended, the President will, on request of the faculty member if such request is made within 14 days of the decision, transmit to the Board of Trustees the record of the case. The Board of Trustees' review will be based on the record of the committee hearing, and it will provide opportunity for argument, oral or written or both, by the principals at the hearings or by their representatives. Either the decision of the Hearing Committee will be sustained, or the proceeding will be 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.
- On the recommendation of the faculty Hearing Committee or the President, the Board of Trustees will determine what, if any, payments will be made beyond the effective date of dismissal and may take into account the length and quality of service of the faculty member.

R. Sabbatical and Faculty Leave

Sabbatical leave may be granted to faculty members for further professional study or improvement. Faculty leave may be granted for other reasons such as medical or personal circumstances.

The conditions of eligibility and the terms of sabbatical and other leaves are as follows:

1. Faculty members on leave shall be relieved from all teaching, research, administrative functions and committee work for the period of the leave so that their full time may be

devoted to the purposes for which the leave is granted.

2. Faculty members are not ordinarily expected to engage in other employment during the period of sabbatical leave. Should the applicant propose to do so, any such plans must be justified in terms of the general spirit of the sabbatical program and approved by the Provost. Faculty members granted leave for reasons other than sabbatical are free to engage in outside employment.
3. Acceptance of leave for both sabbatical and other reasons implies an obligation to return to active employment as a member of the faculty for at least one year. Applicants for sabbatical must sign an agreement to continue their service to Ferrum College for one year upon completion of the sabbatical or must repay to Ferrum College all salary received while on leave, plus appropriate interest.
4. Tenured faculty are initially eligible for sabbatical after they have a total of seven years of full-time teaching service at the College. They are again eligible for sabbatical upon completion of each six-year period of full-time teaching thereafter. Tenure is required for the granting of a sabbatical. Tenure status has no bearing on the granting of leave for reasons other than sabbatical.
5. Sabbaticals are ordinarily granted for an entire academic year at up to one-half salary or for one semester at up to full salary. If faculty members receive support from outside sources this will be taken into account in determining the salary and fringe benefits to be received from the College. One semester sabbaticals may be granted for the fall but are usually considered only for the spring semester. Faculty on types of leave other than sabbatical may be granted a continuous leave of absence without pay for a period not to exceed one year.
6. For sabbatical leave:

The applicant must file a written request for a sabbatical with the School Dean by November 1, and with the Provost (or designee) by December 1 of the year preceding the academic year for which the leave is desired. The letter of request should include the following facts:

- a. Length and dates of leave desired.
- b. Statement of any previous leave.
- c. A detailed statement of the applicant's sabbatical study and plans.
- d. A statement of outcomes appropriate to one's discipline (e.g. manuscript for publication, artists' creation(s)).
- e. A full statement of any anticipated additional compensation or assistance related to the applicant's project related to the applicant's project.

The School Dean will respond to the request in writing within thirty days, and forward that response to the Provost and the applicant. The leave must be evaluated by the School Dean and the Provost (or designee), then approved by the President. Sabbaticals

granted will be reported by the Provost (or designee) to the Academic and Student Affairs Committee of the Board of Trustees and to the Trustees as information.

Upon completion of sabbatical, faculty members are expected to submit a report to the Provost (or designee) detailing the work done during the leave and the progress made toward the stated goals for which the leave was granted.

S. Miscellaneous Policies

1. Faculty participation in Ferrum College Academic Ceremonies

All faculty members are required to participate in Commencement exercises and the fall semester Convocation. Faculty members are also invited to Baccalaureate. Faculty who have a legitimate and pressing conflict should report that conflict to the appropriate School Dean. Faculty will be notified as to whether full academic regalia is required. Faculty members who do not own caps, gowns, and hoods will be provided with rental information.

Appendix 1, Section IVa

FACULTY RECRUITMENT GUIDELINES

Ferrum College is committed to teaching excellence, faculty development and scholarship, and service. Its faculty recognizes that an effective culture of learning invites students to participate actively in the discovery and application of knowledge. The faculty appreciates the connection between theory and practice and strives to develop a culture of teaching and learning that nurtures and cultivates the mind, spirit, and heart. The faculty aims for students to gain the understanding, skills, and dispositions to address issues and challenges of the human condition. The Ferrum College community is committed to student success and to each faculty member's working closely with students both in and out of class. Identifying colleagues to join the ranks of the faculty is a task that is taken very seriously. The College works to attract the best faculty members who can contribute to and engage in a vibrant learning culture with a focus on student success.

Ferrum College faculty recruitment guidelines do not preclude flexibility. The various programs and schools may adapt the process to their particular areas. The School Dean, Division Chair, and Program Coordinators should meet throughout the search process.

Recruitment and Retention of a Diverse Faculty

Ferrum College is committed to recruiting and retaining a diverse faculty in order to add value to the educational experiences of our students. The College, the School Dean, and each search committee should employ steps to include candidates representing diversity in each selection pool. (See Appendix 1, Section IVb for suggestions for increasing diversity in faculty searches.)

Faculty Search Timeline

Tenure-track and full-time faculty searches should begin in the fall of the academic year before the new faculty member begins. In other words, a search for 2021- 22 should begin in fall 2020. The job description and advertisement should be ready no later than September 15, and the position authorization request should be submitted to the Provost and VPAA by the end of September for approval.

The hiring of adjunct faculty members is influenced by need. School Deans, in consultation with the Provost and VPAA, should exercise their discretion about when to begin this process. Adjunct Faculty contracts include language allowing the College to withdraw an appointment due to inadequate enrollment.

Advertisement Process and Job Description

The School Dean will work with the Division Chair and Program Coordinator seeking a new hire to identify needs and write a justification for the position requested. They will collaborate on a draft of the job description and advertisement, then send it to the Provost and VPAA for review and approval. Office of Human Resources will create and maintain a database of professional organizations and publications to which the advertisements will be sent. A checklist will encourage a systematic, logical, and understandable approach to the process for identifying potential candidates and eliminating those who do not meet the qualifications. The checklist will include common elements and those relevant to specific academic programs.

Composition of Search Committees

The School Dean will be responsible for making the appointments for each search committee. In making these appointments, the School Dean will confer with the appropriate Program Coordinators. Each search committee will be composed of at least four faculty members, with one member from outside the school. If this is not possible, one of the search committee members must be from outside the discipline of the position. A Program Coordinator may or may not choose to serve as chair of the committee. The School Dean will be ex-officio on his or her respective school search committees and may participate in any of the activities of each search committee, including casting votes.

The Role of the Office of Human Resources

The Office of Human Resources will place the advertisements in the various publications. The School Deans will consult with the Provost and VPAA before advertisements are posted online or in various publications. He or she will coordinate the internal approval process, advertisements and other logistics with the Office of Human Resources. The Office of Human Resources will also be responsible for creating an on-going log of applicants for each position and for sending a written acknowledgement to each applicant as applications are received. The Office of Human Resources will subsequently be in charge of sending a form letter to those applicants who were not selected. The search committee chair will be responsible for providing this list to the Office of Human Resources following the conclusion of the search process.

Pre-Campus Phone Screening Interview

A pre-campus telephone interview should be customary with large candidate pools and should be conducted before the search committee decides whom it would like to invite to campus.

This part of the process is especially significant because it will provide the College and the candidates an opportunity to address the issue of “mutual fit.” It will also demonstrate the College's interest in the candidates. Student participation is encouraged at this stage of the search process. At the end of this process, the committee will share its impressions with the School Dean. It will be the responsibility of the School Dean to relay those impressions to the Provost and VPAA.

The First Cut of Candidates

The list of top candidates will be narrowed by the Search Committee to the top two or three candidates. No invitations for campus interviews should be extended until the School Dean and Provost and VPAA have reviewed and approved the top two or three candidates. Upon approval, campus interviews may begin for the top candidates following the reference check.

Checking References

A thorough and careful reference check should be conducted before the candidates are invited for on-campus interviews. Search committee members will share the responsibility of completing this assignment. This task should be started early to avoid a lengthy time frame between the on-campus interview and final decision.

A list of appropriate and inappropriate interview questions will be made available from the Office of Human Resources to be used as a guide in both the reference check and the campus interview process. Each candidate's reference check process should be handled ethically and professionally.

Recommendation for Interview

The search committee will make a written recommendation of its top three candidates to the School Dean. The recommendation must clearly state the reasons for the committee's recommendation. It should include the following: the strengths of the candidates, any discernible weaknesses, and the impressions of those who participated in the process. The School Dean will work with the search committee chair to agree upon the candidates who will be referred to the Provost and VPAA for an interview. The School Dean will reconvene a search committee only if there are serious disagreements among the committee members or between the committee's choice and the impressions of the School Dean, the Provost and VPAA, or both. Matters of this sort will be addressed and resolved in a timely and professional manner.

The Provost and VPAA will review the top three candidates' application packets and then discuss impressions of the candidates with the School Dean and the Search Committee chair. A final decision regarding invitations for campus interviews will be made by the School Dean and the Provost and VPAA.

The Campus Interview

The designated Search Committee will be responsible for the on-campus interviews of two or three candidates. The committee chair will prepare an itinerary well in advance of the candidates' visits. These candidates will meet at least twice with the search committee. The candidates will also meet with relevant administrative personnel (including the School Dean and the Provost and VPAA or her or his designee), faculty members of the specific academic programs, a representative from the Office of Human Resources, and students. Each candidate will be required to give a teaching demonstration and a presentation on his or her scholarship geared to an undergraduate audience. The search committee will provide the candidates with a written and clear description of the expectations. Every attempt should be made to have each candidate meet with the Provost and VPAA. No one will be hired into a faculty position without meeting with or having a conversation with the Provost and VPAA.

The candidates visiting campus will be provided on-campus housing. A faculty member will be assigned to serve as the host of the candidate. This will entail accompanying the candidate to and from the designated airport.

A part of the on-campus tour will be conducted by one or two students identified by the Program Coordinator. (This may also be coordinated by the Office of Admissions). It will be important to obtain the student perspective. Also, this will be an opportunity for the candidates to develop a good sense of the students they will be working with, in and outside the classroom.

The Post-Campus Interview

It will be the responsibility of the search committee to gather information derived from the various constituencies involved in the search processes. This will include feedback from those who attended the candidates' presentations, on-campus student guides, students' sessions with the candidates, and faculty members within specific academic disciplines. The search committee should use a post-interview evaluation form that will be filled out by those who were involved in the process. These comments should be collected and included for the Provost and VPAA to review.

Recommendation for Hiring

It will be the responsibility of the search committee to make a written recommendation of its top candidate to the School Dean. The recommendation must clearly state the reasons for the committee's action. It should include the following: the strengths of the candidates, any discernible weaknesses, and the impressions of those who participated in the process. The School Dean will review the document and then make a recommendation to the Provost and VPAA. Once approval is received from the Provost and VPAA, the School Dean will contact the finalist to offer the job, including salary and terms as approved by the Provost and VPAA. The offer must be conditional (contingent upon the results of the college's required background check; receipt of certified, official transcripts; etc.). The School Dean will reconvene a search committee only if there are serious disagreements among the committee members or between the committee's choice and the impressions of the School Dean. Matters of this sort will be addressed and resolved in a timely and professional manner.

Candidates selected by the search committee and affirmed by the School Dean and the Provost and VPAA will be informed in a timely manner of the outcome. The candidates who received interviews but did not receive offers will receive phone calls from the chair of the search committee. (By this time, letters should have already been sent to those who did not make the interview stage. See Human Resources section.)

In the event that an international faculty member (without H1 visa) is identified as a finalist for a faculty position, assistance with the visa will be provided as follows:

- Ferrum College will provide assistance with the application paperwork.
- Ferrum College will allow the use of all or part of the moving expense allotment for visa expenses, if the faculty member so chooses.

The Cost of the Search Process

The cost of the search processes will be incurred by the Office of the Provost and VPAA. While Ferrum College wishes to treat candidates with hospitality and graciousness, search committees should keep expenses reasonable.

Assessment of the Search Process

Periodically, the Provost and VPAA and the School Deans will assess the effectiveness of the search procedures, including an assessment of progress made on improving the Ferrum College faculty (e.g. percentage with terminal degrees and improved diversity of applicant pools).

Appendix 1, Section IVb

Suggestions for Seeking a Diverse Pool of Candidates

1. Attend sessions on diversity issues at national higher education association meetings.
2. Attend diversity caucus sessions at field-specific professional association meetings.
3. Work with existing contacts to discover strong potential candidates and develop new contacts.
4. At professional meetings, look for strong graduate students, even those just advancing into candidacy.
5. Visit graduate schools and communicate with placement officers in graduate programs.
6. Seek nominations from colleagues in the field.
7. Work with alumni groups and the Board of Trustees to advise them of openings and of the diversity we seek.
8. Seek Fulbright scholars and visiting professors, and use the Williams Professorship to attract a more diverse faculty.

Appendix 2, Section IV

Examples of Faculty Behavior That Violate College Ethical Standards

- i. Arbitrary denial of access to instruction.
- ii. Significant failure to adhere, without legitimate reason, to the rules of the faculty in the conduct of courses, meeting classes, keeping office hours, or holding examinations as scheduled.
- iii. Violations of the Confidentiality and Privacy Policy. Faculty members must comply with all federal laws, state laws, agreements with third parties, and college policies and principles pertaining to the use, protection, and disclosure of various types of confidential, proprietary, and private information. Such policies apply even after the faculty member's relationship with the institution ends.
- iv. Evaluating other faculty members by criteria not directly reflective of professional performance or judgment.
- v. Intentionally misrepresenting personal views as the position of the institution.
- vi. Engaging in a romantic or sexual relationship with a student whom the faculty member teaches, advises, coaches, or supervises in any way.

Appendix 3, Section IV

Faculty Evaluation Form

Faculty Name: _____ **Date:** _____

Part I: Professional activity (completed by the School Dean)

Indicate clearly the standards being applied and the evidence upon which the comments are based.

How do you assess this faculty member's teaching effectiveness?

Data sources: Student evaluations, class visit reports by one or more of the following: mentor, coordinator, peer

How would you evaluate this faculty member's performance in terms of pursuing high professional standards in his or her field?

Source: vita, workload reports, publication review, self-reports, School Dean's or Director's observations, etc.

How would you evaluate the faculty member's contribution to college or community?

Self-reported vita data, workload reports, personal observation, School Dean's or Director's observations, etc.

Part II: Professional planning (completed by the faculty member)

Professional profile: list activities, honors, achievements etc. that are currently in progress or that you have completed since the last evaluation session. Pay particular attention to items which you feel help define your professional "profile" and items that you want to be considered by the School Dean in budget planning for the school. You may include goals, current priorities, etc.

Source: Faculty supplied documentation.

Goals/plans/anticipated activities, if not included in section above: (Optional for tenured faculty, but essential if the tenured faculty member expects to request faculty development resources or other assistance requiring advanced planning by the School Dean.) List goals or current priorities which you feel will help guide your progress in the next evaluation cycle. Because this section may be somewhat speculative, it may be updated or revised at any time during the evaluation cycle to reflect your current progress.

Faculty development and support census: What new or augmented resources (money, facilities, staffing, etc.) can you recommend that would enhance your effectiveness in the classroom or in other areas of your professional activities?

Appendix 3b, Section IV



Adjunct Faculty Evaluation Form

Faculty Member _____ School _____

Courses Taught Fall Semester 20____ Spring Semester 20____

_____	_____
_____	_____
_____	_____
_____	_____

Annual Orientation Session conducted by _____ Date _____

Topics Covered: _____

Bases for evaluation of teaching effectiveness (check all that apply):

____ Student evaluations ____ Class visits ____ Review of student work
____ Review of class materials ____ Other (Please specify): _____

Specific Strengths:

Specific Areas Needing Improvement :

Overall Recommendation:

____ This person should be employed as a part-time faculty member whenever the need arises.

____ This person should be employed as a part-time faculty member only under the following conditions:

____ This person should not be employed again as a part-time faculty member for the following reasons:

Program Coordinator Signature: _____ Date: _____

or

School Dean Signature: _____ Date: _____

SECTION V. INSTITUTIONAL POLICIES

GENERAL PERSONNEL POLICIES STATEMENT

In addition to the Faculty Handbook, faculty members should be familiar with and comply with general personnel policies. The Ferrum College Staff Handbook is available online from the Human Resources homepage. The general policies and procedures apply to all employees.

A. NON-DISCRIMINATION POLICY

Ferrum College does not discriminate on the basis of race, religion, color, national origin, age, veteran status, gender, sex, disability, or any other protected status in its programs and activities including, but not limited to, admission to, access to, treatment in or employment in any of its programs and activities. Ferrum College affirms the dignity and worth of every individual regardless of sexual orientation or gender identity and will not tolerate harassment or discrimination toward any individual.

The following person has been designated to handle inquiries regarding non-discrimination policies:

Director of Human Resources
Ferrum College
Pine House, 109 Ferrum Mountain Road
(540) 365-4287; (540) 365-4530 (FAX)

B. DRUG-FREE WORKPLACE See the Ferrum College Staff Handbook for the full policy statement. The general policies and procedures apply to all employees.

C. SUBSTANCE ABUSE POLICY See the Ferrum College Staff Handbook for the full policy statement. The general policies and procedures apply to all employees.

D. ALCOHOL POLICY See the Ferrum College Staff Handbook for the full policy statement. The general policies and procedures apply to all employees.

E. POLICY AGAINST SEXUAL HARASSMENT

Statement of Policy

It is the policy of Ferrum College that no member of the community may sexually harass another. Sexual advances, requests for sexual favors, and other conduct of a sexual nature constitute sexual harassment when

1. Such advances or requests are made under circumstances implying that one's response might affect educational or personnel decisions that are subject to the influence of the person making the proposal; or
2. Such speech or conduct is directed against another and is either abusive or humiliating, or persists despite the objection of the person targeted by the speech or conduct; or

3. Such speech or conduct is reasonably regarded as offensive and substantially impairs the academic or work opportunity of students, colleagues, or co-workers. If it takes place in the teaching context, it must also be persistent, pervasive, and not germane to the subject matter. The academic setting is distinct from the workplace in that wide latitude is required for professional judgment in determining the appropriate content and presentation of academic material.

Bringing a Complaint

1. Any member of the Ferrum College community who believes that he or she has been the victim of sexual harassment (the complainant), as defined above, may bring the matter to the attention of a Title IX Coordinator or the Deputy Title IX Coordinator (See below).
2. The complainant should present the complaint as promptly as possible after the alleged harassment occurs. Delaying a complaint may preclude recourse to legal procedures, if the complainant decides to pursue them at a later date. The initial discussion between the complainant and the Title IX Coordinator or the Deputy Title IX Coordinator should be kept confidential, with no written record.
3. If the complainant, after an initial meeting with the Title IX Coordinator or the Deputy Title IX Coordinator, decides to proceed, the complainant should submit a written statement to the Title IX Coordinator or the Deputy Title IX Coordinator. Cases involving sexual harassment are particularly sensitive and demand special attention to issues of confidentiality. Dissemination of information relating to the case should be limited, in order that the privacy of all individuals involved is safeguarded as fully as possible.
4. The Title IX Coordinator or the Deputy Title IX Coordinator should inform the alleged offender of the allegation and of the identity of the complainant. A written statement of the complaint should be given to both parties. Every effort should be made to protect the complainant from retaliatory action by anyone named in the complaint.

Resolution of a Complaint

1. Promptly after a complaint is submitted, the Title IX Coordinator or the Deputy Title IX Coordinator should initiate whatever steps he or she deems appropriate to effect an informal resolution of the complaint acceptable to both parties.
2. If the complainant is a member of the faculty and is unsatisfied with the resolution proposed by the Title IX Coordinator or the Deputy Title IX Coordinator, he or she should submit a grievance in writing to the chair of Faculty Council. Faculty Council will appoint a faculty review committee to address the complaint.
3. Members of the faculty review committee will meet to discuss the complaint. Unless the committee concludes that the complaint is without merit, the parties to the dispute should be invited to appear before the committee and to question witnesses. The

committee may conduct its own informal inquiry, call witnesses, and gather whatever information it deems necessary to assist it in reaching a determination as to the merits of the allegations. Once such a determination has been reached, it should be communicated in writing to both parties and to the Faculty Review Committee. A summary of the basis for the determination should be provided to either party upon request.

4. If the review committee's findings do not lead to a mutually acceptable resolution, and if the committee believes that reasonable cause exists for seeking sanctions against a faculty offender, the Title IX Coordinator or the Deputy Title IX Coordinator should forward the recommendation immediately to the Provost and VPAA or his or her designee. The Provost and VPAA shall then proceed in the manner set forth in the Faculty Handbook, Section IV, "Deficient Performance," and, if the faculty member is tenured, "Termination of Tenure."

Malicious Complaints

Ferrum College takes all charges of sexual harassment seriously. If a complaint is found to be malicious and without any reasonable basis, the person who brought forward the complaint may be subject to appropriate disciplinary action.

Record of Complaints

The Office of the President and the Title IX Coordinator will keep a record of all complaints. In all cases the person hearing a complaint will file a written report identifying the parties involved and the disposition of the complaint.

F. POLICY AGAINST SEXUAL ASSAULT

Statement of Policy

The Ferrum College community will not tolerate sexual assault in any form, including acquaintance rape. Sexual assault is a crime punishable by both civil and criminal legal action. It is also a serious violation of Ferrum College Community Standards and constitutes a violation of College regulations, which is adjudicated through Campus Judicial Procedures. Even if the criminal justice authorities choose not to prosecute, Ferrum College can pursue disciplinary action that could result in dismissal from the College.

Definition of Sexual Assault

Sexual assault occurs when a person is subjected to any of the acts listed below against his or her will, through the use of force, threat, physical intimidation, or psychological intimidation. Sexual assault also occurs when a person is subjected to any of the acts listed below while in a state of mental or physical impairment (induced, for example, by alcohol or other drugs) of which the accused was aware or should have been aware.

Sexual assault includes rape; forcible sodomy; forcible cunnilingus or fellatio; sexual penetration with an inanimate object; fondling or touching an unwilling person's genitalia, groin, breast, or buttocks (covered or uncovered); or forcing an unwilling person to touch

another's intimate parts (i.e., genitalia, groin, breast, or buttocks).

Statement of Confidentiality

All incidents of sexual assault or reports of intimate partner violence, dating violence, and domestic violence brought to the attention of Title IX Coordinator or the Deputy Title IX Coordinator will be held in the strictest confidence with the exception of incidents that must be reported to the Ferrum College Campus Police due to Federal guidelines under the Clery Act.

Procedures

Ferrum College strongly encourages persons who have been sexually assaulted to report the crime for prosecution within either the Ferrum College system or the local justice system, or both. Reporting the assault enhances the victim's recovery and makes possible the receipt of needed services. Reporting also increases the possibility of preventing future assaults on other women and men by the victim's assailant.

The College has established the following on-campus procedures for dealing with allegations of Sexual Assault:

Faculty or Staff Complainant:

If the complaint of sexual assault is filed by a member of the faculty or staff of Ferrum College, the complaint may be taken to either one or both of the following:

- 4.** Ferrum College Campus Police
- 5.** Title IX Coordinator or the Deputy Title IX Coordinator

The Campus Police or the Title IX Coordinator or the Deputy Title IX Coordinator will then counsel the complainant and help the complainant determine the appropriate course of action. Faculty or staff members may choose one of the following:

1. With the assistance of the Title IX Coordinator or the Deputy Title IX Coordinator, the faculty or staff member may talk with the accused to determine whether the situation can be resolved through mediation.
2. If the accused is a student, the matter may be brought to the Dean of Students and Title IX Coordinator for appropriate application of the Campus Judicial Procedures. (A written statement will be necessary.) Judicial cases pertaining to sexual assault will be adjudicated on the basis of clear and convincing evidence.
3. If the accused is a fellow faculty or staff member, the complainant may elect to bring the matter to the Title IX Coordinator or the Deputy Title IX Coordinator for a hearing and appropriate disciplinary action. Judicial cases pertaining to sexual assault will be adjudicated on the basis of clear and convincing evidence.

A faculty or staff member retains the right to take any of the above steps that he or she thinks is most appropriate.

Malicious Complaints

Ferrum College takes all charges of sexual assault seriously. If a complaint is found to be malicious and without any reasonable basis, the person who brought forward the complaint

could be subject to legal action, other appropriate disciplinary action, or both.

Rights of the Victim

1. Throughout the disciplinary process, the victim is assured the following rights:
 - a. The right of a victim to have a person of his or her choice accompany her or him throughout the disciplinary process, including the hearing. (Such a person must be a member of the Ferrum College faculty, staff, or student body.)
 - b. The right to have the proceedings remain confidential.
 - c. The right to be present during the entire proceeding.
 - d. The right, as established in state criminal codes, not to have his or her sexual history discussed during the hearing, except as it relates to the specific incident in question.
 - e. The right to relate his or her account of the incident.
2. The right to a closed hearing (with the accused present) during his or her testimony.
3. The right to be informed immediately of the outcome of the hearing.
4. Students have the option of prosecuting the assailant criminally or civilly instead of, or in addition to, the Ferrum College Judicial Hearing. College Campus Police Officers are available to assist a student in filing a criminal or civil case.

Record of Complaints

The Office of the President will keep a record of all complaints. In all cases the person hearing a complaint will file a written report identifying the parties involved and the disposition of the complaint.

For the latest information, policies, and procedures regarding Sexual Misconduct, Harassment, and Assault please refer to our Title IX web page at <http://www.ferrum.edu/title-ix-information/>).

G. POLICY AGAINST RACIAL HARASSMENT¹

Statement of Policy

It is a fundamental belief of Ferrum College that the process of learning is best achieved in a community that recognizes and reflects diversity and encourages the open and frank exchange of ideas. The College is committed to assuring that students, faculty, and staff enjoy an educational environment and a work setting that promote respect for cultural values and racial differences. The College deplores incidents of prejudice wherever they may occur. The College condemns covert or overt acts that interfere with these beliefs and ideals. Therefore, any form of intimidation, abuse, or harassment based on race, ethnic origin, or creed is contrary to the ideals of Ferrum College.

¹ Adapted from "Sexual Harassment: Suggested Policy and Procedures for Handling Complaints." American Association of University Professors. Accessed 20 July 2007. <http://www.aaup.org/AAUP/pubsres/policydocs/sexharass.htm>.

Definition of Racial Harassment

At Ferrum College, racial harassment is defined as verbal, written, or physical conduct that calls attention to the racial identity of individuals and rejects the validity of an individual or a group's racial identity in a manner that prevents or impairs members' full enjoyment of educational, social or occupational benefits or opportunities. No matter how carefully worded a definition of racial harassment might be, unforeseen situations may arise that cannot easily be included in any definition. Racial harassment can include, but is not limited to, racially oriented spoken or written statements or symbols, physical threat or intimidating conduct that is racially motivated, or any behavior that limits the full realization of open, creative pluralism on campus. A member of the Ferrum College community who knowingly, intentionally, and willfully participates in activities defined as racially harassing shall be considered in violation of this ~~policy~~.

Procedures: The College has established the following procedures for dealing with allegations of racial harassment:

Staff Complaint: Please refer to appropriate section of the current *Staff Handbook*.

Student Complaint: (Please refer to the current *Student Handbook*, under the Special Campus Policies for this information.)

Faculty Complaint:

If the complaint of racial harassment is made by a member of the faculty of Ferrum College, the complaint may be taken to the Office of Human Resources. The Director of Human Resources will then counsel and help the complainant determine the appropriate course of action. As in the case with students, the faculty member may choose one of the following:

1. With the assistance of the Director of Human Resources, the faculty member may talk with the accused to see if the situation can be resolved through mediation. (See section entitled Mediation Board below.)
2. The complainant may elect to bring the matter to the complainant's President's Cabinet-level administrator for a hearing and disciplinary action, if appropriate.

A faculty or staff member retains the right to take any of the above steps that he or she thinks is most appropriate.

Mediation Board

Experience suggests that many grievances involving racial harassment can be satisfactorily resolved through mediation if the institution provides ready access to an appropriate mediation process whose legitimacy is generally acknowledged. The composition of the mediation board is based on the following:

1. There shall be five members of the Mediation Board appointed by the President. The Mediation Board must have two faculty members, one staff person, and two students. At least two members of the Board must be members of racial minority

groups represented on the Ferrum College campus.

2. Members shall be chosen for their sensitivity, discretion, and skill in mediation. Those appointed should be persons known to be approachable by faculty, students, and staff. Members shall avail themselves of training in race awareness, mediation, and negotiation.
3. Faculty and staff will be appointed for staggered three-year terms with the possibility of reappointment; student members will be appointed for one year, with the possibility of reappointment.
4. The President will name one faculty or staff person as the chair of the board to serve for two years with the possibility of reappointment.
5. The Affirmative Action Officer of the College shall serve as a consultant to the Board.
6. The function of the Mediation Board and the names of its members shall be widely publicized. For example, the members shall be listed in the current *Student Handbook* and through memoranda to faculty, staff, administration, and trustees. Information about the board will be included in new student orientation programs.

The Process of Mediation:

1. It is understood that, during any process of mediation, there shall be concern for the comfort and safety of all parties involved in the process.
2. The grievant should have peer counsel from a Mediation Board member.
3. The alleged accused should have peer counsel from a Mediation Board member.
4. All parties must agree in writing to the mediation process. (All procedures other than mediation do not require consent.)
5. It needs to be understood that the process of mediation will not lead to punishment; instead, the goal is increased understanding and transformed behavior.
6. All proceedings and resolutions of the Mediation Board will be confidential. No information will be made public without the written approval of the parties involved.
7. There should be a reasonable timetable (no more than sixty days) for the mediation procedure.

Malicious Complaints

Ferrum College takes all charges of racial harassment seriously. If a complaint is found to be malicious, unreasonable, and unfounded, the person who brought forward the complaint may be subject to appropriate disciplinary action.

Record of Complaints

The Office of the President and the Title IX Coordinator will keep a record of all complaints. In all cases the person hearing a complaint will file a written report identifying the parties involved and the disposition of the complaint.

H. WHISTLEBLOWER POLICY

Purpose and Applicability

The purpose of a whistleblower policy is to set forth the Ferrum College policy on disclosure of misconduct and to protect individuals from retaliation in the form of an adverse employment action for disclosing what they believe evidences unlawful or unethical practices. This policy is applicable to all employees of Ferrum College and to applicants for jobs at Ferrum College.

Statement of Policy

It is the policy of Ferrum College that employees and applicants shall be free, without fear of retaliation, to report conduct within Ferrum College that they reasonably believe may constitute misconduct including, but not limited to, the following: wire fraud, mail fraud, bank fraud, securities fraud or questionable accounting and internal controls, auditing matters, harassment, discrimination, hostile workplace, safety and security issues, illegal or unethical business practices, wrongful termination, hate messages, faculty and staff handbook violations, violations of laws, mismanagement, waste of institution resources, and abuse of authority. A representative of Ferrum College shall not take or shall refuse to take any employment action in retaliation against an employee or applicant who reports possible misconduct under this policy in good faith or who, following such disclosure, seeks a remedy provided under this policy or any law or other Ferrum College policy. However, employees or applicants who knowingly file false or misleading reports without a reasonable belief as to truth or accuracy will not be protected by this policy, and in the case of an employee, may be subject to discipline, including termination of employment.

If the employee or applicant would prefer to contact a source outside of Ferrum College, he or she may anonymously contact the confidential Campus Conduct Hotline service provided by EIIA (Educational and Institutional Insurance Administrators) by calling 1-866-943-5787.

See the Ferrum College Staff Handbook for the full Process for Disclosure procedure. The general policies and procedures apply to all employees.

I. INTELLECTUAL PROPERTY RIGHTS POLICY***General Statement***

Ferrum College is committed to providing an environment that supports the learning, teaching, and creative activity of its students, faculty, and staff. This Intellectual Property Rights Policy is intended to encourage excellence and innovation in teaching and creative activities by identifying and protecting the rights of faculty, staff, students, and the College. The policy seeks to encourage the notion that creative works produced at Ferrum College should be used for the greatest possible benefit.

The policy governs the respective ownership rights of the College and its employees to material produced within the scope of employment. The policy protects the traditional rights of scholars with respect to the products of their intellectual endeavors. The College cedes ownership to the authors of scholarly and academic works such as books, papers, and

journal articles created by faculty who use only generally available College resources.

When College support makes the work possible or when it provides extra or special support, with money, facilities, equipment, or staff, for the development of ideas or the production of works, it is reasonable for the College to participate in the benefits of the work. The College asserts its right of ownership if substantial College resources (including sponsor-provided funds) are used in the creation of the work.

Policy

The College owns the rights to all works, inventions, developments and discoveries (herein referred to as "work" or "works") created through the effort of individuals who are compensated by the College or which involve the substantial use of College equipment, services or resources. This includes any patentable invention, computer-related software, databases, web-based learning, and related materials. The College historically has not, and does not now, assert any claim or ownership interest in the following categories of scholarly or academic works: textbooks; class handouts or presentations; research articles, proposals or monographs; student theses or dissertations; paintings; drawings; sculpture; musical or dramatic compositions and performances; poetry; and popular fiction and nonfiction. Ownership of these categories of traditional faculty endeavor is waived by the College in favor of the faculty member, and these are exempt from the provisions of this policy.

The use of College resources is substantial when it entails the dedicated use of College equipment, facilities, personnel or funding, or resources not ordinarily used by or available to all, or virtually all, members of the faculty. The use of a computer in a faculty office or of a college laptop, incidental supplies, and occasional use of College personnel or shared facilities would typically not be considered substantial use. In contrast, utilization of College laboratories or special instrumentation, dedicated assistance by College employees, special financial assistance, or extensive use of shared facilities would constitute substantial use.

Funds and facilities provided by governmental, commercial, or other private organizations that are administered and controlled by the College shall be considered College resources for purposes of this policy. If a work results from research sponsored in whole or part through governmental or other outside funding, the research agreement shall govern the disposition of intellectual property rights, but no research agreement shall be entered into without the review and approval of the Provost and VPAA in order that the College may protect its intellectual property rights to the greatest extent possible. If the sponsor does not assert an ownership interest, ownership vests with the College as provided in this policy.

When a question arises of whether a particular work involves compensated effort or substantial use of College resources, the matter shall be referred to an ad hoc committee comprised of two members of Faculty Council, the Provost and VPAA or designee, and the Vice President for Business and Finance or designee.

If an individual creates a work that is potentially covered by this policy, he or she is expected to notify his or her School Dean and the Provost and VPAA immediately and provide them with sufficient detail to permit the College to evaluate the work and, if appropriate, take

steps to protect the intellectual property rights. If the College decides not to exercise its ownership in a particular case, the ownership rights and responsibilities related to such rights for patenting, copyrighting, and licensing shall rest with the author or authors. The College retains a nonexclusive, royalty-free right to use for non-commercial purposes works produced by its employees acting within the scope of employment, even if ownership is ceded to the author or authors.

Royalties

The College endorses the legitimate expectation of authors to share in the net revenues produced by licensing or other development of their work, but given the College's substantial cost involved in supporting scholarship and research, the College is also entitled to a share in any such royalties.

Accordingly, for any work in which the College asserts ownership interest under this policy, the College and the author or authors will share the net royalties (revenues less recovery of all legal and other costs involved in protecting the intellectual property rights of the work, licensing costs, and other directly related administrative costs) in the following percentages:

Net Royalties	Author or Authors	Ferrum College
<\$5,000	100%	0%
\$5,000-\$25,000	75%	25%
\$25,000-\$100,000	60%	40%
>\$100,000	50%	50%

If the work is a joint creation, the authors will divide their share equally, unless they provide the College with an alternative royalty distribution agreed upon by them.

If a work is a compilation involving the College's intellectual property, the faculty member shall retain all ownership interests in his or her creation, but allowing his or her work to become part of the compilation thereby grants a non-exclusive royalty-free license to the College for use of his or her contribution. While the College shall own rights to the compilation, it shall own no rights to the underlying work beyond said license. Notwithstanding the royalty-free license, the College will share the net proceeds from the compilation as described above.

Net royalties received by Ferrum College shall be restricted to support scholarly, research, or creative activity of faculty.

Recognizing that this area is complex and rapidly evolving, Ferrum College remains open to the possibility of alternative agreements as the need may arise.

- J. CONFIDENTIALITY** See the Ferrum College Staff Handbook for the full policy statement. The general policies and procedures apply to all employees.

K. CONFLICT OF INTEREST See the Ferrum College Staff Handbook for the full Conflict of Interest Policy.

L. INSTITUTIONAL REVIEW BOARD

Refer to Section II, *Faculty Structure and Governance*, Item e), under Advisory and Regulatory Boards – Academic Affairs. Refer to the ***Ferrum College Human Participants Policy***, posted on Brightspace for criteria for IRB membership, duties and purview of the IRB, categories of review, procedures, and specifics of recordkeeping.

M. ACCIDENT AND EMERGENCY PROCEDURES

In the event of an accident, injury, or other emergency, employees should react as calmly, safely and quickly as possible. Depending on the circumstances, help is available at one or more of the sources listed below. Whatever course of action is taken, the Ferrum College Campus Police should be notified of the incident.

Important Emergency Numbers

Ferrum College Police Department: 365-4444

Ferrum Fire Department: DIAL 911

Ferrum Rescue Squad: DIAL 911

Franklin County Sheriff's Department: DIAL 911

The **Annual Security Report** is available upon request in the Ferrum College Police Department, the Office of Human Resources, and the Office of Admissions.

N. MEDIA CALLS AND CRISIS SITUATIONS

See the Social Media Policy on the homepage of the Office of Marketing and Communications.

O. INCLEMENT WEATHER POLICY

The Ferrum College Inclement Weather Policy is designed to give faculty, staff, and students as much flexibility as possible during adverse weather conditions. The College will not be considered closed as long as the residential student population is on campus.

Since Ferrum College is primarily a residential college, classes are rarely postponed due to weather conditions. However, faculty, staff, and students should use good judgment in determining the feasibility of holding and attending classes when weather conditions create safety concerns. If classes are held but weather conditions prevent class attendance for some students, those students are expected to notify professors of their situations. Students assume responsibility for coursework covered during the class period, as well as initiating steps for making up missed work.

Abbreviated Schedules for Inclement Weather. In the event of inclement weather, Ferrum College will announce whether classes are on an abbreviated schedule, classes are cancelled, or classes will be held on schedule.

- *Classes Cancelled:* Classes will not meet on campus. The announcement will specify the status for both day and evening classes.
- *Abbreviated Class Schedules:* <http://www.ferrum.edu/academics/schedule-of-classes/> Classes will meet on campus. The announcement will specify which schedule will be followed.

Distance Learning – Technology Plan. In the event of a campus closure, causing faculty to miss contact hours, faculty have several options:

1. Faculty may reorganize their syllabus to absorb content and classroom work through regularly scheduled classes.
2. Faculty may use digital means to hold class, either synchronously through teleconferencing, chatting or discussion boards; or asynchronously through the Brightspace course management system, web pages or some other means. Faculty should follow their standard attendance policy and make allowances to complete work at a later date if students do not have access to the Internet.
3. Faculty may offer an assignment in place of the contact hours. These assignments could include quizzes, papers, podcasts, research assignments, taped lectures, etc.

Local television and radio stations will be notified when there is a change in the normal hours of operation for the College. Faculty, staff, and students will also receive emergency, safety and weather alerts via text and email through the Rave Alert System. Notifications are also posted on the front page of the campus website, Facebook and Twitter. More information is available at Ferrum College Information: 540-365-5555.

P. SMOKING See the Ferrum College Staff Handbook for the full policy statement. The general policies and procedures apply to all employees.

Q. RESPONSIBLE USE OF COMPUTERS AND COMMUNICATION EQUIPMENT USE

POLICY – The most current policy may be accessed online at <https://portal.ferrum.edu/infosvcs/Pages/policy.aspx>. If different from that listed below, the online policy supersedes the policy written herein.

The computer network and other forms of communication equipment and the content thereof are the property of Ferrum College. The use of Ferrum College **computers**, its **computer network**, and **other forms of communication equipment** is a privilege, not a right, and inappropriate use will result in disciplinary action by College officials, which may include the cancellation of those privileges. Other forms of communication equipment include, but are not limited to, email, telephones, facsimile machines, and copiers.

Ferrum College provides access to its computers, computer network, and other forms of communication equipment for students, faculty, and staff. All persons who use any of the above-mentioned equipment shall thereby agree to this policy. All users are expected to

use the equipment appropriately, honestly, and constructively. This policy is meant to support and protect College students and personnel in the use of this valuable educational resource.

The following actions constitute irresponsible and unacceptable use of Ferrum College computers, internet, email, telephones, fax machines, and copiers:

1. Sending or receiving copyrighted materials without permission
2. Using impolite, abusive, or otherwise objectionable language in public messages
3. Placing unlawful information on College computers
4. Using College communication equipment in ways that violate local, state, federal, or international laws or statutes
5. Excessive use of College communication equipment for non-school or non-work related activities
6. Using College communication equipment to access gambling websites
7. Using College communication equipment in ways that violate standards of accrediting and sanctioning bodies, e.g. SACSCOC or NCAA
8. Sending messages that are likely to result in the loss of the recipient's work or system
9. Emailing chain letters or pyramid schemes, and any other type of use that would cause congestion on College computers or otherwise interfere with the work of others
10. Using College communication equipment for commercial purposes
11. Excessive use of College communication equipment for personal use
12. Changing any computer file that does not belong to the user
13. Giving one's password to others or allowing someone else to use one's password, unless that person is authorized by the College to have access to that password (e.g. Computer Services)
14. Using another's password without proper authorization
15. Using College communication equipment to send, retrieve, or copy pornographic material, inappropriate texts, or graphic files
16. Circumventing security measures on College or remote computers or networks
17. Attempting to gain access to another's resources, programs, or data without proper authorization
18. Vandalizing, which is any malicious attempt to harm or destroy data of another computer user
19. Falsifying one's identity to others while on College computers or other communication equipment

20. Using computer programs to decode passwords or access control information
21. Attempting to circumvent or subvert any system of security measures
22. Engaging in any activity that might be harmful to systems or to any information stored thereon, such as creating or propagating viruses, disrupting services, or damaging files
23. Using email, the telephone, fax machine or messaging services to harass, intimidate, or threaten another person
24. Wasting communication equipment resources

The items above should not be considered comprehensive. Other inappropriate actions not listed may also be considered irresponsible and unacceptable use of College computers, its network, and other communication equipment. The College reserves the right to monitor without notice employee usage of communication equipment, including but not limited to, the content of email and Internet usage. Violations may also be subject to local, state, federal, and international laws and statutes.

R. USE OF VAUGHN CHAPEL

To reserve Vaughn Chapel, please contact the Manager of Conferences and Events at <https://www.ferrum.edu/office-conference-events/>

S. SOLICITATION

See the Ferrum College Staff Handbook for the full policy statement. The general policies and procedures apply to all employees.

T. CHILDREN IN THE WORKPLACE See the Ferrum College Staff Handbook for the full Children in the Workplace Policy. The general policies and procedures apply to all employees.

U. CAMPUS CHAPERONE POLICY FOR COLLEGE-SPONSORED TRIPS

Once a College-sponsored out-of-class activity is planned and approved (by notification to the appropriate Vice President), the group leader (faculty or staff member) must follow the practices listed below. Out-of-class activities are considered single day (e.g. field trip), overnight, and extended (e.g. E-Term) domestic and international activities. This policy applies to all academic and co-curricular programs coordinated by faculty or staff (e.g. Norton Outdoor Adventures, ENACTUS) and athletics.

1. In general, the trip leader (faculty or staff member) must follow the guidelines set forth in *Ferrum College's Emergency Procedures Handbook* and in the *Travel Risk Management and Guide to Liability Issues Related to Programs of Study, Travel & Service Learning Abroad and Within the United States*.
2. In general, if an activity is College-sponsored, transportation should be provided by the college through approved means (faculty or staff member who is approved

to drive his or her personal vehicle, in a college shuttle or van with an approved driver, in an appropriate vehicle rented by the college with an approved driver). If a student chooses to provide his or her own transportation, a "Waiver Form for Traveling Separately to and from a College-Sponsored Event" must be signed by the student.

3. Unless approved otherwise (by a divisional President's Cabinet member) before the trip or activity, the trip leader must be a Ferrum College employee. Any dependents traveling with the trip leader must be approved before the trip.
4. Supervision is the responsibility of the trip leader. For day activities, if the faculty or staff member is driving, he or she must be on the College's approved driver list (Physical Plant handles the Approved Driver process). It is preferable that a College vehicle and a College Approved Driver be used for day activities; however, if a faculty or staff member chooses to transport students in a personal car, the driver's personal liability insurance would be in effect.
5. For overnight or extended travel, two chaperones must be present (unless waived by the divisional President's Cabinet member due to a small number of students). In general, in the case of a domestic travel activity, a trip leader or a chaperone should not have responsibility for more than 20 students each. In the case of an international travel activity, a trip leader and a chaperone should not have responsibility for more than 15 students each. If a College-employed approved driver is a suitable chaperone and agrees to serve in this role, he or she may be the second chaperone.
6. The trip leader must establish routines for performing "head-checks" during actual boarding and exiting periods for all group travel. A "buddy system" should be established, and students should be reminded to check for their "buddies."
7. Trip leaders must carry student medical information and a list of emergency contacts for overnight trips.
8. Trip leaders and chaperones should have cell phone (College-provided or personal), and students should have the cell phone numbers of the chaperones' phones. In cases of personal cell phones, charges in excess of the normal monthly charge will be reimbursed by the College. Ideally, the trip leader should check out a College-provided "TracPhone" before the trip.

A number of countries do not allow cell phones to be brought into country. Phones will have to be purchased and have minutes loaded upon arrival. This additional cost must be factored into the cost estimate of each trip.

9. In the event of any health or safety emergency, the group leader must keep careful notes of the incident as well as any documentation that may be generated by visits to health care professionals, police, or other officials on location. An incident report must be generated and signed by the students involved in the incident, the trip leader, and a witness (preferably the activity or trip chaperone).

10. During the course of the trip, students should have easy access to the trip leader and chaperone.
11. Required forms for all out-of-classroom College-sponsored activities:

Contact Information Form for Participation in a Study/Travel/Service-Learning Program must be completed by all participants, students and group leaders. Copies of the forms must be taken on the activity by the group leader. A set of copies should also be left on campus with the appropriate campus official (School Dean for academic trips; Director for International Programs for international travel; or the appropriate President's Cabinet member overseeing the trip.)

Field Trip/Domestic Travel Release and Waiver of Liability, Assumption of Risk and Indemnity Agreement must be signed by all students.

12. During College-sponsored travel, all individuals on the trip (students, faculty, staff, others) are expected to all obey local, state, and federal/national laws and behave in a manner that does not disrupt the learning environment or show disrespect to fellow students, faculty, staff, and hosts. The Ferrum College Community Standards, as outlined in *Ferrum College Student Handbook*, apply to all College-sponsored events. The *Ferrum College Student Handbook* can be found on the College's website:
https://www.ferrum.edu/downloads/student-affairs/student_handbook.pdf

Students who disrupt the learning environment, do not honor and uphold Ferrum College Community Standards, or show disrespect for others will be dismissed from the trip and will be responsible for their own transportation and other costs.

(The following item is also related to off-campus, College-sponsored trips and is located in Section III., Item D.8., under Academic Policies and Procedures, Classroom and Course Management)

Field trips and other class-connected events that may conflict with the normal class schedule:

On occasion, special events such as field trips, movies, or guest speakers need to be scheduled outside a course's normal time slot. The College encourages a cooperative spirit among faculty members to permit maximum benefit to the student. Except under circumstances specifically approved by the Provost and VPAA or designee, however, (1) there must be no external compulsion on any student to give such a function precedence over another class's scheduled meetings; and (2) instructors may give credit for attendance at such functions only if comparable alternative assignments are made for students who choose to attend their regularly scheduled classes.

V. HEALTH RISKS AND EFFECTS

Alcohol and drug usage causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely. Low to moderate doses of alcohol can also increase the incidence of a variety of aggressive acts, including domestic violence and date rape. Moderate to high doses of alcohol can cause marked impairments in higher mental functions, severely altering a person's ability to learn and remember information. Very high doses can cause respiratory depression and death.

Repeated use of alcohol and drugs can lead to dependence. In those who are dependent, sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Long-term consumption of large quantities of alcohol and drugs, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as the brain and liver.