King's College

Full-Time Faculty Handbook

Fall 2024

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PREFACE

This *Faculty Handbook* describes contractual relations between King's College and the members of its faculty and provides general and specific information to clarify those relations. The handbook consists of three parts:

Part One: Contractual Relations

The first part (contractual relations) defines the legal obligations of the College and the faculty to each other; these responsibilities may not be altered by either party without the consent of the other. The following establishes the process by which the faculty consents to changes in Part One:

i) The Faculty Council proposes a change by a majority vote.
ii) The Faculty Council then presents the change in writing at a Faculty Meeting.
iii) The faculty then votes on the change by ballot. Faculty will be given at least one week to submit ballots. Consent to the change requires approval on at least 60% of all ballots cast.

The College consents to changes in Part One through approval by the President and Board of Directors.

Part Two: Collegial Relations

The second part (collegial relations) defines specific policies of the College and describes how the administration and the faculty act in consultation to arrive at these policies. Material in this section of the handbook may be changed by either the College or the faculty through the established methods of making policy and subject to approval by the Board of Directors. It is customary for the faculty to provide information, ideas, involvement, and in many cases approval for these policies, while recognizing that ultimate authority for policy rests with the Board of Directors and its representative, the President.

Part Three: Informational

The third part (informational) describes those policies and provides that information that may be altered by the administration as circumstances require. All members of the faculty are governed by and subject to the policies set forth in the most recent edition of the King's College *Employee Handbook*. If the *Faculty Handbook* contains a policy which is contrary to one contained in the King's College *Employee Handbook*, the *Faculty Handbook* policy will be followed.

Changes to the Preface:

The faculty consents to changes in this preface under the same process established for its consent to changes in Part One of this handbook. The College consents to changes in this preface through approval by the President and Board of Directors.

(The Board of Directors of King's College adopted the "Preface" on May 3, 2014.)

KING'S COLLEGE MISSION STATEMENT

Mission

King's College is a Catholic institution of higher education animated and guided by the Congregation of Holy Cross. King's pursues excellence in teaching, learning, and scholarship through a rigorous core curriculum, major programs across the liberal arts and sciences, nationally accredited professional programs at the undergraduate and graduate levels, and personal attention to student formation in a nurturing community.

Vision

Since its founding in 1946, King's has been dedicated to the Holy Cross ideal of transforming minds and hearts with zeal in communities of hope. The College's commitment to students is expressed in both the curriculum and in co-curricular programs encouraging service, fostering reflection, and cultivating leadership skills. Inspired by the teaching and example of its namesake, Christ the King, who taught by example and ruled by love, King's forms graduates who will champion the inherent dignity of every person and will mobilize their talents and professional skills to serve the common good. In the words of its founding president, "King's teaches its students not only how to make living, but how to live."

King's as Catholic and Holy Cross

Faithful to Blessed Basil Moreau's vision to educate people of diverse backgrounds and to the vision of its founders to educate the children of coal miners, King's provides an outstanding Catholic higher education to all qualified students who embrace its mission, including many first-generation college students.

As a Holy Cross institution, King's embodies the educational vision of Father Moreau, founder of the Congregation of Holy Cross. Father Moreau taught that quality education demands academic excellence, creative pedagogy, engaged mentorship, co-curricular participation, and a collaborative spirit.

As a Catholic institution of higher learning, King's honors faith and reason as mutually enlightening ways of knowing, probes life's great questions of meaning and purpose, encourages inter-religious and ecumenical encounter, and fosters habits of moral virtue. While promoting service to the poor and marginalized, King's educates for justice as a means to peace, witnesses to truth, and invites all to an encounter with the living God.

(Adopted by the Board of Directors of King's College, May 2, 2015)

PART ONE: CONTRACTUAL RELATIONS

I. DEFINITIONS

A. *The College*

King's College (the College) is an independent four-year institution for the higher education of men and women, and is located in Wilkes-Barre, Pennsylvania. The law chartering King's College has invested a Board of Directors with full and complete responsibility for the College's business and affairs as a corporate entity. The Board formulates and determines general policies and appoints the President to serve as the chief executive officer of the College. The President has responsibility for the administration of all College affairs in accordance with the mission and policies established by the Board of Directors and in conformity with the charter and by-laws of the College.

B. *The Faculty*

The faculty of King's College consists of everyone appointed by the President (or the Provost & Vice President for Academic Affairs in the case of part-time appointments) to provide formal academic education to the men and women who attend the College. The faculty consists of those holding regular appointments (indicated by their academic rank) and those holding other appointments as specified below.

1. Regular Appointment: Full-Time Faculty

Faculty members on regular appointment are tenured, tenure track, academic appointment and professional specialists who teach full-time for an academic year (unless granted leave or a reduced teaching load by the college). An academic year begins with the meetings held shortly before the opening of the fall semester and concludes with the commencement exercises following the spring semester.

The President appoints members of the regular faculty based on the recommendation of the Provost & Vice President for Academic Affairs and after consultation with the appropriate chairperson. Faculty members receive an annual letter of appointment that indicates rank, academic discipline, salary, and the terms of appointment in the faculty member's current contract. A copy of this letter will be in the possession of the faculty member and the College.

Faculty members without tenure on regular appointment are notified each year if they will or will not be reappointed for the next year: First-year faculty members will be notified in writing by March 1; after their first year, faculty members with regular appointments will be notified in writing by December 15.

An academic appointment is conferred by the Board of Directors in lieu of tenure. Associate professors with academic appointments are awarded three-year contracts. Professors with academic appointments are awarded four-year contracts. Faculty

members with academic appointments will receive at least 1.5 years notice if they will not be reappointed.

2. Transition Appointment

Faculty members on transition appointment have had their request to move from regular appointment to transition appointment granted by the President. Faculty members on transition appointment are awarded term contracts. The conclusion of this appointment leads to full retirement from the college.

3. Special Appointments

Faculty members on special appointment have temporary full-time teaching schedules. These are temporary appointments made by the President that may be awarded in the absence of a tenure-track opening or in response to emergency situations, short-term staffing needs, or when a department fails to hire a faculty member after completing a search process. These appointments shall be renewable and ordinarily do not go beyond six years. The chairperson of the appropriate department shall be consulted during the process. Special appointments carry no obligation on the part of the College or the appointee for reappointment.

a. Standard Part-time Appointments

Faculty members on standard part-time appointment teach fewer than 12 credits in a single semester. Standard part-time appointments are issued by the Provost & Vice President for Academic Affairs. They carry no obligation on the part of the College or the appointee for reappointment. Service rendered under these appointments does not count toward tenure.

b. Adjunct Appointments

Adjunct appointments are made by the Provost & Vice President for Academic Affairs to individuals on administrative contracts who also are granted faculty status to teach at the College. These individuals are employed full-time by the College but have a part-time teaching schedule. Service rendered under these appointments does not count toward tenure.

c. Adjunct Lecturer Appointments

Adjunct lecturer appointments are part-time appointments issued by the Provost & Vice President for Academic Affairs on the recommendation of the appropriate departmental chairperson, or dean acting in consultation with qualified faculty members. Adjunct lecturer appointments carry no obligation on the part of the College or appointee for reappointment. Service rendered under these appointments does not count toward tenure. The responsibilities and duties of an adjunct lecturer are to:

- Teach at least two courses each semester.
- Attend department meetings and activities.
- Hold a minimum of four office hours each week.

- Attend on-campus faculty workshops.

C. *Contracts*

1. Term Contracts

Term contracts at King's College are given to part-time faculty members, professional specialists, special appointment faculty members, academic appointment faculty, and transition faculty members and are limited to the term of employment outlined in the contract. Term contracts are not tenure-track and do not confer upon a faculty member an entitlement to continued employment after the term specified in the contract expires.

2. Probationary Contracts

Faculty members in tenure-track positions are considered probationary, which means they are not entitled to annual contract renewals. The probationary period begins with a faculty member's appointment to full-time instructor (or higher) and should not exceed seven years; probationary faculty members will develop with the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, and the Provost & Vice President for Academic Affairs a timeline for applying for tenure.

During the probationary period, a faculty member is entitled to the same academic freedoms held by all other members of the faculty.

3. Continuous Contracts

Continuous contract rights at King's College are given to regular faculty members who have attained tenured status. Faculty members employed under continuous contracts are advised of their current contract status in an annual letter and shall be subject to the terms and conditions of employment that exist at the time of each annual renewal.

II. FACULTY DOSSIERS

Faculty members are responsible for reviewing and updating the materials in their official dossier, which is kept in the Provost & Vice President for Academic Affairs' office. Faculty members have the right to access anything in their official dossier except for recommendation letters or other evaluative materials that were tendered to the College in confidence prior to the faculty member's initial appointment. Faculty members may submit written responses to any material in their dossier and may reproduce dossier materials at a reasonable time under the supervision of the Provost & Vice President for Academic Affairs' office. No one except the President, the Provost & Vice President for Academic Affairs, or direct supervisors, including the appropriate Dean, may consult a faculty dossier without the consent of the faculty member; the Provost & Vice President for Academic Affairs' office will keep a record of each consultation.

III. ACADEMIC FREEDOM

King's College stands committed to the principles of academic freedom and has endorsed the guidelines of the American Association of University Professors (AAUP) on this subject. Faculty members are entitled by the mastery of their discipline and scholarship to present their subjects freely inside and outside the classroom. Faculty members are not entitled to bring material that is unrelated to their subject intrusively and persistently into the classroom, and faculty members are expected to present the subject matter of their course as announced to their students and approved by the faculty in its collective responsibility for the College's curricula.

Because academic freedom has traditionally included the faculty member's full freedom as a citizen, most faculty members face no insoluble conflicts between the claims of politics, social action, and conscience on one hand, and the claims and expectations of their students, colleagues and employing institutions on the other. If such conflicts become acute, however, and a faculty member is compelled to prioritize civic and moral obligations over the fulfillment of substantial academic obligations, the faculty member should either request a leave of absence or resign the academic position. Faculty members are citizens, members of a learned profession and of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As persons of learning and as educational representatives they should remember that the public may judge their profession and their institution by their utterances and actions. Hence, at all times faculty members should be accurate, they should exercise appropriate restraint, they should show respect for the opinions of others, and they should make it eminently clear that they do not speak for the College.

IV. FACULTY RANKS AND PROMOTION

The College recognizes the following faculty ranks:

Regular Appointments

- Instructor
- Assistant Professor
- Associate Professor
- Professor
- Assistant Clinical Professor
- Associate Clinical Professor
- Clinical Professor
- Assistant Technical Professor
- Associate Technical Professor
- Technical Professor

Awarded Appointments

- Professor Emeritus

- Distinguished Service Professor

Individuals must apply for a promotion in rank. The President grants or denies promotion, acting upon recommendations made independently by the Committee on Tenure and Promotion or the Committee on Senior Promotion and the Provost & Vice President for Academic Affairs.

V. TENURE

Tenure, a privilege freely conferred by the College that is never acquired automatically, places a serious obligation on both the College and the faculty member to continue employment from year to year under conditions no less favorable to the faculty member than those of the previous contract. Faculty members who have been granted tenure are entitled to annual contract renewal until retirement, resignation, or termination as described in Section VI (Termination of Tenured Faculty).

Faculty members are expected to apply for tenure at the appropriate time, as follows:

- An assistant professor is eligible to apply for tenure after completion of five years full-time teaching at King's College.
- An assistant professor who has taught full-time at other colleges and full-time at King's for a total of seven years may apply for tenure after four years at King's College.
- A faculty member who is hired at the rank of either associate professor or professor or professor is eligible to apply for tenure upon completion of three years of full-time teaching at King's College.

Tenure is not acquired at the rank of instructor, though time in that rank is counted toward the total required for tenure.

Faculty members apply for tenure to both the Provost & Vice President for Academic Affairs and the Tenure and Promotion Committee. The P&VPAA and the Tenure and Promotion Committee each make an independent recommendation to the President who, in turn, makes a recommendation to the Board of Directors. The Board grants tenure in its sole discretion and only by explicit written statement. Faculty members applying for tenure will be notified of the Board's decision no later than March 1 of the academic year in which they apply.

VI. TERMINATION OF TENURED FACULTY

Though a tenured faculty member can normally expect continuing employment until retirement, the College may terminate a tenured faculty member for reasons including decline in enrollment, financial exigency, shifts in the educational program, or the elimination of a department or program. Taking into account the needs of the academic program, non-tenured members of the department or program shall be terminated before tenured members and the College should make efforts to offer tenured faculty members other appropriate responsibilities at the College.

VII. DISMISSAL FOR CAUSE

When a tenured faculty member is dismissed for cause, the College will provide a statement of reasons for this action. The faculty member, accompanied by an advisor or counsel, has the right to request a hearing of the case by the Committee on Tenure and Promotion. A full stenographic record of this proceeding will be kept and made available to the parties.

VIII. SABBATICAL LEAVE

A sabbatical leave is a leave of absence with compensation of full salary for one semester, or one-half salary for two semesters. Faculty members above the rank of instructor are eligible to request sabbatical leave after completion of seven years of full-time service in regular professional rank at the College. Faculty members must complete seven years of full-time service before applying for sabbatical again. Faculty members apply for sabbaticals no earlier than the fall of their seventh year. If the sabbatical is granted, the faculty member will be on sabbatical leave during their eighth year. Sabbatical applications are submitted in the fall.

Faculty members must complete another seven years of full-time service before taking sabbatical again. Faculty members apply for subsequent sabbaticals no earlier than the fall of their seventh year after the last sabbatical. If the sabbatical is granted, the faculty member will be on sabbatical leave during the eighth year of full-time employment after the last sabbatical. The year during which a faculty member is on sabbatical is included in the calculation for the next sabbatical if a one-semester sabbatical was taken, but not if a two-semester sabbatical was taken.

IX. MISCELLANEOUS OBLIGATIONS

A faculty member on regular appointment is committed to full-time employment during the academic year. Each regular faculty member carries a normal load of twelve class hours each semester, holds a minimum of five office hours per week (on class days and during normal class hours), attends special ceremonies (e.g. the Honors Convocation and the commencement exercises following the spring semester), and is also expected to perform the duties and responsibilities normally associated with a faculty position.

X. SALARY AND BENEFITS

A. *Salary Scale*

The President, after consultation with the Faculty Benefits Committee and with the approval of the Board, will publish an annual salary scale based on rank and length of service; the salary scale is included in Part III of the *Faculty Handbook*.

B. *Benefits*

The President, after consultation with the Faculty Benefits Committee and with the approval of the Board of Directors, will publish the College's benefit plan, which will include health insurance, retirement, life and disability insurance, government related

insurance programs, education benefits for spouses and dependent children, and such other benefits as from time to time are considered useful and possible.

(The Board of Directors of King's College adopted "Part One: Contractual Relations" on May 3, 2014.)

PART TWO: COLLEGIAL RELATIONS

I. DEFINITIONS OF FACULTY APPOINTMENTS

King's College makes the following faculty appointments:

- Regular Appointments
    - With Tenure
    - Alternative to Tenure
        - Academic Appointment
    - Tenure Track
    - Without Tenure
        - Professional Specialists
            - Clinical Faculty
            - Technical Faculty
- Transition Appointments
- Special Appointments
- Part-Time Appointments
    - Standard Part-Time Appointment
    - Adjunct Appointments
    - Adjunct Lecturer Appointments
- Emeritus Faculty
- Distinguished Service Professorships
- Departments and Department Chairpersons/Program Directors

A. *Regular Appointments*

1. With Tenure

Regular appointments with tenure are expected to continue until retirement unless there is a cause for dismissal (see "Dismissal for Cause" and "Termination of Tenured Faculty".)

Guidelines for Proportion of Tenured Faculty

These guidelines have been temporarily suspended. The Board of Directors of King's College voted (October 2007) to eliminate tenure quotas for a period of five (5) years, from 2008-2013. This policy will be reviewed for its impact upon the College prior to the end of that period.

2. Alternative to Tenure—Academic Appointments

In cases where institutional considerations prevent the award of tenure to a faculty member who is declared deserving of tenure, the Board of Directors may grant the faculty member an alternative appointment, termed an "academic appointment."

Using the same procedures and criteria as for the awarding of tenure as listed in the *Faculty Handbook*, the Chairman, Provost & Vice President for Academic Affairs, the Committee on Tenure and Promotion, and the President shall review the faculty member's performance. The faculty member must then be awarded either tenure, an academic appointment, or a terminal contract.

An academic appointment does not automatically lead to or carry any promise of tenure. Faculty members with academic appointments shall receive first consideration for tenured positions that become available within their department or program; they must submit a letter of intent for the position and an updated curriculum vitae for review by the Board of Directors.

a. Criteria for the decision to award an academic appointment

The academic appointment *may* be used:

- In departments already heavily tenured.
- As a matter of caution in individual departments or programs where there is some reason to be concerned that student interest is transitory.

The academic appointment *may not* be used as a means to:

- Avoid granting tenure in the institution.
- Staff large proportions of any program or department.
- Staff a significant portion of the total faculty.
- Retain faculty who fail to meet the standards for tenure.

b. Conditions for Academic Appointments

Except as otherwise stated, conditions of employment, pay scale, rank, and other rights and responsibilities shall be identical with tenured or tenure-track appointments.

c. Contracts for Academic Appointees

- Academic appointees at the rank of associate professor will be awarded a 3-year contract. Notice of renewal of the contract may be made by December 15 of the second year of the contract, assuring at least 1.5 years notice if they will not be reappointed.

- Academic appointees at the rank of professor will be awarded a 4-year contract. Notice of renewal of the contract may be made by December 15 of the third year of the contract, assuring at least 1.5 years notice if they will not be reappointed.

3. Tenure Track

Tenure Track Regular appointments are expected to apply for tenure status at the time agreed upon by the faculty member and the College.

4. Without Tenure

Professional Specialists

Professional specialists are full-time faculty serving in areas where practical application is the major focus of their teaching and professional development. Normally, a doctorate or equivalent is not required for a professional specialist. Professional Specialist faculty who have been employed by King's College for seven years may be offered multiple-year contracts. Professional Specialist faculty may be allowed to apply for a tenure-track position if the individual chooses to do so and has the appropriate qualifications. The two categories of professional specialists are clinical faculty and technical faculty; criteria for each position are described below.

a. Clinical Faculty

Clinical faculty are full-time faculty holding expertise in disciplines related to the medical arts. Included are Physician Assistant and Sports Medicine faculty.

Clinical faculty will be hired with the appropriate degree needed to meet the standards of the discipline. There is no limit to their length of service to the College and they can advance to higher levels within the professional specialist category.

b. Technical Faculty

Technical faculty are full-time faculty serving in areas where technical expertise and application are the major functions of instruction. Included in this category are technical specialists in fields such as Mass Communications, Biology, Math, Education, and Criminal Justice.

Technical faculty hold a degree appropriate for the level of instruction they render. There is no limit on their length of service to the College and they can advance to higher levels within the Professional Specialist Appointment.

Ordinarily, technical faculty are restricted from teaching Core courses. However, if the technical faculty member holds a suitable degree to offer such instruction, he/she may do so in a limited manner at the discretion of the Provost & Vice President for Academic Affairs.

5. Conversion of Professional Specialist to Tenure

1. Professional Specialists may apply to convert their term contract positions to tenure track positions. Before formal application, the candidate should meet with the Provost & Vice President for Academic Affairs (or their designate) to clarify the standards of performance expected and any institutional considerations affecting the application Authorization to convert the position from Professional Specialist to Tenure Track requires the President's approval.

2. The Professional Specialist will present a two-to-three-page written document to the VPAA, providing evidence that the candidate is likely to meet the standards for tenure when the probationary period has ended. The document should include the candidate's educational preparation (for example explaining whether the candidate holds a terminal degree in the field) and detail the candidate's work in the three areas of faculty performance (teaching, scholarship, service) that King's College tenure and promotion committees will evaluate for awarding tenure at the end of the candidate's probationary period. The Professional Specialist may also submit letters that support the application. If the Professional Specialist has completed a promotion application or senior faculty review in the last two years, this document will be used to consider this change in status.

3. The President, after consultation with the Provost/VPAA, dean, and chair or director, may then approve entry into the tenure track.
    a. A professional specialist who receives a negative recommendation for conversion to a tenure track position must wait two years before reapplying. The purpose of this delay is to allow time to supply what is lacking in the credentials or performance. Candidates may request a waiver from this rule.
    b. A professional specialist who is approved for conversion to tenure track assumes the rank--assistant professor, associate professor, or professor--corresponding to the rank held as professional specialist.

4. The probationary period before applying for tenure for the converted faculty member is determined by the time of service and rank already attained at the College.
    a. If the faculty member held the rank of assistant technical or clinical professor, application for tenure may occur during the 6th year at King's or in 4th in the tenure track, whichever is later.
    b. If the faculty member has already attained the rank of associate technical or clinical professor or technical or clinical professor, application for tenure may occur during the 4th year at King's or in 2nd in the tenure track, whichever is later.

5. During the probationary period, the faculty member is expected to meet the standards of a tenure track faculty member. The tenure track candidate must submit a portfolio for review to the third year review committee for pre-tenure review and support at least one year prior to applying for tenure. When the converted candidate applies for tenure, the application procedures and criteria will be as for all other candidates.

6. After the candidate applies and is reviewed for tenure, the following special consideration apply:
    a. Candidates granted tenure will assume a rank determined by the number of years of service and rank currently held. Candidates at the rank of assistant professor are promoted to associate professors. Candidates already holding

the rank of associate professor for six years may also apply for promotion to professor at the time of tenure review. Candidates at the rank of professor will retain that rank when granted tenure.

b. If tenure is not granted, the applicant may appeal the decision in the same manner as any other tenure applicant. If the appeal is denied, the candidate will return to the professional specialist position at the rank held prior to entering the tenure track. Typically, the reinstated professional specialist may not reapply for conversion to the tenure track.

B. *Transition Appointments*

Faculty members on transition appointment have had their request to move from regular appointment to transition appointment granted by the president. Faculty members on transition appointment are awarded term contracts. The conclusion of this appointment leads to full retirement from the college.

C. *Special Appointments*

Special appointments are temporary appointments that may be awarded in the absence of a tenure-track opening or in response to emergency situations, short-term staffing needs, or when a department fails to hire a faculty member after completing a search process. These appointments shall be renewable and ordinarily do not go beyond six years. The chairperson of the appropriate department shall be consulted.

Except as otherwise stated, conditions of employment, pay scale, rank, and other rights and responsibilities are identical for special appointees and for faculty members holding tenure-track appointments. Special appointments carry no obligation on the part of the College or the appointee for reappointment. If a tenure-track position arises, the special appointee may apply for the position. If a special appointee is hired on the tenure track, his or her probationary period may be reduced to four years if the College and the faculty member agree in writing and if the faculty member already has three or more years of teaching experience at King's College.

D. *Part-Time Appointments*

1. Standard Part-Time Appointments

Faculty members on standard part-time appointment teach fewer than 12 credits in a single semester. Standard part-time appointments are issued by the Provost & Vice President for Academic Affairs on the recommendation of the department chairperson, or AVPAA & Dean of Arts and Sciences. They carry no obligation on the part of the College or the appointee for reappointment. Service rendered under these appointments does not count toward tenure.

When the need arises for a new part-time faculty member, the department chair submits to the Provost & Vice President for Academic Affairs the duties of the part-time faculty member and ensures that the current qualifications of the recommended faculty member have been submitted to the Office of Academic Affairs or proposes a search method for filling the

position. The Provost & Vice President for Academic Affairs approves or questions the appointment in a timely manner.

2. Adjunct Appointments

Adjunct appointments are made by the Provost & Vice President for Academic Affairs to individuals on administrative contracts who also are granted faculty status to teach at the college. These individuals are employed full-time by the College but have a part-time teaching schedule. Service rendered under these appointments does not count toward tenure.

3. Adjunct Lecturer Appointments

To reward a part-time faculty member who has demonstrated excellent teaching and a commitment to the college by completing four semesters of teaching, a department chair may recommend the faculty member for an adjunct lecturer appointment.

Adjunct lecturer appointments are part-time appointments issued by the Provost & Vice President for Academic Affairs (P&VPAA) on the recommendation of the department chairperson, or Dean acting in consultation with qualified faculty members.

In support of that recommendation, the department chairperson should provide to the P&VPAA evidence of quality teaching, including two of the most recent classroom observations by the chair or coordinator of part-time faculty, and student evaluations from the previous four semesters of teaching, along with a statement of expectation that the faculty member will fulfill the duties stipulated for adjunct lecturer appointments. Recommendations for adjunct appointments should normally be submitted to the P&VPAA by August 1 to take effect in the fall semester and by December 1 to take effect in the spring.

Adjunct lecturer appointments carry no obligation on the part of the College or appointee for reappointment. Service rendered under these appointments does not count toward tenure.

The responsibilities and duties of an adjunct lecturer are to:

- Teach at least two courses each semester.
- Attend department meetings and activities.
- Hold a minimum of four office hours each week.
- Attend on-campus faculty workshops.

Since these duties involve a greater commitment of time per week, salary is higher with this appointment.

E. *Emeritus Faculty*

Retired faculty members may be awarded emeritus status in recognition of an extended period of exceptional service and dedication to King’s College. The President consults with the Provost & Vice President for Academic Affairs and others as appropriate before recommending a faculty member to the Board of Directors, which makes the final decision to award emeritus status. The intent is both to honor the recipient and to encourage his or her

continued participation in the life of the College. Emeritus status does not confer salary or benefits.

1. Selection Guidelines

Faculty members are eligible for emeritus status after serving at least ten years full-time and after being retired for at least one year. The criteria to be considered for awarding emeritus status are listed below (in no particular order of importance):

- Teaching effectiveness.
- Professional development.
- Scholarly achievement.
- Student advisement.
- College service.
- Community service.
- Length of service.

2. Award Announcement

The award of emeritus status shall be marked as a special occasion at the College with appropriate ceremony.

3. Appointment Perquisites

Emeritus faculty will be listed in the College Catalog.

Emeritus faculty are encouraged to continue as part of the intellectual, religious, and social life of the College. When possible, they will receive office and laboratory space, secretarial services, and parking privileges.

Continued teaching on a part-time basis is determined by departmental needs and continued competence. Stipends are arranged individually but are generally more liberal than the normal part-time rate.

F. *Distinguished Service Professorships*

A Distinguished Service Professorship recognizes an extended record of exceptional service to King's College. It is awarded by the President upon nomination by the Provost & Vice President for Academic Affairs, subject to the following guidelines:

1. Selection Guidelines

The faculty member must:

- Be full-time, holding tenure or an academic appointment, or be a Professional Specialist.
- Have served at King's College a minimum of ten years.
- Be within the appropriate division or department specified by the award.

The criteria for the award are (in no order of priority):

- Teaching effectiveness (as evidenced by various evaluation instruments in use at time of appointment).
- Professional development.
- Scholarly achievement.
- Student advisement.
- College service.
- Community service.

In a given year, if there is no outstanding candidate, no award needs to be made.

2. Nominations

The Provost & Vice President for Academic Affairs shall consult with appropriate members of the division and may seek confidential nominations from the faculty. Nominations shall cite factual material addressing the criteria listed above.

3. Award Announcement

The award of a Distinguished Service Professorship shall be marked as a special occasion at the College with appropriate ceremony. The names of those who hold these appointments shall be permanently displayed.

4. Appointment Responsibilities

There are no extra duties incumbent upon a recipient of a Distinguished Service Professorship.

5. Appointment Perquisites

The recipient shall receive a stipend during the first year of the award. During the second and subsequent years, the recipient may choose either the stipend or a one- course reduction in teaching load each semester.

6. Appointment Term

The term of a Distinguished Service Professorship shall be five years.

7. Reappointment

A faculty member who has held a Distinguished Service Professorship may not be reconsidered for any Distinguished Service Professorship until a period of five years has passed since the expiration of his or her term as Distinguished Service Professor.

8. Balancing Appointments

When additional Distinguished Service Professorships are established, consideration should be given to maintaining balanced distribution among the academic divisions and

departments of the College of Arts and Sciences and the William G. McGowan School of Business.

G. *Departments/Programs and Department Chairpersons/Major Program Directors*

1. Definitions

a. Departments

A department/program (hereinafter referred to as "department") consists of a number of faculty members grouped by related subject matter. The department is collectively responsible for fulfilling its assignments within the Core curriculum, for its own major program, and for teaching courses for other programs. The departments work cooperatively with the Provost & Vice President for Academic Affairs, Dean of the McGowan School of Business, Dean of Health Sciences, and the Associate Vice President for Academic Affairs & Dean of Arts and Sciences to contribute to the development of the College.

b. Programs

There are a small number of stand-alone programs at the College. Programs are more multidisciplinary in nature than departments (e.g., ATEP) and/or originated from a department (e.g., Environmental Program). Otherwise, the responsibilities of department chairs and major program directors are essentially the same and thus the remainder of this policy will not differentiate between department chairs and major program directors (hereinafter referred to as "department chairpersons" or "chairs").

2. Appointment and Criteria for Appointment

Department chairpersons are appointed by the President on the recommendation of the Provost & Vice President for Academic Affairs after consultation with the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, Dean of Health Sciences, or Dean of the McGowan School of Business, and the departmental faculty.

The appointment of department chairpersons is based on the following criteria:

- Ability to provide leadership in the development of faculty and programs.
- Ability to provide leadership in the effective functioning of the department/program.
- Ability to deal effectively with faculty, administrators, and staff.

Preference is given to faculty members with tenure, academic appointment, or promoted Professional Specialists.

3. Term of Office

Department chairpersons will normally serve three- to five-year terms. Reappointment of a department chair to an additional term will be dependent on the outcome of a performance evaluation and the positive recommendation of the department, Provost & Vice President for Academic Affairs, Dean of Health Sciences, and the Dean of the McGowan School of Business or the AVPAA & Dean of Arts and Sciences. The President maintains the right to

remove the department chairpersons during their regular term for failure to fulfill the responsibilities of department chairpersons (in consultation with the department, AVPAA & Dean of Arts and Sciences, the Provost & Vice President for Academic Affairs, and the appropriate Deans).

4. Compensation

Chairpersons ordinarily receive a reduction of three credits per semester to perform their responsibilities. Certain chairpersons may need additional compensation due to additional responsibilities. In order to distribute such compensation equitably, the following variables may be considered:

- Accreditation requirements and reports.
- Multiple programs of study and multiple majors.
- Coordination of complex faculty responsibilities.
- The amount of advisement that may be peculiar to a program (affected, for example, by the number of transfer evaluations and visits with families of inquirers).
- Other factors that may affect a chairperson's responsibility such as external activities required by the program.

Normally, each chair will review criteria and compensation with the AVPAA & Dean of Arts and Sciences, Dean of Health Sciences, or the Dean of the McGowan School of Business annually.

5. Responsibilities of Department Chairpersons/Program Directors

Recognizing that most decisions should be made on a departmental basis as a result of consultation among faculty, the department chairperson is responsible for leading the faculty in their collective response to the needs of the College and its students. The chairperson must coordinate the following:

- Efforts to meet current department responsibilities.
- Program development and evolution.
- Plans for the department's future.
- Faculty development.

The chairperson must evaluate the faculty within their department.

Department chairpersons (which include acting chairpersons) are usually regular faculty members of the department they serve. They are not considered administrators of the College but do perform the administrative functions of their respective departments. As administrative directors of departmental faculty, chairpersons represent department views and cooperate with the AVPAA & Dean of Arts and Sciences in carrying out the program and furthering the objectives of the College.

a. Responsibilities for Administration

- **Departmental Advocacy.** Chairs represent departmental concerns and needs to the administration.
- **Departmental Meetings.** Chairs prepare agendas for and preside at regular departmental meetings during the academic year—or special meetings if required—and forward minutes of these meetings to the President, the Provost & Vice President for Academic Affairs, and the AVPAA & Dean of Arts and Sciences.
- **Departmental Records.** Chairs maintain appropriate department records—including all course syllabi—and provide current copies of course syllabi to the Academic Affairs' office and the library.
- **Departmental Budget.** Chairs consult with department faculty to prepare a written departmental budget for the next fiscal year. Chairs review department expenses regularly.
- **Program Review.** Chairs prepare the department for accreditation and/or Academic Program Review.

b. Responsibilities for Faculty Supervision

- **Staffing.** In consultation with the department faculty, chairs determine the need for new staff members, review applications for vacancies, interview applicants, and recommend candidates for openings. A copy of the "Hiring Procedures for Faculty Positions" can be found in the *Faculty Handbook,* Appendix C.
- **New Faculty Orientation (Full-Time & Part-Time).** The chair will offer a department-level orientation to the new faculty as a follow-up to the general institutional orientation presented by the Office of Academic Affairs. This can be an opportunity to answer any questions raised after new faculty members have reviewed the *Faculty Handbook*, the *Employee Handbook,* and the "Guide to Campus Offices and Services." Although these handbooks are distributed to faculty prior to the start of the semester, chairpersons should verify that everyone has received copies. Emphasis should be placed on the faculty evaluation, promotion, and tenure process.
- **Mentoring.**
    - Chairs encourage improved teaching.
    - Chairs assist faculty development and scholarly achievement by encouraging continued study toward the terminal degree, if lacking; membership and active participation in learned societies and professional organizations; and research and publication, where possible.
    - Chairs encourage faculty service to the College and the greater community.
    - Chairs mediate departmental faculty concerns.

- **Teaching Assignments.** After consultation with department faculty, chairs schedule teaching assignments, and supervise and coordinate student internships, independent studies, and tutorials subject to the approval of the AVPAA & Dean of Arts and Sciences.

c. Responsibilities for Evaluating Faculty

- **Classroom Observations.** Chairs observe and evaluate the work of all department faculty. A copy of the "Faculty Evaluation Form for Class Observation" can be found in the *Faculty Handbook,* Appendix F.

    - **Pre-Tenure Faculty.** Chairs visit at least one class each semester to observe full-time probationary faculty.

    - **Assistant Clinical/Technical Specialist.** Chairs visit at least one class each semester to observe full-time probationary faculty.

    - **Part-Time Faculty.** Chairs visit the classes of all new part-time faculty at least once early in the semester.

    - **Promoted Faculty.** Chairs visit the classes of all promoted faculty at least once every five years or as needed.

    - **All faculty.** Chairs provide constructive criticism for improving teaching; chairs also facilitate opportunities for peer coaching.

- **Student Evaluations.** Chairs monitor student response from classes and consult with the faculty member. The original copies of student evaluations will be sent to the chairpersons. Chairpersons review the evaluations, distribute them to the faculty members, and meet with them to discuss the results. A copy of the "Student Evaluation of Educational Quality" can be found in Appendix N of the *Faculty Handbook*.

- **Annual Review Documentation.** Chairs make recommendations to the Provost & Vice President for Academic Affairs regarding renewal of appointments, promotion in rank, and granting of tenure; chairs participate in the Senior Faculty Development.

Pre-Tenure Faculty and Assistant Clinical/Technical Specialists

- Chairpersons are asked to review each pre-tenure faculty member's "Faculty Activity Annual Summary

- After reviewing the faculty member's annual summary, chairpersons are asked to complete the "Chairperson's/Program Director's Evaluation of Faculty Form" and meet with the faculty member to discuss the evaluation. A copy of this evaluation can be found in the *Faculty Handbook*, Appendix J. The McGowan School of Business requires a different evaluation form; a copy can be found in the *Faculty Handbook*, Appendix M**.**

- One copy of this evaluation should be given to the faculty member and one copy sent to the AVPAA & Dean of Arts and Sciences (and Dean of the McGowan School of Business or Dean of Health Sciences, if applicable).

Tenured Faculty and Associate/ Full Clinical/Technical Specialists

- Chairpersons are asked to review each tenured faculty member's "Faculty Activity Annual Summary."

- After reviewing the faculty member's annual summary, chairpersons are asked to complete the "Chairperson's/Program Director's Evaluation of Faculty Form" and meet with the faculty member to discuss the evaluation. A copy of this evaluation can be found in the *Faculty Handbook*. The McGowan School of Business (MSB) requires a different evaluation form; a copy can be found in the *Faculty Handbook*, Appendix M.

- One copy of this form should be given to the faculty member and one copy sent to the AVPAA & Dean of Arts and Sciences and the Dean of Health Sciences or Dean of the McGowan School of Business.

- **Annual Review Conferences for Pre-Tenure and Assistant Clinical/Technical Faculty.** Each pre-tenure and Assistant Clinical/Technical faculty member meets with the department chairperson and the Associate Vice President for Academic Affairs & Dean of Faculty or appropriate Dean after the academic year for an informal conversation about the faculty member's past year. The framework for the conversation is the College's criteria for reappointment, tenure and promotion—teaching effectiveness, College/community service, and professional development and scholarship in the context of the appropriate discipline-specific standard.

- **Annual Review Conference for MSB Faculty.** Faculty members from the MSB meet with their Chairs and the Dean of the McGowan School of Business on an annual review basis. An evaluation form is completed for each MSB faculty member based upon the College's criteria for reappointment, tenure, and promotion—teaching effectiveness, College/community service, and professional development and scholarship in the context of the appropriate discipline-specific standard.

d. Changes to Major Curricula

Major Scope and Sequence In consultation with departmental faculty, chairs determine the design of the major sequence and the nature of courses offered by the department including Core requirements. Issues of Core curriculum design and development will be submitted to C&T for its approval.

Changes to major curricula are primarily the responsibility of the department housing the major. Approval of changes other than minor changes in course descriptions requires the consent of the P&VPAA. In addition, for changes involving the addition or deletion of requirements in the major, department chairs must submit written notice to C&T for review and possible recommendation no later

than December 1 (for changes that are to take effect the following fall semester). C&T's purview is not the substance of the proposed changes, but to make recommendations bearing on any unforeseen impact of the changes on other departments and/or the CORE curriculum. Departments will be allowed to make changes to major curricula after the December 1 deadline only in cases where external accreditation is directly and immediately threatened.

- **Textbooks.** Chairs coordinate the collegial selection of textbooks in departmental courses and coordinate bookstore orders with the faculty.
- **College Catalog.** Chairs prepare recommendations for revising sections of the College Catalog and other College publications describing the department.
- **Library Holdings.** Chairs cooperate with the librarian to improve library holdings relative to the department and promote the use of library resources by faculty and students in the department.

e. Students

- **Admission to Program.** Chairs determine, where appropriate, the qualifications of students for admission to the department, in consultation with department faculty.
- **Academic/Career Advisement.** Chairs facilitate, with the aid of department faculty, academic advisement to the students majoring in the department.
- **Student Growth.** Chairs encourage department support of students' growth in the discipline and co-curricular activities.
- **Recruitment.** Chairs coordinate participation in "Open House" activities and meet with prospective students and families.

f. Evaluation of Department Chairpersons/Program Directors

Department Chairpersons and Program Directors are evaluated annually by the department/program faculty and the Provost & Vice President for Academic Affairs and/or the AVPAA & Dean of Arts and Sciences. A copy of the evaluation instrument is in the *Faculty Handbook,* Appendix K.

II. FACULTY RESPONSIBILITIES

A. *Every Semester*

1. The Syllabus

Each faculty member will:

- Construct a syllabus for each course, taking into consideration the outline and commentary provided in the Academic Policies section of the Full-Time Faculty Handbook (Part Two

Section VIII) and the Part-Time Faculty Handbook ("Academic Policies and Related Procedures").

- Provide a syllabus to all students on the first day the course meets.
- Forward two copies of his or her syllabi to his or her department chair/program director during the first week of the semester.

2. Course Management

Each faculty member will:

- Submit excessive absence reports via e-mail to the Associate Vice President for Student Success and Retention. Excessive absence is defined as three absences from a day class or two from an evening class.
- Submit "early alert" reports to the Office of Academic Advisement during the third or fourth week of class for first-year students in academic difficulty.
- Verify class rosters with the Registrar's Office by submitting the names of students in each course who are present but who do not appear on the roster or who are on the roster but not attending. Verification forms are due at the Registrar's Office during the third week of class.
- Submit mid-term grades to the Registrar's Office for all first-year students (indicated by the designation 01) and all students who are earning D's or F's at mid-term. Mid-term grades are due on the 7th Wednesday of each semester by noon.
- Submit final grades by the deadline posted by the Registrar's Office. Final grades are due by noon on the Tuesday following the last day of final exams.
- Submit Change of Grade forms in accordance with College policy. The forms are available on-line from the Registrar's web page or from the Registrar's Office.
- Post and keep a minimum of five office hours each week during normal operating hours.
- Submit book orders in a timely fashion.
- Cooperate with the Academic Skills Office to accommodate the needs of students with learning disabilities.
- Submit Academic Integrity Violation reports in accordance with College policy.
- Conclude three credit or more courses with some form of final assessment – generally a final exam, culminating paper, or comprehensive presentation. Faculty should assign a course's final assessment project in such a way that it is completed by students during-not prior to-the College's final exam week.

B. *Every Year*

1. Attendance at College and Faculty Events

Faculty members are expected to attend the following ceremonies and events:

- The Honor's Convocation.
- Commencement Exercises (Mohegan Sun Arena).
- Annual faculty workshop (in January).
- Patron's Day Celebration (in November).
- Summer Graduation (in August—each department sends one representative and perhaps more when someone in your major department is completing studies).

2. Attendance at Liturgical Celebrations

Everyone is encouraged and welcome to attend the following liturgical celebrations:

- Convocation Mass (during the first week of the fall semester)
- Baccalaureate Mass (Saturday of graduation weekend).

3. Submission of Reports

Each faculty member will:

- Submit two copies of his or her "Faculty Activity Annual Summary" to his or her department chair/program director (by September 1st).
- Complete and submit the "Faculty Evaluation of Department Chairperson / Program Director Form" to the Office of Academic Affairs (by June 1st). A copy of this form is in the Faculty Handbook, Appendix K.

Pre-tenure, instructor-level, and assistant technical/clinical specialist faculty will:

- Arrange for a joint meeting to review his or her previous year's work with the department chair/program director and Associate Vice President for Academic Affairs & Dean of Arts and Sciences or appropriate Dean (in August/September).

C. *Regularly*

Faculty members will:

- Attend the Faculty Meeting.
- Attend department meetings.
- Attend division meetings.

D. *Occasionally*

Faculty members will:

- Submit letters of intent regarding tenure, promotion, sabbaticals, and merit pay to the Associate Vice President for Academic Affairs & Dean of Arts and Sciences.
- Submit requests for Faculty Travel Funds according to the policy in "Faculty Travel."

- File the complete dossier for promotion and tenure by the deadline established by the Associate Vice President for Academic Affairs & Dean of Arts and Sciences.
- Submit letters of recommendation for the awarding of Distinguished Service Professorships and the Rosenn Award for Teaching Excellence.

III. ACADEMIC RANKS

Description of Ranks

1. Instructor

The Instructor shall hold at least the Master's degree or shall have equivalent academic attainment beyond the Bachelor's degree. The appointment shall be for one year.

2. Assistant Professor

A candidate appointed to the rank of Assistant Professor will have at least a Master's Degree and significant progress toward the completion of a doctorate or what is currently and generally recognized as the terminal degree in the discipline. Assistant Professor is normally not a terminal rank. However, in special cases, a faculty member may remain at this rank indefinitely. Tenure-track Assistant Professors must apply for tenure and promotion according to college policy.

3. Associate Professor

To advance from Assistant to Associate Professor the faculty member shall hold a doctoral degree or what is currently and generally recognized as the terminal degree in the discipline. To be eligible to apply for this promotion the faculty member shall be in at least the sixth year of teaching at King's at the rank of Assistant Professor. However, a faculty member who has held the rank of Assistant Professor as a full-time faculty member at other colleges and King's for a total of seven or more years may apply for promotion during the fourth year at King's College.

The candidate shall give evidence—as defined in the Faculty Handbook in Section IV, "Tenure and Promotion, part F "Standards of Judgment"—of teaching effectiveness, scholarship and professional development, and College and community service.

Associate Professor is a terminal rank, and a faculty member may remain at this rank indefinitely.

4. Professor

To be eligible to apply for promotion from the rank of Associate Professor to Professor the faculty member shall hold a doctoral degree or what is currently and generally recognized as the terminal degree in the discipline and be in at least the sixth year of teaching at the rank of Associate Professor at King's. However, a faculty member who has held the rank of Associate Professor as a full-time faculty member at other colleges and King's for a total of seven or more years may apply for promotion during the fourth year at King's College.

The candidate for this highest academic rank shall give evidence—as defined in the Faculty Handbook in Section IV, "Tenure and Promotion, part F "Standards of Judgment"—of teaching effectiveness, scholarship and professional development, and College and community service.

The successful candidate for Professor will demonstrate an exemplary level of accomplishment in all three categories, beyond what is required of an Associate Professor. In addition, the candidate will demonstrate a high degree of initiative and ability to support and develop the academic mission of the College.

5. Assistant Clinical/Technical Professor

The Assistant Clinical/Technical Professor shall ordinarily hold at least the Master's degree or be near completion and actively pursuing the Master's degree. Prior experience as a clinician, clinical preceptor, clinical adjunct faculty, lecturer, or workshop facilitator may be considered in the determination of the entrance step within the rank. These faculty members shall be offered a 1-year renewable contract. Assistant Clinical/Technical Professor is normally not a terminal rank. A faculty member may, however, remain at this rank indefinitely.

6. Associate Clinical/Technical Professor

To advance from Assistant Clinical/Technical Professor to the rank of Associate Clinical/Technical Professor, the faculty member shall hold at least a Master's degree in a relevant discipline. To be eligible to apply for this promotion, the faculty member shall be in at least the sixth year of teaching at King's at the rank of Assistant Clinical/Technical Professor. However, a faculty member who has held the rank of Assistant Clinical/Technical Professor or the equivalent as a full-time faculty member at other colleges and King's for a total of seven or more years may apply for promotion during the fourth year at King's College.

The candidate shall give evidence—as defined in the Faculty Handbook in Section IV, "Tenure and Promotion, part F "Standards of Judgment"—of teaching effectiveness, scholarship and professional development, and College and community service.

When a Professional Specialist is promoted to Associate Clinical or Technical Professor, the individual will be awarded a 3-year contract. Notice of renewal of the contract must be made by December 15 of the second year of the contract, assuring at least 1.5 years' notice if they will not be reappointed. Associate Clinical/Technical Professor is a terminal rank, and a faculty member may remain at this rank indefinitely.

7. Clinical/Technical Professor

To be eligible to apply for promotion from the rank of Associate Clinical/Technical Professor to Clinical/Technical Professor, the faculty member shall hold at least a Master's degree in a relevant discipline and be in at least the sixth year of teaching at the rank of Associate

Clinical/Technical Professor at King's. However, a faculty member who has held the rank of Associate Clinical/Technical Professor as a full-time faculty member at other colleges and King's for a total of seven or more years may apply for promotion during the fourth year at King's College.

The candidate for this highest academic rank shall give evidence—as defined in the Faculty Handbook in Section IV, "Tenure and Promotion, part F "Standards of Judgment"—of teaching effectiveness, scholarship and professional development, and College and community service. The successful candidate for Clinical/Technical Professor will demonstrate an exemplary level of accomplishment in all three categories, beyond what is required of an Associate Professor. In addition, the candidate will demonstrate a high degree of initiative and ability to support and develop the academic mission of the College.

When a Professional Specialist is promoted to Clinical or Technical Professor, the individual will be awarded a 4-year contract. Notice of renewal of the contract must be made by December 15 of the third year of the contract, assuring at least 1.5 years' notice if they will not be reappointed.

IV. TENURE AND PROMOTION

A. *Nature and Locus of Tenure*

Tenure is a continuing relation between the College and a faculty member that is presumed to perdure from its formal awarding by the Board of Directors until the retirement of the faculty member. The tenured position is located within a department or program. Tenure is not awarded to members of the administration, but a tenured faculty member who accepts an administrative position retains tenured status within the department or program. Ordinarily no department or program should be fully tenured, but flexibility is sometimes required on this point.

B. *Quotas for Tenure*

There are no quotas for Academic years 2007-2012. Quotas for Academic year 2012-2013 are subject to review by the Board of Directors.

C. *Qualifications for Tenure*

1. Length of Service

The length of service to qualify for tenure is described in the contractual section (Part One) of this handbook (Tenure). The granting of tenure may be deferred beyond the minimum terms therein described, but not beyond a total probationary period of seven years in college teaching with these exceptions:

- As is provided in the College's policy on academic appointments.
- As is agreed in writing by the College and a faculty member who has taught for three or more years in another college. In this case both parties agree to a total probationary period of no more than four years at King's College.

2. Standards of Judgment

The College judges a candidate's fitness for tenure according to the standards of teaching effectiveness, professional development, and College and community service. King's understanding of these standards is described below.

3. Annual Evaluation and Third-Year Review

During the probationary period, the tenure-track faculty member participates in annual evaluation that includes a joint meeting with the appropriate department chairperson/ program director and dean. This meeting examines performance in the areas of teaching effectiveness, public scholarship and professional development, and college and community service.

Additionally, any tenure-track faculty member who begins full-time teaching and service in fall 2016 or thereafter will undergo a formal Third-Year Review. Ordinarily, this Third-Year Review occurs during the faculty member's sixth semester at the College. The scheduling of the event will be determined at the time of hire by the Associate Vice President for Academic Affairs & Dean of Arts and Sciences and the Provost & Vice President for Academic Affairs. As an evaluative mechanism, the Third-Year Review culminates in a documented report of the candidate's progress toward tenure. As a formative mechanism, the Third-Year Review provides the faculty member with recommendations for demonstrating sustained performance deemed by the College to be deserving of tenure.

4. Basic Qualifications

A faculty member must be on campus and engaged full-time in normal duties during both the academic year preceding and the academic year concurring with the final deliberations of the Committee on Tenure and Promotion considering this case.

To gain tenure a faculty member shall hold the Doctor's degree or what is currently and generally recognized as a terminal degree in the discipline.

D. *Promotion for Professional Specialists*

The criteria for promotion are:

- Teaching.
- Professional development and contributions to the discipline.
- College and community service.

The process and timeframe for promotion will be in accordance with the Faculty Handbook procedures that govern other regular faculty.

When a Professional Specialist is promoted to Associate Clinical or Technical Professor, the individual will be awarded a 3-year contract. Notice of renewal of the contract must be made by December 15 of the second year of the contract, assuring at least 1.5 years notice if they will not be reappointed.

When a Professional Specialist is promoted to Clinical or Technical Professor, the individual will be awarded a 4-year contract. Notice of renewal of the contract must be made by December 15 of the third year of the contract, assuring at least 1.5 years notice if they will not be reappointed.

Renewal will be based upon evidence of continuing solid performance as found in existing documents/forms: (1) the faculty member's Annual Activity Report; (2) Chair's Annual Evaluation of the faculty member seeking renewal; and (3) the Student Evaluation of Educational Quality forms for the period in question. These documents should be available in the Office of Academic Affairs during the fall semester.

Conversion of Professional Specialist to Tenure

1. Professional Specialists may apply to convert their term contract positions to tenure track positions. Before formal application, the candidate should meet with the Provost & Vice President for Academic Affairs (or their designate) to clarify the standards of performance expected and any institutional considerations affecting the application. Authorization to convert the position from Professional Specialist to Tenure Track requires the President's approval.

2. The Professional Specialist will present a two-to-three-page written document to the VPAA, providing evidence that the candidate is likely to meet the standards for tenure when the probationary period has ended. The document should include the candidate's educational preparation (for example explaining whether the candidate holds a terminal degree in the field) and detail the candidate's work in the three areas of faculty performance (teaching, scholarship, service) that King's College tenure and promotion committees will evaluate for awarding tenure at the end of the candidate's probationary period. The Professional Specialist may also submit letters that support the application. If the Professional Specialist has completed a promotion application or senior faculty review in the last two years, this document will be used to consider this change in status.

3. The President, after consultation with the Provost/VPAA, dean, and chair or director, may then approve entry into the tenure track.

    a. A professional specialist who receives a negative recommendation for conversion to a tenure track position must wait two years before reapplying. The purpose of this delay is to allow time to supply what is lacking in the credentials or performance. Candidates may request a waiver from this rule.

    b. A professional specialist who is approved for conversion to tenure track assumes the rank--assistant professor, associate professor, or professor--corresponding to the rank held as professional specialist.

4. The probationary period before applying for tenure for the converted faculty member is determined by the time of service and rank already attained at the College.

    a. If the faculty member held the rank of assistant technical or clinical professor, application for tenure may occur during the 6th year at King's or in 4th in the tenure track, whichever is later.

b. If the faculty member has already attained the rank of associate technical or clinical professor or technical or clinical professor, application for tenure may occur during the 4th year at King's or in 2nd in the tenure track, whichever is later.

5. During the probationary period, the faculty member is expected to meet the standards of a tenure track faculty member. The tenure track candidate must submit a portfolio for review to the third-year review committee for pre-tenure review and support at least one year prior to applying for tenure. When the converted candidate applies for tenure, the application procedures and criteria will be as for all other candidates.

6. After the candidate applies and is reviewed for tenure, the following special consideration apply:

    a. Candidates granted tenure will assume a rank determined by the number of years of service and rank currently held. Candidates at the rank of assistant professor are promoted to associate professors. Candidates already holding the rank of associate professor for six years may also apply for promotion to professor at the time of tenure review. Candidates at the rank of professor will retain that rank when granted tenure.

    b. If tenure is not granted, the applicant may appeal the decision in the same manner as any other tenure applicant. If the appeal is denied, the candidate will return to the professional specialist position at the rank held prior to entering the tenure track. Typically, the reinstated professional specialist may not reapply for conversion to the tenure track.

E. *Application Procedures*

The criteria used for promotion awards are also used for the awarding of tenure. In reading this and the following sections for information concerning tenure matters, the word "tenure" should be substituted for the word "promotion" unless indicated otherwise.

The Faculty Handbook in force at the time of initial appointment will be relevant and any changes in the Handbook that are adverse to the individual will not be considered in the promotion application.

Before formal application, the candidate should meet with the Provost & Vice President for Academic Affairs (or their designate) to clarify the standards of performance expected and any institutional considerations (e.g., quotas) affecting his or her application.

The candidate must make formal application to the Provost & Vice President for Academic Affairs and the Tenure and Promotion Committee or Senior Promotion Committee no later than the second Monday of September of the academic year in which the tenure decision is made.

The candidate must compile all materials bearing on the application into a dossier to be delivered to the Office of the Provost & Vice President for Academic Affairs no later than the fourth Monday of September.

It is the responsibility of the faculty member to provide sufficient evidence to the Tenure and Promotion Committee or Senior Promotion Committee that the qualifications for promotion have been met. The Committee is not required to consider the application of a candidate whose dossier it judges to be incomplete in some important respect. The candidate for tenure and/or promotion should prepare

a dossier. The dossier may be submitted electronically or as a hard copy. The dossier should include the following materials, organized in this manner:

- A copy of the letter of application, as previously submitted to the Office of Academic Affairs.
- A current curriculum vitae.
- A self-evaluative statement that addresses the candidate's teaching effectiveness; scholarship and professional development; and College and community service. This statement serves as a detailed case for promotion and/or tenure. It should be a robust discussion of the candidate's accomplishments in meeting the standards for the rank to which the candidate is applying. This statement should also address any potential questions, gaps, or inconsistencies in the candidate's record.
- The department chairperson's recommendation, commenting in detail upon the applicant's teaching effectiveness, scholarship/professional development, and College/community service.
- All department chairperson's evaluations of teaching, based upon classroom visitations.
- Evaluation of teaching from the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, Dean of Health Sciences, or Dean of the McGowan School.
- Faculty Activity Annual Summaries for the period under evaluation.
- Department chairperson's annual reviews of the applicant.
- Associate Vice President for Academic Affairs & Dean of Arts and Sciences', Dean of Health Sciences', or Dean of the McGowan School's written summaries of annual meetings with the applicant and the department chair. (Required only for promotion applications to the associate level.)
- Official report pages for student evaluations for four of the five most recent semesters in which the candidate has taught.
- The official grade distribution record for the four semesters preceding application. This is to be issued by the Registrar.
- Evidence of teaching effectiveness for the period under evaluation.
    - Materials included in this portion of the application may include (but are not limited to):
        - Peer evaluations of teaching
        - Course Syllabi
        - Representative assignments
        - Examples of student work
        - Testimonials from Alumni/ae
        - Copies of individual student evaluations
- Evidence of scholarship and professional development.
    - Materials included in this portion of the application may include (but are not limited to):
        - Published articles, chapters, essays, etc.
        - Grant proposals and awards
        - Manuscripts
        - Papers presented
        - Publicity
        - Critical reviews of performances or published work
- Evidence of College and community service.

- Materials included in this portion of the application may include (but are not limited to):
  - Evidence of College and department committee service
  - Evidence of community engagement
  - Letters of recommendation and/or recognition from community partners

F. Standards of Judgment

1. Teaching Effectiveness

Education at King's College is learning-centered. Each faculty member must be committed to excellent teaching as his or her primary responsibility (inclusive of course design, course delivery, and assessment of student learning). Generally, teaching effectiveness will be judged according to criteria such as:

1. Displays expert knowledge, preparation, and organization
2. Develops rigorous and academically challenging courses
3. Composes learning-centered materials (syllabi, handouts, etc.)
4. Uses technology to enhance teaching and learning
5. Involves students in the learning process
6. Provides high-impact educational experiences when appropriate (e.g., linked courses, writing-intensive courses, capstone courses, collaborative assignments, supervised research, e-portfolios, service learning, community-based learning)
7. Commands attention and respect
8. Presents clearly and precisely
9. Displays enthusiasm
10. Maintains productive rapport in and out of the classroom
11. Answers questions clearly and adequately
12. Facilitates student learning
13. Aligns exams, assignments, and other materials with course goals and outcomes
14. Provides timely and constructive feedback on exams, papers, and other course assignments
15. Displays commitment to reflecting on and refining course design and delivery

For reflective, formative, and evaluative purposes, representative descriptors for teaching effectiveness criteria are available in Appendix G: Criteria and Representative Descriptors, and a suggested alignment of these criteria with evaluation tools is available in Appendix L: Correlation of Teaching Effectiveness Criteria to Evaluative Tools. For elaboration on the use of technology in teaching and learning, see Appendix H: Expectations for the Use of Technology in Teaching.

While faculty are expected to regularly evaluate their teaching practices and outcomes, a faculty member applying for promotion must provide in his or her dossier the following evaluations of teaching effectiveness. These evaluations must use the official form supplied by the Office of the Provost & Vice President for Academic Affairs. For librarians, effective librarianship takes the place of teaching effectiveness. The practice of librarianship may involve cataloging, reference service, collection development, and management; for some librarians it includes instruction. Effective librarianship involves applying professional knowledge and judgment in the development and administration of collections and services to further the College's teaching, service, and research missions.

a. *Chairperson's Evaluation of Teaching*

For pre-tenure faculty and Assistant Clinical/Technical Professors, the chairperson will conduct at least one classroom visitation per semester.

For other promotions, the chairperson will make at least two classroom visits during the academic year preceding the application for promotion. (The applicant must inform the chairperson of their decision to apply for promotion in a timely manner.)

A candidate who is a department chairperson will designate a member of their department or a cognate department to conduct and submit the evaluations.

b. *Associate Vice President for Academic Affairs & Dean of Arts and Sciences', Dean of Health Sciences', or Dean of the McGowan School's Evaluation of Teaching*

For pre-tenure faculty and Assistant Clinical/Technical Professors outside the McGowan School of Business or the Health Sciences programs, the Associate Vice President for Academic Affairs & Dean of Arts and Sciences will conduct annual classroom visits.

The Dean of the McGowan School of Business will conduct an annual class visit for all pre-tenure and Assistant Clinical/Technical faculty in the MSB.

For other promotions, the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, Dean of Health Sciences, or Dean of the McGowan School will evaluate an applicant's teaching based upon a classroom visitation conducted in the semester that the faculty member makes application.

c. *Peer Evaluation (Optional)*

A faculty member may also choose to include a peer evaluation by a colleague, ideally from another discipline. This evaluation will be based upon a classroom visitation and/or specific knowledge of the colleague concerning any of the criteria upon which the applicant's teaching effectiveness is based.

2. Scholarship and Professional Development

Scholarship and Professional Development efforts by a faculty member are those that improve teaching, expand the faculty member's knowledge, and maintain currency and contact with the standards of the discipline. They may also prepare the faculty member to teach in other areas. Specific criteria for scholarship and professional development will vary by discipline, and even within disciplines. As a result, Discipline Specific Standards for Scholarship and Professional

Development have been created and are contained in Appendix D of this Handbook. Details about the creation and implementation of these standards are located in Part c of this section.

a. Scholarship

Scholarship includes those activities that join serious intellectual activity with peer review. Scholarship is required for promotion from Assistant to Associate Professor, which includes the granting of tenure or academic appointment; and from Associate Professor to Professor. The principal purpose of scholarship is to support teaching by maintaining the faculty member's currency. Scholarship is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor. Scholarship activities include, but are not limited to:

- Critically reviewed endeavors such as exhibits, performances, broadcasts, or recitals.
- Giving invited lectures on scholarly subjects both on- and off-campus.
- Participation on academic panels at professional conferences.
- Presentation at professional conferences.
- Principal or significant authorship of received grants in support of research and scholarly activity.
- Publication in scholarly journals, anthologies, or encyclopedias.
- Publication of monographs and books.

b. Professional Development

Professional development includes activities undertaken by a faculty member to maintain currency within his or her discipline or to enhance his or her professional knowledge or skills. Professional development is required for promotion from Assistant to Associate Professor, which includes the granting of tenure or academic appointment; and from Associate Professor to Professor. Professional development activities include, but are not limited to:

- Attending meetings of professional societies.
- Attending professional workshops.
- Designing and conducting seminars and/or workshops for professional meetings.
- Holding office in professional societies in one's discipline.
- Obtaining further education in a relevant field.
- Obtaining or maintaining certification or licensure.
- Performing clinical work with fellow professionals.
- Principal or significant authorship of grant proposals in support of research and scholarly activity.

- Professional consulting in one's area of expertise (to business, government, or academic institutions).
- Professional service (e.g., expert witness, referee for scholarly publications, site visit team member).

The expectations of the College regarding faculty scholarship and professional development must remain commensurate with time and resources available. Faculty members reasonably look to the College for support for their scholarship and professional development in the form of released time, office assistance, summer research grants, assistance with conference fees and travel, etc. The College will entertain proposals for faculty development grants. The College will seek external funding to assist faculty members in their scholarship activities. The Institutional Advancement and Grants Offices will also work with faculty members and academic programs wishing to develop sources of external funding.

c. Discipline Specific Standards for Public Scholarship and Professional Development

Individual departments and programs are required to develop discipline specific standards for scholarship and professional development (DSS). As noted earlier, these are contained in Appendix D of this Handbook.

(i) Guidelines for DSS.

While expectations for scholarship and professional development rightly vary from discipline to discipline, some general guidelines have been set for these standards.

- Standards should be written in the following form: (1) A preamble may be placed at the beginning of the standard. This is the portion of the document in which a department or program may espouse its philosophy for evaluating scholarship and professional development. (2) The first section should describe the requirements in the area of scholarship for tenure and/or promotion to Associate Professor. (3) The second section should describe the requirements in the area of professional development for tenure and/or promotion to Associate Professor. (4) The third section should describe the requirements in the area of scholarship for promotion to Professor. (5) The fourth section should describe the requirements in the area of professional development for promotion to Professor.
- As noted in Part a (Scholarship), scholarship is encouraged, but not a condition for promotion from Assistant Clinical/Technical Professor to Associate Clinical/Technical Professor or from Associate Clinical/Technical Professor to Clinical/Technical Professor.
- As a rule, all successful candidates for tenure or promotion, other than professional specialists, must have at least one peer-reviewed scholarly publication. However, departments and programs that believe that publication is not a reasonable expectation for their faculty members may argue in their

DSS for an exemption from the one-publication requirement. Such an exemption will be granted only if the department or program can demonstrate one or more of the following: (1) its field of study is not a scholarly discipline, (2) there are unusual obstacles, particular to that discipline, that make publication especially difficult, or (3) publication is not a requirement for tenure and promotion in these departments at comparable 4/4 teaching institutions.

- Activities designated as scholarship should be consistent with Part (a) (Scholarship) of this section of the Handbook. Activities designated as professional development should be consistent with Part (b) (Professional Development) of this section of the Handbook, but a department or program may choose to allow public scholarship to replace professional development in its requirements.
- Only activities completed after promotion to Associate Professor should generally be allowed to satisfy requirements for promotion to Professor.
- All requirements should be written with sufficient clarity so that both a candidate for tenure and/or promotion in the discipline and a member of the Tenure and Promotion Committee or Senior Promotion Committee can readily determine if a candidate has met them.

(ii) Adoption of DSS.

In order to ensure that these guidelines are met, DSS are subject to a rigorous review by the Academic and Professional Affairs Committee (A&P), Faculty Council, and the Provost & Vice President for Academic Affairs:

- A department or program must first submit its discipline specific standard to A&P for review.
- A&P then presents its recommendation on the standard to Faculty Council.
- Faculty Council then votes on whether or not to approve the standard. The standard is adopted if Faculty Council votes to approve it and the Provost & Vice President for Academic Affairs concurs. Otherwise, the department or program is provided with feedback on how to revise the standard so that it might be adopted.

(iii) Implementation of the DSS.

The following describe to whom and how DSS are applied:

- DSS only apply to Faculty who begin full-time teaching or service at King's College on or after August 1, 2011. Standards of scholarship and professional development for faculty members who began full-time teaching or service at King's College prior to August 1, 2011, are determined by the Faculty

Handbook in force at the time they began full-time teaching or service at King's College. However, all faculty are encouraged to meet the appropriate DSS and maintain high standards of scholarship and professional development.

- Beginning August 1, 2011, the appropriate DSS is to be mailed to new hires along with their initial contracts.
- Beginning in the 2011-2012 academic year, the appropriate DSS will be presented to all final candidates for an open faculty position.
- In each annual review with the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, or appropriate dean, the faculty member is to be evaluated on her or his progress in meeting the DSS.
- In evaluating whether or not a faculty member is meeting, or has met a DSS, the DSS should be treated not merely as a goal to which the faculty member aspires, but as a statement of minimum requirements of satisfactory performance. Only in rare circumstances may candidates of exceptional merit be tenured or promoted without meeting these minimum requirements.

(iv) Review and revision of DSS.

- Academic departments and programs are encouraged to review periodically their DSS to ensure their currency and congruence with standards of comparable departments at King's and at peer institutions. A department or program may propose a revision of its DSS at any time, and initiates a review of such a revision by submitting it to A&P.
- Pre-tenure faculty can select between all discipline specific standards ever in effect during their probationary period to present in their tenure and promotion dossier as the one to which they would like to be held.
- Associate professors as well as assistant and associate professional specialists can select between all discipline specific standards ever in effect since the faculty member began full-time teaching at King's College to present in their promotion dossier as the one to which they would like to be held.

3. College and Community Service

At King's College, the emphasis of faculty time allotment is first teaching, then scholarship and professional development. Faculty members receiving promotion must also demonstrate a genuine commitment to engagement with the larger community through a pattern of college and community service. As an important human and intellectual resource, faculty are essential in guiding the direction of both the College and the communities in which they live. Faculty members engaged in service reinforce the mission of King's by nurturing the full development of students, complementing the academic curriculum with co-curricular programs, organizations, and activities, and actively participating in academic, professional, civic, cultural, and faith communities. Service activities include (but are not limited to) the following:

a. Department (administration and committees, advising majors, moderating clubs, developing curricula, reports, and evaluations, screening prospective faculty, recruiting majors, etc.)

b. College (committees, moderating student organizations, developing or administering programs or events, recruiting students, fundraising, etc.)

c. Community (consulting or professional services to organizations, developing or administering workshops or institutes sponsored by King's, lectures, service on boards or community advisory groups, publications in popular journals or newspapers, service to civic and religious organizations, etc.)

d. Other

G. Standardized Form for Curriculum Vitae

NAME

EDUCATION

SUMMARY OF TEACHING

A. Courses taught (level, number of preparations, number of students, lab sections supervised)

B. Supervision (independent studies, internships, etc.)

C. New course preparation

D. Academic advisement

E. Innovations, changes in courses, etc.

F. Other

SUMMARY OF PROFESSIONAL ACTIVITIES

A. Additional degree or university course work undertaken

B. Other educational experiences (workshops, institutes, and conferences)

C. Independent studies undertaken or completed

D. Ongoing research (papers under editorial review, in draft stage, etc.)

E. Publications

F. Presentations (local, regional state, national, international)

G. Offices or committees in professional societies, reviewer of material, service on accrediting teams, etc.

H. Grant applications submitted or funded

I. Other

SUMMARY OF COLLEGE AND COMMUNITY SERVICE

A. Department (administration and committees, advising majors, moderating clubs, developing curricula, reports and evaluations, screening prospective faculty, recruiting majors, etc.)

B. College (committees, moderating student organizations, developing or administering programs or events, recruiting students, fundraising, etc.)

C. Community (consulting or professional services to organizations, developing or administering workshops or institutes sponsored by King's, lectures, service on boards or community advisory groups, publications in popular journals or newspapers, service to civic and religious organizations, etc.)

D. Other

AWARDS/HONORS

H. Procedural Guidelines for Third-Year Review for Tenure-Track Faculty

1. Faculty

- By October 1st, the Associate Vice President for Academic Affairs & Dean of Arts and Sciences notifies the faculty member of the scheduled Third-Year Review.
- The faculty member compiles all materials bearing on professional service to the College into a dossier to be delivered to the Office of the Provost & Vice President for Academic Affairs no later than December 15th. The relevant materials include:
    - A current curriculum vitae.
    - A brief self-evaluative statement (1-3 pages) which addresses the faculty member's teaching effectiveness, scholarship and professional development, and college and community service.
    - The department chairperson's annual evaluations.
    - The department chairperson's evaluations of teaching based upon classroom visitations.
    - The Associate Vice President for Academic Affairs & Dean of Arts and Sciences', Dean of Health Sciences', or Dean of the McGowan School's written summaries of annual meetings with the faculty member and the department chairperson.
    - The Associate Vice President for Academic Affairs & Dean of Arts and Sciences', Dean of Health Sciences', or Dean of the McGowan School's evaluations of teaching based upon classroom visitations.
    - The official summaries of all available student evaluations of teaching.
    - The official grade distributions record for all available semesters.
    - Evidence of teaching effectiveness as referenced in Section IV.F of the Faculty Handbook.

- Evidence of scholarship and professional development.
- Evidence of College and community service.
- Selected supporting materials (ex. course syllabi, grant proposals, manuscripts, papers presented, peer evaluations, public relations material, publications, etc.)

- Upon notification from the Office of Academic Affairs, the faculty member attends a meeting with the Third-Year Review Committee. Ordinarily, this meeting takes place in the month of March, during the sixth semester of the faculty member's employment. The purpose of this meeting is to consider and discuss in a collegial fashion that faculty member's progress towards tenure. The meeting culminates in a written report that summarizes and evaluates the faculty member's performance in the areas of teaching effectiveness, public scholarship and professional development, and College and community service. This report will also include recommendations for demonstrating sustained performance deemed by the College to be deserving of tenure.
- Upon receipt, the faculty member should keep a copy of the written report on file, as it will become a part of the faculty member's official record. The faculty member is free at any time to discuss the content of the report with the appropriate chairperson or faculty dean.

2. Third-Year Review Committee

- The Third-Year Review Committee is convened by the Chairperson of the Faculty Council and elects a chairperson.
- The chairperson appoints a member of the committee as a reporter for each faculty member under review. Reporters are responsible for taking notes on the committee's discussion of the faculty member(s) under review.
- Before the committee evaluates any of the candidates, it shall meet with the Provost & Vice President for Academic Affairs to discuss the standards of performance expected for the faculty members under review.
- Committee members will thoroughly review each faculty member's dossier and then meet to discuss their findings and prepare for meetings with each faculty member under review.
- The chairperson will schedule a meeting for each faculty member under review and the committee. The purpose of the meeting is, as needed, to obtain verification and clarification pertaining to submitted dossier materials. The meeting is not to take the form of a defense of the faculty member's performance or qualifications.
- Upon completion of meeting with each faculty member under review, the committee will compose a Third-Year Review Report. Focusing on teaching effectiveness, public scholarship and professional development, and College and community service, the Report should be summative and evaluative. Specifically, it should summarize key facts and details pertaining to the faculty member's performance, and it should assess the faculty member's progress towards tenure. Where possible, the report should provide recommendations for achieving and sustaining performance deemed by the College to be deserving of tenure. The report does

not make a recommendation regarding the continued employment of the faculty member under review.

- The committee will meet as necessary to review, amend, and approve each report for each faculty member under review. No later than April 15th, a copy of each report will be forwarded to the faculty member under review, the faculty member's department chairperson, and the appropriate faculty dean.

I. Procedural Guidelines for the Committee on Tenure and Promotion and the Committee on Senior Promotion

1. The Committee is convened by Faculty Council Chair at a meeting held no later than the second week of October. The Faculty Council Chair will invite the Provost and Vice President for Academic Affairs and all committee members. The purpose of this meeting is to discuss the standards of performance expected for various ranks, to review the Committee's procedures, establish a timeline for fulfilling the Committee's charge, and designating necessary updates and communications from the Committee to the Faculty Council Chair. The Committee also elects its chairperson during this meeting.
2. The newly appointed chairperson of the Committee designates members of their respective Committee's as reporters for each candidate. Reporters are responsible for taking notes on the Committee's discussion of the candidate and drafting the Committee's recommendation for the candidate.
3. Department chairpersons or program directors who are members of the committee must recuse themselves from all participation in the case of a candidate who is a member of the same department or program.
4. If there are professional specialist candidates, the Faculty Council Chair will seek nominations for two senior professional specialists to participate in the evaluation of the candidates on the relevant Committee. If no specialists can serve, the Committee shall meet with the chair of the candidate's department before deliberating on a professional specialist's application for promotion. The purpose of this meeting is to clarify the applicant's job description and the expectations for the position. The chair is not an advocate for the applicant and will not participate in the Committee's deliberations.
5. Both Committees should consider professional specialist candidates before other candidates. Professional Specialist Committee members will only participate in the evaluation of professional specialist candidates. The Committee on Senior Promotion will consider remaining candidates in random order. The Committee on Tenure and Promotion will consider all remaining applications (whether for promotion, tenure, or both) according to rank, starting with instructors and concluding with professors. Within each rank consideration will be by random selection.
6. For those candidates applying for both tenure and promotion, the Committee on Tenure and Promotion shall issue a single recommendation for both tenure and promotion.
7. During all discussions the dossiers will be accessible to Committee members. To assure proper security and safeguarding, all materials must remain confidential; hard copy of the dossier must be returned to the office of the Provost & Vice President for Academic Affairs,

and, in the case of electronic dossiers, browser windows must be closed after each Committee session.

8. Committee members, after thoroughly reviewing the candidate's dossiers, will meet for a preliminary discussion of the candidates' dossiers. The goal of this preliminary meeting is to discuss the candidates' dossier to request clarifications if necessary. The Committee may solicit clarifications and missing materials from the candidate in writing through the Committee Chair. The Committee may establish a reasonable timeline for the candidate to submit a response to its request. It shall be the right of the candidate to have their response to questions of clarification retained both in their dossier and as an appendix to the final recommendation that will ultimately be forwarded to the President.
9. The Committee must wait to receive all responses to clarifying questions before meeting for evaluative discussions. If the Committee has no clarifying questions of any candidates, then members may move to the evaluative discussion of the candidates' dossier immediately.
10. In the evaluative meeting Committee members carefully consider each candidate individually on the three Standards of Judgement: Teaching Effectiveness, Scholarship and Professional Development, and College and Community Service. When discussion of one candidate is completed, Committee members vote by secret ballot on that candidate before moving on to the next. Each Committee member will include a justification for their vote. These votes are not tallied or revealed until all voting for every candidate is complete. The chairperson will hold ballots in a sealed envelope.
11. After the ballots have been counted, the chairperson will deliver to the appropriate reporter the justifications of Committee members and the vote for the assigned candidate. A majority vote is necessary for a favorable recommendation (a tied vote does not result in a favorable recommendation). The reporter will be responsible for drafting a recommendation on behalf of the Committee, which will include details from the dossier, the Committee discussions, and the submitted statements of Committee members. The statement of recommendation must address each of the Criteria for Tenure and Promotion: Teaching Effectiveness, Professional Development, and College and Community Service.
12. The Committee's ballots should be available to Committee members through any potential appeals procedures. Such materials will be preserved and held by the Committee chair until all decisions regarding the candidates' final position are final. Once recommendations are finalized by the College, the Committee chair will destroy the Committee's deliberative statements and ballots.
13. Each Committee member must approve the final statements of recommendation for all candidates before the notifications are sent to candidates and the President.
14. The chairperson will notify each candidate in writing of the recommendation of the Committee and will include with the notification a copy of the appropriate summary statement but with the vote of the candidate deleted.
15. If a candidate believes an appeal is warranted, the candidate must request a review of a negative Committee recommendation withing three business days of notification (Part Twp, IV.K). The appellant must submit their formal, written appeal to the Committee within five

business days of receiving the notification. This request should be made to the appropriate Committee chair in writing and include reasons for the appeal. The candidate may also request to appear before the Committee to present evidence rebutting the reason for the negative Committee vote, and any other evidence deemed appropriate. The Committee may discuss the evidence with the candidate in order to clarify any questions remaining.

16. Step 9 is repeated for the appellant.
17. A new statement of the Committee's post-appeal recommendation will be drafted by the Committee's members. This statement should include reference to the appellant's reasons for appeal and any new or revised documentation submitted during the appeals process. Only one appeal is allowed at this step in the process. Any future appeals for merit must be initiated through the Office of the President. If the appellant believes there are grounds for a procedural review of the Committee's decision, the appellant must contact the Faculty Council Chair to initiate the Procedural Review Committee (Part Two, IV. K.3).
18. The Committee's final recommendations are communicated directly to the President in the form of the summary statements, including the rebutting statements if there has been an appeal. No recommendations shall be transmitted to the President until and appeal has been decided by the Committee.

J. Awarding of Tenure and Promotion

1. Tenure

The Board of Directors awards tenure by an explicit statement and tenure is never acquired automatically. The Board will receive a recommendation from the President who shall have been informed by separate recommendations from the Provost & Vice President for Academic Affairs and the Committee on Tenure and Promotion. To these the President adds his own understanding of institutional considerations (e.g., current and projected program staffing needs not only in terms of numbers but of the proper balance of expertise, current and projected enrollment levels, and the determination to reserve a number of tenured faculty positions to expand the opportunity for periodic revitalization of academic programs). Thus, a candidate who may be regarded as having met the formal professional requirements for tenure may be denied it for institutional considerations. The President communicates the decision in writing directly to the applicant.

2. Promotion

The President grants promotion. Promotion decisions are based upon the separate recommendations of the Provost & Vice President for Academic Affairs and the appropriate faculty committee to the President, as well as the President's evaluation of the candidate's contributions to the success of the College's mission. The President communicates the decision in writing directly to the applicant.

K. Appeals

1) Appeals regarding negative recommendations for promotion and tenure shall proceed as follows:

a) If the candidate for promotion and/or tenure receives a negative recommendation from the Committee on Tenure and Promotion or the Committee on Senior Promotion, the candidate may appeal the decision and thereby request a review by the committee. The candidate must notify the committee of intent to appeal within three business days after the committee has made its recommendation known to the President and to the faculty member. The appellant must then submit a formal written appeal to the committee within five business days of receiving the recommendation. After submitting the written appeal, the appellant may request and shall be granted a meeting with the committee in order to plead the case, accompanied, if desired, by an appropriate witness. After reviewing the appeal, the Committee shall, in a written report that directly addresses the candidate's appeal, make its final recommendation known to the President and to the faculty member in question.

b) If the candidate for promotion and/or tenure believes that the Committee on Tenure and Promotion or the Committee on Senior Promotion has not followed the proper procedures in reviewing his/her application, an appeal may not be submitted to the Procedural Review Committee until the candidate has submitted an appeal to the Committee on Tenure and Promotion or the Committee on Senior Promotion and has received written notification of a negative decision. Within five business days of receiving this notification of a negative decision, the candidate may petition the President not to act on it until the Procedural Review Committee considers the case. The Procedural Review Committee shall review the procedures employed in the case in question and report its findings in written form to both the appellant and to the President.

c) If a candidate for promotion and/or tenure receives a favorable recommendation from the Committee on Tenure and Promotion or the Committee on Senior Promotion, but the President's decision is contrary to this, the candidate may petition the President to state the reasons for his decision. If the candidate then judges that appropriate principles, criteria or procedures have not been followed, he/she may petition the Board of Directors for a final review of his/her case.

2) Appeals by regular faculty members whose probationary contracts have not been renewed shall proceed as follows: If a regular faculty member who has received a letter of non-renewal of their probationary contract believes that the college has not followed the proper procedures, an appeal may be made to the Procedural Review Committee within five business days after notification of non-renewal. The Procedural Review Committee shall review the principles and procedures (as outlined in the *Faculty Handbook)* employed by the faculty member's Department Chairperson and the Academic Vice President in the case in question. A report of the findings of the Procedural Review Committee shall be made to the appellant and to the President.

3) The Procedural Review Committee
   a) The function of the Procedural Review Committee is to determine and report to the appellant and the President whether appropriate procedures have been followed in the case in question.
   b) The Procedural Review Committee shall be a dormant body. The committee is activated only when an appeal is submitted in writing to the Faculty Council Chair and the Chair of A&P.
   c) The Procedural Review Committee shall consist of seven faculty members—four drawn from the A&P Committee and three appointed by the Faculty Council Chair. None of the members

may be in the same department as the appellant, and no member may be currently serving on the Tenure and Promotion or Senior Promotion Committee with which the appeal is connected.

d) When an appeal activates the Procedural Review Committee, members shall meet and elect a chairperson to assume the charge of that deliberation. For each deliberation, the number of members shall be either five or seven. The appellant has the right to petition the Committee to remove up to two particular members and should be granted the request. Members of the Procedural Review Committee may also petition the chairperson to make themselves ineligible for that deliberation. If six committee members remain after these petitions, one member shall be disqualified by lot.

e) A Procedural Review Committee should not initiate deliberations on an appeal that cannot be completed before the end of the academic year. The docket of appeals turned over to the next seated Committee should be appeals for which no deliberations have been initiated (i.e., appeals without an elected chairperson). If a retiring committee has initiated deliberations on an appeal that cannot be completed before the end of the academic year, the appellant can elect either (1) to have the retiring committee continue and complete deliberations, or (2) to have the newly-elected committee initiate new deliberations and discharge the deliberations of the retiring committee.

f) The Procedural Review Committee shall operate according to the guidelines in the current Faculty Handbook. A faculty member may notify the committee in writing that in his/her judgment specific changes in the Faculty Handbook since his/her initial appointment are adverse to him/her. If the committee concurs, such changes will not be considered in that case.

g) The Procedural Review Committee will interview both the appellant and the relevant committee or department chair to review the procedures followed in the case.

1966 Statement on Government of Colleges and Universities

These guidelines wish to draw attention to the 1966 Statement on Government of Colleges and Universities formulated and approved jointly by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges. The most directly relevant paragraph reads as follows:

> Faculty status and related matters are primarily a faculty responsibility; this area includes appointments, reappointment, decisions not to reappoint, promotions, the granting of tenure and dismissal. The primary responsibility of the faculty for such matters is based upon the fact that it is central to general educational policy. Furthermore, scholars in a particular field or activity have the chief competence for judging the work of their colleagues; in such competence it is implicit that responsibility exists for both adverse and favorable judgments. Likewise, there is the more general competence of experienced faculty personnel committees having a broader charge. Determinations in these matters should first be by faculty action through established procedures, reviewed by the chief academic officers with the concurrence of the board. The governing board and president should, on questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

L. Reapplication for Promotion

A faculty member who receives a negative recommendation from the Committee must wait at least two years before reapplying. The purpose of this delay is to allow time to supply what is lacking in the credentials or performance. Candidates may request a waiver from this rule.

Any candidate who is denied promotion must discuss the reasons for the denial with the Provost & Vice President for Academic Affairs prior to reapplication. The new application must explicitly address those reasons, and the Committee will explicitly consider the adequacy of the candidate's response.

M. Eligibility / Procedures for Conversion of Academic Appointments to Tenure

Each year the President will examine the number of tenured faculty within the College. If the number is less than that allowed under the tenure guidelines, he will inform the Provost & Vice President for Academic Affairs that an opening exists within the division/department. Faculty members on academic appointment become eligible for this opening based on the date of their initial tenure review. Should the most senior of these faculty be ineligible due to institutional considerations, eligibility passes downward in order of seniority.

Prior to June 1, the Provost & Vice President for Academic Affairs will provide written notice to an eligible faculty member holding academic appointment that a tenure position is open.

When an academic appointee becomes eligible for conversion to tenure, the presumption is that expectations of continued creditable performance have been met.

a. Conversion Within Five Years of Initial Review

If the appointee becomes eligible for conversion to tenure within five years of the initial tenure review or subsequent promotion, the College waives further review, and the President will recommend to the Board that tenure be awarded.

b. Conversion After Five Years from Initial Review

If more than five years have elapsed since the candidate's tenure review or subsequent promotion, the President will recommend that the Board award tenure unless the Provost & Vice President for Academic Affairs determines that there is now reason to doubt that the faculty member's expected future performance merits tenure.

The Provost & Vice President for Academic Affairs examines the candidate's dossier and consults the candidate's department chair to establish expectations for the candidate's future performance. If the Provost & Vice President for Academic Affairs identifies reasons to doubt that the candidate's future performance merits tenure, the candidate will be notified prior to September 15 of the area(s) in which the dossier lacks appropriate and/or sufficient evidence to justify conversion to tenure.

c. Appealing the Vice President's Recommendation

A candidate who has not received the recommendation of the Provost & Vice President for Academic Affairs may appeal directly to the President. This appeal may contain such evidence

as the candidate deems best supports the case for tenure and which the candidate believes refutes the recommendation of the P&VPAA.

A candidate who has not received the recommendation of the Vice President is not required to seek tenure status and may continue in the academic appointment.

d. Succession of Eligibility

If an eligible faculty member does not seek or is not awarded tenure in the specific academic year he or she is notified, the next most senior eligible faculty member will be given priority in the following academic year, and the first-mentioned faculty member can be reconsidered for a future tenure opening after a period of two years

N. Provision for Flexibility

The College recognizes the need for flexibility. Tenure and promotion may be accelerated or retarded by a decision of the administration because of different levels of experience, economic considerations, or the scarcity of faculty with terminal degrees in certain disciplines.

V. TERMINATION OF TENURED FACULTY

A. *Program Shifts and Financial Emergencies*

Though a tenured faculty member can normally expect continuing employment until retirement, the College may terminate a tenured faculty member because of a decline in enrollment, financial exigency, shifts in the educational program, or elimination of a department or program. Taking into account the needs of the academic program, non-tenured members of the department or program shall be terminated before tenured members and the College should make efforts to offer tenured faculty other appropriate responsibilities at the College.

B. *Termination for Cause*

The College offers tenure to faculty members who show promise of maintaining the high intellectual, academic and moral standards expected in the profession and who are positively and constructively committed to the College. Serious defection from any one of these standards inside or outside the classroom gives cause for loss of tenure and termination of the appointment with the College.

Tenured faculty members may be terminated for moral turpitude, professional incompetence, or sustained non-performance of duties. The notice of termination must be accompanied by a statement of reasons. Tenured faculty receiving notice of termination may request a hearing before the Committee on Tenure and Promotion; in the hearing of charges of incompetence the testimony may include that of teachers and other scholars, either from King's or other institutions.

After the hearing, the committee shall forward its recommendation to the President. The faculty member has the right to appeal the President's decision to the Board of Directors or a committee of the Board appointed for such purpose. The decision of the Board or its committee is final.

In the case of moral turpitude, the faculty member is subject to immediate suspension from his/her duties until the matter has been resolved according to the above procedures. A faculty member's salary continues during this period of time.

Tenured faculty members who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they continue in their duties at the institution. Benefits will cease with the last day of active employment (as required under our *Summary Plan Description* with the IRS).

VI. FACULTY EVALUATIONS

The College evaluates each faculty member's professional service as part of a continuing evaluation process. The department chairperson shall communicate annually any concern raised by this process and should also communicate whether, and to what extent, the faculty member's performance may warrant expectations of reappointment or advancement. The faculty member may request that this be confirmed in writing.

The faculty evaluation system is intended to provide information about a faculty member's professional service to committees and administrators with the responsibility to make judgments relative to promotion and tenure. The faculty evaluation system is also intended to assist all faculty members to realize their strengths and to become aware of and address their weaknesses as teachers.

A. *Evaluation by Current Students*

Student evaluations shall be conducted each semester for all faculty.

Departments or faculty members may design and administer their own additional student evaluations.

B. *Evaluation by Alumni/ae*

The Alumni/ae Office shall annually ask five-year graduates to select up to four teachers who have made most valuable contributions to their education and to explain those contributions. Responses to these requests shall be placed in the files of the faculty members named.

C. *Evaluation by Peers*

Although not required, peer evaluation is strongly recommended to candidates for tenure and promotion. Any faculty member may request evaluation by one or more colleagues. Forms for this purpose are available in the Office of the Provost & Vice President for Academic Affairs. The completed forms should be returned to the faculty member being evaluated to submit to the chairperson of the committee.

D. *Evaluation by the Provost & Vice President for Academic Affairs*

The Provost & Vice President for Academic Affairs, in conjunction with the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, Dean of Health Sciences, and Dean of the Business School, bears responsibility for evaluating the performance of faculty members.

E. *Senior Faculty Development*

Senior Faculty Development is a formative review process for all faculty members who are tenured or on academic appointment, as well as professional specialists who have been promoted to associate clinical/technical professor or clinical/technical professor.

The Senior Faculty Development provides a review of a faculty member's professional work and a plan to develop long-term academic and professional interests.

The College will provide the faculty member with assistance, including dedicated funds, to achieve mutually beneficial goals.

The faculty member will create a plan and report his or her performance as part of the annual report. This performance will be reviewed annually with the chair; more detailed information is provided in "Procedure for Senior Faculty Development Program."

The results of the performance review will be included and considered as part of an application for promotion, tenure, or merit pay.

VII. COLLEGE POLICIES RELATING TO EMPLOYMENT

A. *Policies Regarding Advertising and Filling Faculty Positions*

When advertising new faculty positions, the Provost & Vice President for Academic Affairs will first determine if a tenure opening will most likely be available in the specific department within a ten-year period.

An opening within a division and department can be projected if the number of tenure positions (as defined by the tenure guidelines) will exceed the number of projected occupants within ten years. Projected occupants include

- Tenured faculty more than ten years from the expected retirement age.
- Academic appointees.
- Regular (probationary) appointees.

The judgment for each position must also consider whether tenuring the hire at the time of review would violate other institutional considerations.

If a tenure opening can be projected, the advertisement for the new faculty position will be for a regular appointment in a tenure track. If a tenure opening cannot be projected, the advertisement for the new faculty position will be for a special appointment.

More information is included Appendix C, "Hiring Procedures for Faculty Positions."

B. *Statement of Policy for Fostering the Holy Cross Presence at King's College*

The Congregation of Holy Cross possess a special relationship to King's College stemming particularly from the unique religious and intellectual heritage they have bestowed on the College, not only in their founding of the institution in 1946 but also in their continuing presence and service on the faculty and in the administration, in their responsibility (as members of the

Corporation of the College) to elect the Board of Directors, and in their strong commitment to support the College financially.

The Board of Directors desires to preserve and foster this special relationship through the continued presence of the Holy Cross Community at the College in responsible capacities and in sufficient numbers.

The Board encourages the Holy Cross Community to present interested and qualified candidates not only for faculty positions, but also for administrative positions, and most especially for the office of the President of the College.

In filling any full-time position within the College, objective criteria should be written in advance of the consideration of any applicant. In accordance with the Board's desire to foster the special relationship with the Congregation, preference will be given to a Holy Cross religious if the person is a highly qualified candidate. A Holy Cross religious may be appointed without public search where the candidate meets the prior established criteria.

With these considerations understood, it is the policy of King's College to provide equal employment opportunity to all employees and applicants for employment regardless of race, national or ethnic origin, religion, gender, marital status, sexual orientation, age, or disability.

Procedure for Monitoring the Application of the Policy

The several administrators with responsibility for hiring College employees shall provide the President of the College with the names and credentials of any members of the Congregation of Holy Cross who apply for employment at the College. These same administrators shall report regularly to the President on the progress and disposition of the employment applications of Holy Cross religious.

C. *Treatment of Students*

Faculty members are expected to recognize that the College exists to serve the education of students and to foster their development as resourceful and responsible citizens. Faculty members should, accordingly, practice and elicit from students high standards of scholarship, honesty, courtesy, self-discipline, and community spirit.

Students are entitled to an atmosphere conducive to learning and to even-handed treatment in all aspects of the teacher-student relation. Faculty members may not refuse to enroll or teach students on the grounds of their beliefs or the possible uses to which they may put the knowledge to be gained in a course. Faculty members should not abuse the authority inherent in their instructional roles to force students to make particular personal choices in regard to political action or their own part in society. Faculty members must evaluate students and award credit according to their professional judgment of academic performance, not according to matters irrelevant to that performance, whether personality, race, religion, degree of political activism, or personal beliefs.

In the course of their work as advisors and counselors, faculty members will acquire information about students' personal lives, disabilities, health, financial status, views, beliefs, and political associations; this information shall be considered confidential. A teacher has the responsibility to exercise discretion in the use of this information in conformity with College Policy on Privacy

(as required by the Family Rights and Privacy Act of 1974 as amended), the Health Insurance Portability and Accountability Act of 1996, and other applicable laws.

At the beginning of the semester, faculty must inform students of the criteria by which performance is to be evaluated and of the course syllabus and attendance policy. Students shall have the opportunity to secure a review of any of their grades. Students may initiate this action by recourse first to the teacher, after they have received the official grade report. This action should be taken by mid-semester following the issuing of the grade.

Students shall have the right to examine all corrected tests, papers, work assignments, and final examinations. To ensure this right, instructors are urged to return all test papers and work assignments in a timely fashion. Final examinations should be retained by the professor for review by the student until the end of the following semester.

All members of the faculty should be aware of King's College Students' Bill of Rights and should adhere to the regulations and principles contained therein.

D. Advisement of Students

Recognizing that an important part of the learning process comes through one-to-one contact between teachers and students, faculty are responsible for making themselves available to students for individual conferences.

Full-time faculty members shall set aside a minimum of five hours a week on class days and during normal working hours for student consultation; faculty shall be available for appointments at other times as well. These office hours shall be announced to students (verbally or in writing) at the first class meeting and be posted outside each office or on the department bulletin board.

Department chairpersons may request individual members of the faculty to assist in the academic advisement of the student majors in their departments.

E. Information Confidentiality Policy

All information a faculty member obtains regarding a student's academic performance, behavior, and other records, is confidential and may not be disclosed except in conformity with the privacy policies in the College Catalog (see General Information – Family Educational Rights and Privacy Act of 1974, as amended) and the requirements of the Americans with Disabilities Act.

Information a faculty member obtains regarding colleagues via service on evaluation committees (e.g., Tenure and Promotion, Senior Promotion, ad hoc position search, Senior Faculty Development) or as department chair is confidential.

Faculty shall adhere to the published policies on information technology use.

These policies do not supersede the legal requirements for reporting to appropriate authority:

- Violations of law.
- Suspected child abuse (of those under 18).
- Those who appear a danger to themselves or others.

- Allegations of rape or sexual assault.

F. Adherence to Academic Regulations

Faculty members shall observe all academic regulations stated in the *Faculty Handbook* and other administrative directives.

G. Termination of Faculty

Should institutional considerations necessitate reduction in personnel within a department, faculty shall be dismissed in the following order, taking into account the needs of the educational program:

1. Part-time faculty.
2. Faculty holding special appointments.
3. Faculty holding renewable appointments.
4. Tenure-track faculty.
5. Academic appointees.
6. Tenured faculty.

Faculty on academic appointment may also be terminated for cause in the same way as tenured faculty (see "Termination for Cause").

VIII. ACADEMIC POLICIES

Many of the College's rules and regulations regarding Academic Policies can be found in the College Catalog.

A. *Assessment of Student Learning*

King's College is a learning-centered community committed to high standards of academic rigor in courses and programs and to high expectations for student achievement. Faculty members view the assessment of student learning as a major responsibility of their teaching and critical for the assessment of our programs and our institutional effectiveness. Our general education and major program curricula follow an assessment process that includes statements of learning outcomes, statements of the methodology used for evaluation, and a mechanism for evaluating assessment results and using results to consider changes. Faculty members are expected to cooperate in this process and their participation is part of the evaluation of teaching effectiveness.

B. *The Syllabus*

1. Writing a Course Syllabus

Purpose: The primary purpose of a syllabus is to communicate to students what the course is about, what the students will do and learn, what will be required of the students for them to successfully complete the course, and what students can expect from the instructor. An effective syllabus will achieve the following purposes:

a. It increases student learning in the classroom. It guides student learning in accordance with faculty expectations and demonstrates to students that the instructor is interested in their learning.

b. It decreases the number of problems, which arise in the course. Fewer misunderstandings arise when the expectations are explicitly stated.

c. Writing and revising syllabi provides the instructor with the opportunity to reflect on both the form and purpose of their approach to teaching. It answers questions such as:

- Why have the current goals, objectives, and content been selected?
- Are there other teaching strategies that would be more effective for this course?
- Are there more authentic and effective approaches to evaluate student achievement?

Although it is unlikely an instructor will include all of the items listed below, they are identified for the instructor's consideration.

Basic Course Information

- Course number and title
- The number of credits
- The term and year
- The day, time, and location of your class meetings

Instructor Information

- Full name and title
- Office location
- Office hours
- Office telephone number
- Email address
- Home telephone number. If faculty choose to list a home telephone number, indicate any restrictions on its use.

Classmate Information

Some instructors provide space in the syllabus for students to obtain and write names, telephone numbers or email addresses of at least two classmates they can contact if they miss a class or want to study together.

Course Prerequisites

Some instructors list the knowledge, skills, or experiences they would like students to have or the courses they should have completed.

Text and Materials

- Clearly provide information about which books, supplementary readings, and/or materials are required, and which are optional. Also, instructors may want to tell students why these books/materials have been chosen and how the instructor expects them to be used.
- Textbook information should include the title, author, date, edition, and publisher.

- Information on supplementary readings should include detailed bibliographic information, whether the readings are required or only recommended, and where they are available.

Course Description
At minimum, the *King's College Catalog* course description should be repeated. An introduction to the subject matter and how the course fits in the college or department curriculum is helpful to students. Some instructors may also want to expand on this section to tell students what instructional approaches will be used in class (i.e., lecture, discussion, group work, etc.).

Course Goals and Objectives
Instructors should include a listing of course goals and objectives in their syllabi. Course objectives are statements describing what characteristics, qualities, abilities, or competencies the student should master by the end of the course. Clearly stated objectives provide a focus and motivation for learning.

Course Calendar/Schedule
Including a complete course calendar in the syllabus helps students balance their time and meet the demands of the course. Students benefit from as much advance notice as possible for assignments, tests, special events, and other requirements for the course. Many instructors are concerned about legal liability if they depart from the calendar. They can include a statement that the schedule is tentative and subject to change with sufficient advance notice. Provide an updated calendar as needed.

Attendance
At minimum, the *King's College Catalog* policy on "Attendance at Class" could be repeated or stated in some form.

Class Participation
Students should be aware of the instructor's expectations for participation in class. Are students expected to participate actively in class? What does the instructor consider "active" participation and how is it assessed?

Missed Examinations or Assignments
The syllabus should inform students whether exams and assignments can be made up and the procedures they are to follow.

Compressed Schedule
The time at which the class will meet when the "Compressed Schedule" is in effect for severe weather should be noted. The instructor's policy concerning whether a test scheduled for such a day will be postponed or not should be stated.

Lab Safety/Health
Some instructors include a short statement about these issues in the syllabus or provide a more detailed explanation in another document.

Academic Integrity

At minimum, the syllabus should refer students to the policy on academic integrity outlined in the *King's College Student Handbook*.

Grading

Many problems associated with assessment can be avoided by carefully detailing grading procedures in the syllabus. This section of the syllabus should contain the following components:

- Activities: a list of graded activities along with the weight of each activity.
- Computation: an explanation of how the final grades will be computed.
- Evaluation Criteria: a description of the criteria used to evaluate student work.
- Policies: all grading-related policies such as late work or incompletes.

Some instructors may want to include information about the appeals procedure as outlined in the *King's College Student Handbook*.

Disabilities and Support Services

Faculty are required by the federal government to make reasonable accommodations for students with documented disabilities (as set forth in the college policies). Faculty are reminded that persons with disabilities have a right to confidentiality when discussing accommodations. Faculty must include on the syllabus a statement about the availability of disability and other support services through the Academic Skills Center for students who are still exploring what kind of support or accommodations they may need. The following statement is recommended as an inclusive way to write to students about accommodating disabilities on the course syllabus:

Disabilities, Accessibility, and Inclusive Learning

King's College is committed to ensuring that all students can participate fully in the King's experience, and therefore to creating an inclusive learning environment for all students. King's views disability as an aspect of human diversity, and continually works with students, faculty, and staff to identify environmental and attitudinal barriers and to improve accessibility on campus and in our online platforms. Therefore, if you have physical, sensory, psychological, or learning disabilities, we would like to support your access to course materials through reasonable accommodations. Please contact the Disability Services Coordinator, in the Academic Skills Center at the beginning of the semester regarding King's policies and procedures for documenting and accommodating differing abilities (see Services for Student with Disabilities in the Student Handbook or the King's College Academic Skills Center website, https://www.kings.edu/academics/support/skills_center, for more information). King's respects your right to keep disabilities confidential and requires faculty to maintain confidentiality while they work with you and other offices to ensure these accommodations.

Support Services

A statement about instructional support services available through the Academic Skills Center at King's College is helpful for students.

Supplementary Materials to Help Students Succeed

Faculty may want to consider providing one or more of the following:

- Hints on how to study, take notes, or succeed in class
- Glossary of terms used in the course
- References on specific topics for more in-depth study
- Bibliography of supplemental readings at varying levels of difficulty for students at all ability levels

2. Submission of Syllabi to Academic Affairs' Office and Department Chairs

Each semester faculty members are required to submit copies of their syllabi to their respective department chairs and the Provost & Vice President for Academic Affairs' office.

3. Syllabi for Core Curriculum Courses

Department Chairs, in collaboration with the Curriculum and Teaching Committee along with the Dean of Arts and Sciences approve a master syllabus for each course in the Pathway. Designed for use by faculty, not students, such a syllabus contains the Introduction, Objectives and Goals approved by the Curriculum and Teaching Committee along with the qualified faculty members' collective wisdom on specific content, teaching/learning strategies and assessment methods; the guidelines set a collegially determined level of consistency and individuality among sections of the same offering. Individual syllabi designed by faculty for students contain the Introduction, Objectives and Goals for the category and are shared among the department.

C. *Alternative Courses Policy*

1. General Guidelines

a. Each semester the registrar should compile a list of all courses, including approved alternative courses, being taught by members of each department and send this list to the department chair.

b. The following four (4) types of courses, Independent Study, Experiential Learning (Internships and the Gateway Program), Tutorials, and Research, should be the only "alternative" courses offered. Any new types of courses require the approval of the Curriculum and Teaching Committee and Faculty Council.

c. The title *Guided Independent Study* should be eliminated, but the concept may be maintained, and the Center for Lifelong Learning may market these courses in an appropriate manner. These are courses offered only in the summer through the Center for Lifelong Learning and promoted as "study at home, flexible scheduling" and should be offered as regular summer courses. These classes must have six or seven (6-7) students to run, with a maximum of twelve to fifteen (12-15). Some are on-line offerings; others have some on-campus meetings or are taught through the mail. The faculty member teaching the course chooses the delivery method.

d. The Center for Lifelong Learning should develop a five (5) year plan of scheduled courses so students can properly plan when to take Core and major requirements.

2. Particular Guidelines

a. Independent Study

An Independent Study Course is an individually designed course in which the student pursues a specific goal that enriches his/her educational objectives. This goal is determined in conjunction with a supervising faculty member and involves a substantial body of college-level literature, field work, methodology and/or theory. Typically, an Independent Study is NOT a course that is listed in the College catalog. The course may be in a discipline that is not normally taught at the College. The following criteria apply to Independent Studies:

1) Independent Study courses generally involve a greater time commitment on the part of students than do regular classroom courses. Students complete most of the course work independently of the faculty member, but regular contact between professor and student is required.

2) A faculty member may normally supervise no more than four students in total per semester.

3) The department chairperson or dean must approve the course and content of any Independent Study course offered in his/her department.

4) All departments and programs are to use the same form in the registration process for Independent Study courses.

b. Tutorials

A Tutorial is a one-on-one learning experience, similar in content and requirements to the same course when normally scheduled and requiring regular face-to-face meetings. Because of the extra demands placed on the faculty member a Tutorial should be offered only due to extenuating circumstances. There is a higher per credit charge and this charge is not covered by regular tuition payments. The faculty member is paid 75% of the cost of the tuition. The student must pay for a Tutorial in full before the class begins. It should only be offered in the following circumstances:

1) A Tutorial is considered an extraordinary teaching situation which is used to meet an emergency need of a matriculated and continuing student regularly enrolled at King's College, a need which cannot be met in the regular scheduling process without delaying the student's progress toward graduation.

2) A course taught as a Tutorial is normally offered as part of the Core, minor or major curriculum and appears in the College catalog.

3) When a course is taken as a Tutorial, students are expected to complete at least the amount of work expected in regularly scheduled classes.

4) Special consideration should be given to departments that regularly offer Independent Studies in order to facilitate the progress of their students. Such departments, with the approval of the instructor and department chair, may choose to teach courses that appear in the College catalog as Independent Studies, rather

than Tutorials, if they believe that charging students for Tutorials would adversely affect the students' progress or the number of department majors.

c. Experiential Learning

Internships – An internship is defined as the supervised placement of a student in a work setting, for a specified period of time, and for an appropriate number of academic credits. The student is placed directly in a professional or career setting that provides the opportunity to apply the theoretical learning of the classroom to practical situations, activities, and problems.

1) Internships should be coordinated through the Career Planning and Placement Office; internships outside the United States are coordinated through the Study Abroad Office.
2) A faculty member monitors each student intern, grades the final project, and issues the grade for the internship. All faculty should have the opportunity to participate in the internship program based on their interest and expertise.

Gateway Program – The Gateway program affords adult students the opportunity to receive credit for knowledge gained through experience outside the traditional academic setting.

1) Gateway students are given the opportunity to define their external learning in a portfolio through a three (3) credit course, EXPL 331: Portfolio Development.
2) The portfolio is given to the chair of the appropriate department to determine what major credits, if any, can be awarded.
3) All credits awarded for experiential learning under the Gateway Program except for EXPL 331: Portfolio Development are treated as transfer credits.
4) A total of no more than sixty (60) credits can be awarded under the Gateway Program.
5) All Core and major requirements must be fulfilled by students in the Gateway Program.

d. Research

Different departments define the term "research" differently.

1) A course that meets the definition of an Independent Study should not be listed as research.
2) Faculty should be appropriately compensated for supervising student research.

D. *Distance (Online) and Hybrid (Blended) Education*

1. Definitions:

- In **traditional courses**, instructors and students meet face-to-face for the majority of instructional contact hours. Students may be required to access material online or interact with the instructor and other students online, but these requirements are minimal.
- In **distance courses**, instructors and students meet seldom, if at all; instructional content hours are delivered/accessed exclusively online.
- In **hybrid courses**, instructors and students meet face-to-face regularly, but at least 50% (and less than 100%) of the instructional contact hours are delivered/accessed online.

2. Distance Education and the King's College Mission (C&T Committee Position Statement)

C&T encourages faculty and administrators to remember the King's College Mission when designing and proposing online courses. Specifically, the liberal arts mission of King's College emphasizes personal engagement, placing a premium on "educating the whole person" and entrusting us all with the responsibility to advise, mentor, coach, counsel, and develop the intellectual and moral character of students.

3. Full Policies and Procedures for Distance and Hybrid Education: See Appendix T

E. *Grades and Examinations*

1. Grades:

While grading standards vary from instructor to instructor, the following represents a typical grading rubric employed at King's College:

A & A- These grades reflect exceptional interest and mastery of subject matter; the student has displayed initiative and creativity as well as superior insight in analyzing problems and synthesizing subject matter, and also manifests exceptional ability in integrating and applying this knowledge to other disciplines. The "A" grade carries with it 4.0 grade points per credit hour; the "A-" grade carries with it 3.666 grade points per credit hour.

B+, B & B- These grades indicate evidence of intelligent fulfillment of course requirements; the student has demonstrated marked ability to communicate and apply more than merely the basic elements of a course and his or her initiative reveals unusual ability to generalize about course material and displays a marked degree of independence. A B+ is used to indicate notable achievement of these goals. The "B+" grade carries with it 3.333 grade points per credit hour; the "B" grade carries with it 3.0 grade points per credit hour; the "B-" grade carries with it 2.666 grade points per credit hour.

C+, C & C- These grades indicate a satisfactory grasp of course content; the student can apply and express basic concepts intelligibly and has shown no measurable deficiency in meeting requirements of the course work. A C+ is used to indicate notable achievement of these goals. The "C+" grade carries with it 2.333 grade points per credit hour; the "C" grade carries with it 2.0 grade points per credit hour; the "C-" grade carries with it 1.666 grade points per credit hour.

D The grade of D indicates only passable achievement in course work and indicates areas of deficiency in basic course content; the student has fulfilled the minimum requirements of the course, thus making a failing grade unwarranted. The "D" grade carries with it 1.0 grade point per credit hour.

F The grade of F indicates deficiency in so many elements of a course that the student's understanding of the course content is substantially impaired. The course must be repeated before credit can be obtained. The "F" grade carries 0 grade points per credit hour.

F* Failure in a Pass/Fail course.

The following symbols are also used to indicate irregular grades:

IN Incomplete; usually given in the case of illness. Must be removed within a limited time, by the mid-term report date of the following semester at the latest, or it becomes an F.

IP In progress; used for courses that legitimately extend beyond one semester, such as research or independent study courses. Completion is indicated by one of the regular grades reported in the following semester and credit is received at that time.
P Pass in a Pass/Fail course
U Unsatisfactory; no credit.
W Approved withdrawal.
W* Approved withdrawal from a Pass/Fail course.

Records are evaluated through a Grade Point Average (G.P.A.). The average is obtained by dividing the total number of grade points earned by the total number of graded credits attempted. A G.P.A. of 3.40 for twelve hours of graded course workplaces undergraduates on the Dean's List if they were a student at King's before Fall 2010. A G.PA. of 3.50 is required for all other undergraduates. An unsatisfactory G.P.A., as explained under "Academic Probation and Dismissal," will be considered by the Committee on Academic Standing. The average required for graduation is outlined under "Degree Requirements."

An F grade remains on the permanent record and is reproduced on all transcripts. The student who fails to receive a passing grade in a course may secure credit for that course only by repeating it and passing it. There is no second examination in any subject.

Pass/Fail Courses (Ungraded Elective Option)
During each semester of the junior and senior years, a student has the option to take one elective course on an ungraded basis. This course cannot be used to meet a major, minor, or Core requirement.
This choice must be filed with the Registrar on the special request form within the first ten class days of the semester. A "P" (pass) or "U" (unsatisfactory) grade will be recorded for the course at the end of the semester; neither grade will be used in computing grade-point-averages.
Please note that there is a limit of one ungraded course per semester; if a course taken is normally taught on an ungraded basis, that selection, in effect, uses the ungraded option for that semester.

Grade Reports and Transcripts
A report of grades is sent to the student at the end of each semester. At mid-semester, informal reports are sent for all freshmen, and for those upper-class students who are not doing satisfactory work. These reports are not part of the permanent official record.

Feedback for First Year Students
Faculty are encouraged to cooperate with the early alert system supervised by the Academic Advisement Office. Faculty ought to provide some assessment instruments within the first several weeks for first year students.

Final Examinations

Instructors must conclude three credit or more courses with some form of final assessment – generally a final exam, culminating paper, or comprehensive presentation. Faculty should assign a course's final assessment project in such a way that it is completed by students during--not prior to--the College's final exam week.

Instructors must adhere to the published schedule for final examinations; without prior approval or arrangement, final exams are not to be given at the final class meeting. Final exams are to be kept by the instructor for a period of one year. Students are permitted to review their final examinations upon request.

IX. FACULTY WORKING CONDITIONS

Faculty members are responsible to the Provost & Vice President for Academic Affairs and their departmental chairperson. All faculty members holding regular appointments are expected to devote full time to this work. A full-time member of the faculty shall accept no substantial outside business interest during the academic year which seriously interferes with his/her full-time faculty obligations. The Provost & Vice President for Academic Affairs should be informed of such activity and any substantial changes affecting the nature or scope of such extra-mural obligations.

A. Collegial Service

A faculty member is expected to participate actively in departmental and other faculty activities such as serving on committees, advising student organizations, etc. Members of the faculty are required to attend Commencement exercises and Honors Convocations. (At these exercises academic costume is worn) A faculty member is encouraged to cooperate in the College's extra-curricular activities program and to support co-curricular programs, such as lectures, concerts, films, panel discussions, and other public cultural events sponsored by the College.

B. Community Service

A faculty member should seek to promote good relations between the College and the community. Although the College's first duty is to the students, it should supply leadership in community activities of service, charitable, religious, educational, and welfare organizations.

C. Course-Related Work

The academic work year extends from the Faculty workshops and meetings held shortly before the opening of the fall semester until the commencement exercises following the spring semester. In this period the faculty member is expected to give competent and conscientious instruction in the classes assigned to him/her.

1. Normal Teaching Load

The normal teaching assignment for full-time faculty is twelve credit hours per semester. Departments who wish to schedule courses and related faculty assignments on a two-semester basis (24 credits) may do so in close consultation with the Provost & Vice President for Academic Affairs. Thus, for example, a faculty member may have a nine-hour load one semester and a fifteen hour load the next semester. This may be more convenient in some cases and may obviate difficulties with load/overload.

The teaching "hours" are normally the same as the number of course credits awarded the students. Exceptions are that laboratories of three or four clock hours shall count as two "hours," even though they may be one-credit courses, and three-credit courses that meet four times a week count as four "hours." Other exceptions are handled on a case-by-case basis by the faculty member, the department chair, and the Provost & Vice President for Academic Affairs.

2. Reduction in Teaching Load

a. Course Reduction for Chairpersons

Department chairpersons and the Chairperson of the Faculty Council are entitled to one course reduction (3 credits in teaching load per semester) to assist them to fulfill the responsibilities of their offices.

b. Course Reduction for Graduate Faculty

Full-time faculty members who teach a graduate course in both the fall semester and the spring semester are entitled to one course reduction (3 credits) in teaching load in either the fall semester or the spring semester, at the discretion of the faculty member and the chair of the department and taking into consideration the staffing needs of the department.

c. Course Reduction for Other Faculty

The College may offer course load reductions or overload contracts to individuals to perform extraordinary duties or to promote faculty development. Such reductions in faculty loads will not be used to disadvantage a department.

3. Differential Workload Guidelines and Application Procedure

a. Description

A differential workload is a temporary reduction to a faculty member's normal full time course load to allow the faculty member to pursue other important goals. The normal course load for full-time faculty members is twelve (12) credit hours per semester. A differential workload is designed to reduce the course workload, not the service requirement to the college. Differential workloads are temporary and are most frequently awarded for three credits for one semester.

b. Purpose

The purpose of a differential workload is to support:

- The mission and institutional goals of the college, and/or the goals of a department or program;
- Faculty in their efforts to be outstanding teachers, accomplished scholars, and engaged citizens, in circumstances outlined in Appendix O.

c. Application procedures

The faculty member applying for a differential workload should:

- Seek approval for the proposal from the department chair and others who may be affected by August 1st for the spring semester and by December 1st for the fall semester.
- Submit a formal, written proposal to the Provost & Vice President for Academic Affairs explaining the purpose, merit, and benefits before September 1st for the spring semester and by January 1 for the fall semester. (See differential workload request guidelines in Appendix O).

d. Procedures for the Granting of a Differential Workload

In granting a differential workload, the Provost & Vice President for Academic Affairs will consider the purposes, benefits, and merits of the application, consider the faculty member's record of achievement, balance other relevant institutional needs and goals.

- The granting of a differential workload will require a written decision by the Provost & Vice President for Academic Affairs.
- A written response to the proposal will be issued by the Provost & Vice President for Academic Affairs to the faculty member by September 14th (for spring requests) or January 14th (for fall requests). A copy of this decision will be forwarded to the appropriate department chair.
- The Provost & Vice President for Academic Affairs will report the number of differential workloads granted, by department, to Faculty Council each semester.

e. Progress Report

Following completion of the differential workload activity, the faculty member will present a written progress report to the chair of the department and the Provost & Vice President for Academic Affairs.

4. Criteria and Procedures for Reduced Teaching Loads

a. Criteria for Reduced Teaching Loads

A faculty member applying for a reduced teaching load should consider the following factors, which will be used to determine whether a course reduction is justified:

- How a proposed activity promotes an institutional priority and/or an important department goal.
- The complexity of the activity and the time commitment involved.
- The duration of the activity (normally one semester).

b. Procedures for the Granting of Reduced Teaching Loads

The faculty member should discuss the proposal with the department chair and others who may be affected and then make a formal, written proposal to the Provost & Vice President for Academic Affairs.

- If the faculty member, the department chair, and the Vice President are in agreement that the proposed activity meets the guidelines, a written response to the proposal will be issued by the Vice President.

- A proposal involving a course reduction must be submitted prior to the time when course and teaching assignments are developed for the subsequent semester (i.e., by September 1st for the spring and by January 1st for the fall).
- The activities comprising the basis for course reductions are ordinarily to be viewed as a substitution for part or all of the normal faculty workload.
- The decision granting ad hoc course reductions will be communicated to the faculty at large each semester.

5. Overloads, Tutorials, Internships, and Independent Studies

a. Course Overloads

The College should make every effort to fully staff departments with full-time faculty to minimize the need for overloads and part-time faculty. However, overloads may be approved for the following purposes:

- To permit the offering of needed major or Core courses
- To permit a faculty member to participate in a team-taught course if it is not considered a part of his/her regular twelve (12) credit hours teaching load.
- An overload must be judged necessary by the department chair and the Provost & Vice President for Academic Affairs.
- The availability and appropriateness of using a part-time instructor should be considered.

The Provost & Vice President for Academic Affairs may invite full-time members of the faculty to accept a course assignment in excess of the normal teaching load in the day or evening school. Such invitations call for an overload contract and receive a separate salary announced at the same time as the annual salary schedule.

Faculty members should not have more than one overload assignment per semester except for emergency conditions with the approval of the Provost & Vice President for Academic Affairs or the AVPAA & Dean of Arts and Sciences.

b. Tutorials

A tutorial assignment must be approved by the teacher's department chairperson and by the Provost & Vice President for Academic Affairs. Students availing themselves of this extraordinary arrangement are charged a supplementary fee which is used to compensate the teacher for the extra work involved. Because of the extra charge and work, tutorials should be approved only when manifestly necessary and, in practice, an individual teacher may carry no more than one tutorial beyond the normal load per semester.

c. Supervising Internships and Independent Studies

Members of the faculty may be asked by the Director of the Honors Program or their department chair to mentor independent studies for individual students or to supervise the academic content of internships by the Office of Career Planning.

6. Team Teaching

Team teaching is a collaborative effort between two or more faculty members who share mutually in the teaching workload, which includes preparation, teaching in and out of the classroom, evaluation, and assessment of students. Generally, team teaching is coordinated in one of the following configurations:

- One three-credit course team-taught by two instructors.
- One six-credit course (or two three-credit courses linked as one six-credit course) taught by two instructors.
- One three-credit course divided into discrete portions, each taught largely by different instructors.

Discussions of each configuration follow.

a. One Three-Credit Course Team-Taught

- Both teachers should each be compensated as for a full course, either as part of the normal 12 credit load, or as for an overload.
- Approval for the course should come from department chairs of the faculty involved in collaboration with the Provost & Vice President for Academic Affairs.
- Normally a faculty member shall teach no more than one of these courses per semester.

b. One Six-Credit Course Team-Taught

- Both teachers should each be compensated as for 2 full courses, either as part of the normal 12 credit load, or as for an overload.
- Approval for the course should come from department chairs of the faculty involved in collaboration with the Provost & Vice President for Academic Affairs.
- Normally, a faculty member shall teach no more than one of these courses per semester.

c. One Three-Credit Course Divided

- All instructors should be compensated according to a suitable fraction, as measured by the proportionate share of the course each instructor teaches, as part of the normal 12 credit load or as an overload, as approved by department chairs of the faculty involved in collaboration with the Provost & Vice President for Academic Affairs.
- Normally, a faculty member shall teach no more than one of these courses per semester.

d. Guest Lecturing

Generally, faculty at the College should encourage and invite each other for "special guest appearances" in each other's courses. Such occasional guest teaching should be on a voluntary basis, without formal compensation.

e. Other Configurations

Other variations should be worked out on an ad hoc basis between interested faculty and department chairs in collaboration with the Provost & Vice President for Academic Affairs.

X. PROFESSIONAL GROWTH AND DEVELOPMENT

A. *Faculty Travel*

The Faculty Travel Fund exists to promote the professional development and public scholarship of King's College Faculty. Separate funds exist for the faculty of the McGowan School of Business, the Athletic Training Program, and the Department of Physician Assistant Studies. Funding for faculty travel in support of other institutional objectives (e.g., recruitment of new faculty, presentations on behalf of Academic Affairs, etc.) comes from alternate budget areas. As limited funding is available, the following guidelines have been developed for assigning priority to travel requests and for clarifying the procedures for disbursement of travel funds. Eligibility for these funds may be affected by one's Senior Faculty Development status. There is no additional compensation awarded under this program.

1. Guidelines and Procedures for Faculty Members

- Consult the Guidelines for Disbursement of Faculty Travel Funds.
- Submit appropriate documentation (e.g., copy of conference registration form, mileage from Mapquest, or airfare information) along with a Travel Request Form and an Application for Faculty Development Funds to the Associate Vice-President for Academic Affairs & Dean of Arts and Sciences, or appropriate dean. Requests must be submitted at **least six (6) weeks** prior to the planned travel date.
- Upon return, submit receipts for all expenses along with a Travel Return Form and any unspent funds that were disbursed in advance of travel.
- As you plan your travel, whenever possible, make arrangements that will minimize travel costs. This may include:
    - Presenting at conferences within driving distance (consult the Purchasing Department for car rental procedures).
    - Selecting travel dates that reduce airfares.
    - Staying at hotels other than the official conference sites, when it will not inhibit your ability to participate in the conference.
    - Keeping food expenses to an average of $50 per day.
    - Childcare/dependent care expenses to average $50 per day.

2. Guidelines for Disbursement of Faculty Travel Funds

Funds are apportioned equally during the two halves of the fiscal year. Those funds not disbursed during the budget period from July 1 to December 31 will carry over to the remainder of the fiscal year (January 1 to June 30). Since funding requests will be granted on a rolling basis during each period, faculty should submit requests as early as possible. Requests will be reviewed on the last working day of each month.

a. Funding Priorities

Travel funds are allocated to support the following activities, in order of priority:

1. To present an academic paper/research (whether in traditional or poster sessions).
2. To participate in a presentation or debate.
3. To take another active role in a conference session (discussant/respondent, session chair, officer or board member of the organization sponsoring the conference), often indicated by appearing on the conference program.
4. To attend a conference, which normally receives partial funding.
5. For travel outside of North America, the AVPAA & Dean of Arts and Sciences, or appropriate dean and the faculty member will negotiate funding.

All requests will be considered in light of the reputation of the conference, the impact of the travel on the mission of the College, and whether the faculty member has received prior funding in the last several years.

b. Funding Priorities for Multiple Trips

In the case of multiple annual presentations for a single faculty member, travel will be apportioned as follows, provided the same paper is not presented in multiple venues during that academic year:

1. The first travel activity will receive full funding.
2. The second travel activity will receive full funding, subject to the availability of funds and negotiation with the AVPAA & Dean of Arts and Sciences and appropriate dean.
3. Funding of subsequent travel may be negotiated with the AVPAA & Dean of Arts and Sciences, and appropriate dean, subject to the availability of funds.

c. Funding for Co-Authored Papers/Presentations

In the case of a co-authored paper or a presentation involving more than one faculty member, as a general rule, the College will only pay the travel expenses of the lead author or principal presenter, unless the nature of the paper or presentation necessitates the participation of additional faculty members whose expertise is important to a particular facet or component of the paper or presentation.

d. Partial Funding

When monies for the budget period begin to diminish, partial funding may occur.

e. Reimbursement Policies

Faculty travel funds are not compensation for work rendered, but are provided solely to cover expenses related to faculty development. All expenses must be documented for reimbursement to be made. Issued monies not expended must be returned.

The College does not reimburse the following expenses:

- The cost of alcoholic beverages.
- Expenses for anyone other than the faculty member, with the exception of persons providing childcare/dependent care.

A faculty member's status in the Senior Faculty Development program may affect his or her eligibility for travel funds. Please see "Procedure for Senior Faculty Development Program"

B. *Professional Organizations*

Individual faculty members are responsible for the ordinary expenses of membership in professional organizations.

C. *Summer Research Grant Program*

1. Purpose

The College instituted the Summer Research Grant Program in order to encourage research and public scholarship in a way that recognizes the investment of time demanded by such activity. The program awards stipends on a competitive basis to pursue either a research project or another area of public scholarship which has already been defined. Each stipend is equivalent to the amount paid for teaching two three-credit summer courses and will be awarded on the condition that no teaching, and ordinarily no other College duties or research projects be undertaken during the summer of the internal grant. In addition, no grants from external grant agencies may be applied to the same research project funded by the King's College grant. Applicants should be aware that all material costs need to be covered by this grant amount as no other college funds will be awarded for supplies.

2. Proposal Guidelines

Proposals should be submitted to the Provost & Vice President for Academic Affairs by the first week of November of the year before the planned project.

All proposals shall request support for no more than one specific project, are to be limited to four pages and must contain the following:

- An explanation of the project's purpose, including intent, rationale, and expected outcomes as well as a clear statement of the relevance of the project to the applicant's discipline.
- A detailed description of the project.
- The specific portions of those outcomes that will be completed during the period of the Summer Grant.
- The qualifications of the applicant.
- A request for funds for appropriate supplies.

- In the case of more than one author of the grant, a plan for the distribution of the stipend between or among the authors.
- In the case that the applicant has previously received a King's College Summer Research Grant, the applicant should provide a description of the outcomes and impact of the most recently received grant. This might include information about publications, academic presentations, and/or impact on students.

3. Proposal Review Process

To assure faculty confidence in the fairness of the application process, the proposals will be viewed and voted upon by a committee consisting of the Provost & Vice President for Academic Affairs, the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, the McGowan School of Business Dean, and four faculty selected from the academic and professional affairs committee, who are not candidates for a summer stipend and who, when possible, are senior faculty representing different disciplines.

The review process will be a two-step process:

1. In the first step, the four faculty members will review all the grant applications and choose the best for final consideration.
2. In the final step, the whole committee will convene to evaluate and rank the proposals chosen in step one and to determine the award recipients. The Committee will forward its decision to the faculty by mid-December.

Eight summer research grants available. Preference will be given to junior faculty who have never before received this grant. To assure those grants are awarded to a wide variety of faculty, preference will be given to those who have not received grants within the past three years. To assure that grants are distributed across the College, it is expected that where possible at least one and no more than three awards will be made in each division in any year. If a grant recipient is unable to use the grant awarded, the award will be made to the deserving grant proposal that did not receive an award in the final review but that received the highest evaluation. If no grant proposal merits the award, the funds will be returned to the College.

4. Criteria for Evaluating the Proposal

The following criteria are used by the Grants Review Committee in assessing the proposals submitted by the faculty:

- The intrinsic merit of the project.
- The capability of the applicant to complete the project.
- The relevance or utility of the project.
- The positive impact of the project on the applicant, the students of the applicant, the College, the community, and the discipline.
- The feasibility of the project within the time available.
- The history of the applicant in regard to summer grants. In particular, this should include an evaluation of the outcomes and impact of the grant most recently received.

5. Expectations for Faculty Receiving Summer Research Grants

A faculty member receiving a summer grant:

- Is expected to return to the College for at least one academic year.
- Will include evidence of the work in the Annual Summary.
- Will present at a joint faculty colloquium sponsored by the Office of Academic Affairs in the academic year following completion of the activity.

D. Policy on Copyright

All faculty—full-time, adjunct lecturers, part-time, and post-doctoral—participating in teaching and research activities as employees and all salaried employees in their functions as teachers and scholars are bound by this policy on copyright.

Copyright is a legal device that provides the owner the right to control how a creative work or intellectual property is used. The owner can be an author, composer, developer, playwright, publisher or distributor and copyrightable material therefore includes computer software or literary, musical, dramatic, or artistic work. A copyright is comprised of a number of exclusive rights, including the right to: make copies, authorize others to make copies, make derivative works, exclusive publication, performance, production, sale, or distribution of the work, to sell outright (assign), or to rent (license) in whole or in part for a period of time or for limited uses.

These copyrightable materials include, but are not limited to, fiction and non-fiction books, manuscripts, scholarship, textbooks, articles, software, distance learning and online courses, lecture notes, handouts and associated instructional material, syllabi, exams, audio/visual presentations, web sites and web pages, and creative expressions of all sorts. Such material will be under copyright as the sole property of the faculty member unless the faculty member and the College agree, in a written document signed by the College President and the faculty member, to a transfer of ownership in whole or in part from the faculty member to the College.

E. Policy on Patent and Tangible Research Property

All faculty—full-time, adjunct lecturers, part-time, and post-doctoral—participating in teaching and research activities as employees and all salaried employees in their functions as teachers and scholars are bound by this policy on patent and tangible research property.

It is the policy of King's College (hereafter "the College") that all inventions, together with associated materials which result from work directly related to professional or employment responsibilities at the College, or from work carried out on College time, or at College expense, or with substantial use of College resources under grants or otherwise shall be the property of the College as of the time such inventions are conceived or reduced to practice.

"Invention" means any device, contrivance, or process originated after study and experiment, including improvements, discoveries, processes, and anything else covered by the federal patent laws.

"Inventor" means a person who invents. Specifically, in this policy, an employee of the College who invents.

"Patent" means a writing securing to a "Patent" means a writing securing to an inventor for a term of years the exclusive right to make, use, or sell his or her invention.

Inventors who meet the above criteria shall assign to the College all right, title, and interest in and to the inventions, materials, and related patents, and shall cooperate fully with the College in the preparation and prosecution of patents.

1. Options for the College to Pursue Patents or Licenses

The College will have the following options:

- To not pursue a patent or licensing agreement, under which condition all rights will be returned to the inventor(s) with the provision listed below.
- To pursue a patent or licensing agreement.

a. Returned Inventions

Inventors have the obligation to disclose to the College and make assignment of improvements on returned inventions at the time such improvements are made, if such improvements are made under circumstances subject to the Policy.

b. Pursued Inventions

The College will exercise its ownership and management of such inventions, with or without economic benefit.

The College will assume the costs of pursuing patent(s) or licensing agreements for the invention.

The College may convey rights to its inventions through license agreements under terms of which the College retains all right, title, and interest in and to its inventions, while granting to a commercial entity the right to make, use, and/or sell products based on the invention.

2. Net Revenue Distribution

Net revenue is defined as the revenues from patents retained by the College after payment of expenses associated with the preparation, filing, marketing, exploitation or defense of the patent; or licensing agreements.

Item	% of Net Revenues
• Inventor(s)	30%
• Inventor’s Research Activity	10%
• Department of Inventor	15%
• College-Sponsored Grants Fund	15%

- General College 30%

The inventor's share is to be distributed to all inventors as designated in writing upon the assignment of the invention to the College. Shares remain payable to inventors who leave the College.

Distribution other than revenues, e.g., equity, start-up stock, etc., must be negotiated separately with the College, and should follow closely the distributions for net revenue, except where the Inventor's share might be stock.

3. Inventions Made with Outside Sponsorship

The College may be the recipient of grants from the government, foundations, or commercial enterprises for the support of research and is subject to legal and contractual obligations imposed by these entities. Any patent or licensing possibilities must be negotiated between the agency and the College upon acceptance of the contract.

Faculty members must inform the College, through the President's Office, before entering into a research contract with an outside entity.

All assignments through this policy will be made to the President's Office.

XI. GRIEVANCE POLICY

A. *Employee Grievance Procedure*

Please refer to the "Grievance Procedure" of the *Employee Handbook*.

B. *Academic Grievance Procedure*

A student who has an academic grievance against a faculty member should discuss the matter with his or her academic advisor or with the Academic Advisement Office, if necessary, to clarify the proper procedure for handling it.

1. Before Filing a Formal Grievance

Prior to filing a formal grievance with the Academic Grievance Board, the following steps must be taken:

1. The student consults with the faculty member in question seeking a mutually agreeable solution to the issue at hand.
2. If the student is not satisfied with the response received from the faculty member, he or she meets with the department chairperson to discuss the grievance. The chairperson consults with the faculty member regarding the student's grievance and communicates to the student the outcome of that meeting.
3. If the student is not satisfied with the response received from the department chairperson, he or she meets with the Associate Vice-President for Student Success and Retention to discuss the grievance. The Associate Vice President for Student Success and Retention will refer the student to the appropriate office for registering the complaint. Otherwise, the Associate Vice President for Student Success and Retention

consults with the department chairperson and the faculty member regarding the student's grievance and communicates to the student the outcome of that meeting.

4. If the student is not satisfied with the response received from the Associate Vice President for Student Success and Retention, having exhausted the preliminary attempts at a mutually agreeable solution, the student has the option of presenting his or her grievance to the Academic Grievance Board. The Associate Vice President for Student Success and Retention informs the student of the procedure to be followed in submitting a formal grievance to the Board.

2. Filing a Formal Grievance

The procedure for filing a formal grievance with the Academic Grievance Board is as follows:

1. The student submits to the Associate Vice President for Student Success and Retention a written report of the alleged grievance including copies of pertinent materials (i.e., exams, papers, course syllabus, assignment handouts, etc.). This must be done within one week of receiving the response of the Associate Vice President for Student Success and Retention as outlined in #4 above. A copy of this report is given to the faculty member who must submit a written response within one week of receiving it. The student receives a copy of this response.

2. The Associate Vice President for Student Success and Retention refers the grievance to the Academic Grievance Board and provides the board with copies of all the materials mentioned in #1 above.

3. Academic Grievance Board

The Academic Grievance Board is composed of:

1. The Provost & Vice President for Academic Affairs, who chairs the Board and rules on all matters dealing with the proceedings.

2. The faculty representation to the Academic Grievance Board shall consist of two faculty members elected by and from the A&P Committee, neither of whom may be in the same Department as the faculty member against whom the student has a grievance.

3. Two students and one student alternate, all from the senior class and with a minimum GPA of 2.5, chosen annually by Student Government. The Academic Coordinator of Student Government, if qualified, may be one of the student Board members. No student who has violated the College's academic integrity policy may serve on the Board.

4. Academic Grievance Board Proceedings

The Academic Grievance Board proceeds as follows:

1. Within two weeks of receiving the written documentation, the Academic Grievance Board meets. The Board reviews the written documentation and may request interviews with the student and faculty member involved in the case if it deems them necessary. The student or faculty member may also request a meeting with the Board.

2. The Board deliberates in closed session and decides the issue by majority vote. Each of the five members has one vote. The deliberations of the Board and the vote are confidential.

3. The Provost & Vice President for Academic Affairs records the Board's decision, communicates it in writing to both the student and faculty member, and places a copy of the decision in their files.

4. Both the student and faculty member must comply with the Board's decision.

This concludes the appeals process.

XII. SALARIES AND BENEFITS

A. *Salaries and Salary Scale*

Salary is based on an annual agreement. Although salary increments are ordinarily given each year according to the financial ability of the College and the College's announced salary scale, the College must reserve the right to effect necessary economies. The College attempts to follow the salary scale prevailing in private colleges of comparable size throughout the country.

Annual revisions of the salary schedule are announced by the President, subject to Board approval, after consultation with the Faculty Benefits Committee, and copies are distributed annually to the faculty.

The schedule lists minimum salaries according to years in rank at King's. All faculty members are paid the minimum listed.

B. *Salary Adjustments for Merit*

Permanent salary increases may be awarded to faculty members who have reached the maximum salary step for their rank and whose teaching, scholarly activity and service to the College continue to be commendable.

1. Eligibility

Eligibility for a merit raise begins four years from a faculty member's most recent raise (exclusive of annual adjustments in the salary scale), whether that be a prior merit raise or a raise to the top step of the salary scale for his or her rank,

2. Determining Merit

The criterion for determining merit shall be continued performance at a level appropriate for the rank held. An applicant's performance is evaluated in the three areas of teaching, service, and scholarship.

3. Determining the Level of a Merit Raise

The level of a merit increase is determined by the areas in which an applicant's performance has been judged commendable. An applicant can be awarded the maximum level for commendable performance in all three areas, three-fourths of the maximum level for commendable teaching and either service or scholarship, or one-half of the maximum level

for commendable teaching. The award of a merit raise, regardless of the level, shall not be construed as indicating performance deserving of promotion.

In certain cases, the Provost & Vice President for Academic Affairs may consider an applicant's teaching, scholarship, and/or service to be exceptional. The Provost & Vice President for Academic Affairs may, in consultation with the President, award a further increment.

4. Application Procedure

An applicant for a merit raise should submit a letter of application and supporting documentation to the Associate Vice President for Academic Affairs & Dean of Arts and Sciences before November 1 of the academic year preceding that in which the award would take effect. Evidence of merit should be in a format resembling that used for promotion.

5. Evaluation Procedure

The Associate Vice President for Academic Affairs & Dean of Arts and Sciences shall discuss the applicant's case for merit with the applicant, with the applicant's department chair, the appropriate dean, and with any others deemed necessary by Associate Vice President for Academic Affairs & Dean of Arts and Sciences and/or the applicant.

6 Recommendation

The Associate Vice President for Academic Affairs & Dean of Arts and Sciences shall inform the applicant of his or her decision and the reasons for it by December 1.

7. Appeals

An applicant who disagrees with the Associate Vice President for Academic Affairs & Dean of Arts and Sciences' recommendation may appeal for reconsideration of the case. If the applicant feels that the Associate Vice President for Academic Affairs & Dean of Arts and Sciences has failed to follow the proper procedures in reaching his or her decision, the applicant may ask the Procedural Review Committee to consider the case and make a separate recommendation to the Provost & Vice President for Academic Affairs. Any appeal should be made by December 15.

8. Awarding of Merit Raise

The Provost & Vice President for Academic Affairs grants all merit raises with the approval of the President. The Provost &Vice President for Academic Affairs' decision is based on the recommendation of the Associate Vice President for Academic Affairs & Dean of Arts and Sciences, as well as his or her own evaluation of the candidate's performance. By February 15, the Vice President communicates the final decision directly to the applicant, stating reasons if that decision disagrees with the Associate Vice President for Academic Affairs & Dean of Arts and Sciences' recommendation.

9. Reapplication

An applicant denied a merit raise may reapply after two years.

10. Present and Future Value of a Merit Raise

A merit raise is permanent.

C. *Leaves*

1. Leave of Absence With Pay

a. Sabbatical Leave

A sabbatical leave is a leave of absence with compensation that is granted to faculty members to recognize their service to the College and their scholarly attainment as well as to enhance the College's further development. Faculty beyond the rank of Instructor are eligible to apply for sabbatical leave after completing seven years of full-time service in the regular professional ranks of the College. Faculty members apply for sabbaticals no earlier than the fall of their seventh year. If the sabbatical is granted, the faculty member will be on sabbatical leave during their eighth year. Sabbatical leaves are not automatic—they are granted only when they will advance the College's interests and will not seriously disadvantage those interests.

Sabbatical leaves provide full salary for one semester or half salary for two semesters. Faculty on sabbatical leave may accept graduate or research grants, but shall not engage in any other form of remunerative employment during the sabbatical. Faculty members wishing to accept a visiting professorship at another institution should apply for a leave of absence rather than a sabbatical.

No more than one-fifth of the staff of a department may be granted sabbatical leave during the same period; no more than one sabbatical may be scheduled during the same period for departments with fewer than five members.

Precedence will be given to applicants in the following order:

1. Applicants whose sabbatical would be devoted to research.
2. Applicants whose sabbatical would be devoted to increasing their teaching competence.
3. Applicants whose sabbaticals would be devoted to retooling for alternate service at King's College.
4. Applicants whose sabbatical would be devoted to completing graduate work.

Faculty members apply for sabbaticals in the fall and at least two semesters before they want to take their leave—the Office of Academic Affairs will notify faculty of all application deadlines. The faculty member's application should present to the President, via the Provost & Vice President for Academic Affairs, a detailed statement of the proposed program of study and/or research, indicating the anticipated advantages and contributions of this program to the College. The President will communicate his decision to grant or deny leave directly to the applicant by the end of the Fall semester.

Sabbatical Applications should include (typically 2-3 typed pages):

1. The purpose of the request: research, teaching, service, or completion of graduate work, including the reasons or need for the particular type of professional development and/or curricular revision proposed.
2. A detailed description of the project and specific activities to be pursued, including background on previous research in the area, when applicable.
3. A description of the outcome that the applicant is planning to achieve and how it benefits the institution.

A faculty member who is granted a sabbatical is expected to return to the College to teach for at least one full year. Faculty members must complete seven years of full-time service before applying for sabbatical again. Faculty members apply for subsequent sabbaticals no earlier than the fall of their seventh year after the last sabbatical. If the sabbatical is granted, the faculty member will be on sabbatical leave during the eighth year of full-time employment after the last sabbatical. The year during which a faculty member is on sabbatical is included in the calculation for the next sabbatical if a one-semester sabbatical was taken, but not if a two-semester sabbatical was taken. Upon returning from sabbatical leave, the faculty member must submit a comprehensive report of the results of his or her sabbatical activities to the Provost & Vice President for Academic Affairs, who will transmit the report to the President. This report should reveal the scope of the program and be accompanied by specific evidence or documentation of the relevant scholarship. This report will also serve as the best recommendation for the faculty member's next sabbatical application.

Individuals on a leave of absence for sabbatical duties will be covered under both Life and Disability Insurance in the event of a claim (this is based on the amount of payment for the sabbatical leave) if:

- The leave/sabbatical does not exceed 24 months.
- The employer continues to make premium payments.
- The College has written documentation identifying that the leave/sabbatical has been approved by the President and notification given to the Board of Directors.

b. Other Leaves of Absence With Pay

Jury Duty: When called for jury duty, faculty members will be granted a leave of absence and will be compensated by the College.

FMLA: When a faculty member qualifies for Family and Medical Leave under the federal guideline, they can expect to receive up to 12 weeks of paid leave time for concurrent or intermittent leave. Please consult with the employee handbook and Human Resources office for more information on FMLA.

Paid Parental Leave: It is the policy of King's College to provide Paid Parental Leave to benefit-eligible employees, for the purpose of the birth of an employee's child, adoption, or placement of a child in foster care within an employee's home. This policy will run

concurrently with the Family and Medical Leave Act (FMLA) leave, in cases where an employee is eligible for FMLA leave. The purpose of the Paid Parental Leave policy is to give parents additional flexibility and time to bond with their new child, adjust to their new family situation, and balance their professional obligations. Please consult with the employee handbook and Human Resources office for more information on Parental Leave.

Under very special circumstances the President may grant leaves of absence with compensation, on the recommendation of the Provost & Vice President for Academic Affairs and with the concurrence of the Board of Directors. A faculty member granted such a compensated leave must return to the College to teach for two full years after the expiration of the period of leave.

The time of a leave of absence of one year or less will ordinarily be counted towards years in service for the purpose of tenure, promotion, and salary.

The College normally will maintain its contributions to:

- Retirement annuity provided the faculty member contributes a share based on the salary during the leave for the duration of the leave.
- Life insurance based upon salary for the duration of the leave.
- Disability insurance based upon salary for the duration of the leave.
- Health insurance for the duration of the leave

2. Leaves Without Pay

a. Priorities

Leaves of absence may be granted at any time in accordance with established College policy, special exigencies, and according to these priorities:

- To accommodate emergency sick leave or maternity leave.
- To complete graduate studies.
- To conduct research with grant support.
- To accept a visiting professorship.
- To conduct research without grant support.
- To engage in humanitarian activities.
- To accept temporary non-teaching employment elsewhere.

Unpaid leaves do not include benefits.

b. Duration of Leave

The College does not normally assume the obligation to extend a leave of absence beyond one year. Upon receipt of a written request, however, the Board of Directors, on the recommendation of the Provost & Vice President for Academic Affairs and the President, may grant an extension or second year's (consecutive) leave in the case of a faculty

member requiring it to complete graduate studies or to pursue other important professional activities.

The granting of this extraordinary privilege is contingent on the assumption that the outcome will be clearly beneficial to the faculty and to the College.

A faculty member may not be on leave for more than two years in any five-year period; no more than one department member may be on leave at the same time.

D. *Insurance and Annuity Benefits*

The College will provide health, unemployment compensation, workmen's compensation, social security, group life, and disability insurance as required by federal and state law and by Part 1**,** the contractual section of this handbook. The College matches a certain percentage of faculty contributions toward the purchase of retirement annuities and will allow faculty members to purchase supplemental annuities. All of the annuities may be purchased on a tax-deferred basis insofar as the governments allow.

E. *Educational Benefits*

1. Undergraduate Tuition Remission Program at King's College

Please refer to the "Undergraduate Tuition Remission Program" information in the *Employee Handbook.*

2. Tuition Exchange Programs

King's College maintains tuition exchange programs with Wilkes University, Wyoming Seminary, and Misericordia University as well as national consortial programs. Details can be found in the Financial Aid Office.

Please refer to the "Tuition Exchange/CIC Program" description in the *Employee Handbook* for more information.

F. *Transition Program*

It is recognized that for a variety of reasons some members of the faculty might prefer to work half time before retiring.

The transition program provides an alternative for senior members of the faculty who wish to ease into retirement. The program recognizes that each member of the faculty has different objectives, requirements, and timetables. This option is designed to enable the individual faculty member to select to slow down prior to retirement, while at the same time, the program takes into consideration the financial constraints of the College.

1. Guidelines

- The faculty member must meet with the Director of Human Resources for the purpose of discussing all aspects of the decision to participate in the transition program prior to submitting an application.
- Applications for the transition program must be submitted in writing to the Provost & Vice President for Academic Affairs.

- Faculty members enrolled in the program are not eligible for sabbatical leaves, merit pay, or promotion.
- Faculty members participating in the program give up tenure status.
- Faculty members participating in the program cannot serve as department/program chair, standing committee chair or chair-elect, any other position that involves a course release.
- Prior to enrolling in the transition program, the faculty member will agree, in writing, to a retirement date with the administration.
- Participation in the program is irrevocable.
- All benefits cease as of a participant's date of death.
- This program will be reviewed by the administration annually and may be discontinued. Those individuals enrolled in the program at that time will not be affected by that decision.
- Participants in the transition program may consider using the Interest Only Option (IOO) to obtain money from his/her retirement accumulations. Under the interest-only option the interest is paid out rather than applied to the accumulated balance and the principal balance is preserved.

2. The Program

a. Eligibility

Faculty who have 15 years of full-time service and are at least 60 years old may apply for the transition program.

b. Application

Applications are due by November 15th to become effective with the beginning of the next academic year.

c. Transition Period

Faculty may participate in the transition program for a minimum of 12 months, and for no more than 60 months, commencing upon the beginning date. The duration of enrollment in the program will be based on the needs of the department, the institution and the individual's ability to perform in the position.

d. Definition of Full-Time Base Rate of Pay

The full-time base rate is pay that the faculty member would receive each year assuming he/she worked full-time.

e. Definition of Part-Time Base Rate of Pay

The part-time base rate of pay is equal to 60% of the full-time base rate (50% full-time base rate of pay plus 10% supplemental pay).

f. Reduction in Teaching Schedule

An eligible faculty member can elect to decrease his/her workload from full-time to part-time (one-half time). The salary paid for such reduced workload will be equal to the part-time base rate of pay.

g. Required Duties and Responsibilities

Required duties and responsibilities are as follows:

1. Teach four courses per year.
2. Attend department meetings.
3. Hold a minimum of four office hours each week.
4. Attend on-campus faculty workshops.
5. Participate in departmental activities.

h. Retirement Contributions

Contributions by the College to the regular retirement program will continue based on the new part-time base rate of pay and the percentage rate for all other full-time members of the faculty. Faculty contributions will be permitted to the extent allowed by the Internal Revenue Code.

i. Medical Insurance

Medical insurance will continue for the period the faculty member takes advantage of the transition program. The faculty member will be eligible to participate in the group plans available to all other faculty members.

j. Life Insurance

Life insurance will continue based on the same schedule listed in the Summary Plan Description while the faculty member takes advantage of the transition program.

k. Disability Insurance

Long Term Disability and Workers' Compensation continue in effect but based on the part-time base rate of pay.

l. Cessation of Benefits at Retirement

At retirement the following benefits cease on the last day of employment, with one exception as noted below:

- Life Insurance
- Long Term Disability
- Workers' Compensation
- Health Insurance—ceases on the last day of the month of employment
- Retirement Programs

- Supplemental Pay

G. *Retirement*

1. Contributions to Retirement Fund

College contributions to the retirement fund will continue as long as the faculty member is employed full-time.

2. Privileges of Retired Faculty

All retired faculty members shall retain the right to participate in academic processions, faculty social events, and collegiate spiritual exercises. They shall receive free admission to athletic events at the College. They retain library privileges.

H. *Miscellaneous Benefits For All Faculty*

1. Parking

A parking area is available for use. The College provides parking for all employees.

2. Bookstore Discount

The College bookstore grants a 10% discount to all College employees.

3. Library Privileges

All employees shall be entitled to the use of the library.

4. Physical Education Building

All employees may use the facilities of the Physical Education Building. Arrangements for using this facility should be made with the Athletics Department.

5. Awards

The College recognizes faculty for years of devoted service.

6. Academic Regalia

The bookstore makes arrangements for the rental of academic regalia.

7. Reimbursement of Moving Expenses:

King's College is dedicated to attracting and retaining a talented and diverse workforce. To offer a competitive total compensation package to selected candidates who live out of the area, King's will reimburse faculty who relocate to the area for their position. The need for relocation will be discussed with eligible candidates at the time of the job offer.

Eligibility: The faculty member must be accepting a Full-time position and relocating from a location that is 50 miles driving distance or greater. Reimbursement will be allowed up to a maximum of $3,000.

Reimbursement Process: The faculty member will submit a Stipend Request Form with copies of receipts attached to the Provost for approval. The Stipend Request form is then sent to the business office

and payroll for payment. The reimbursement will be paid via stipend and is subject to applicable payroll taxes.

8. Flexible Benefits Plan

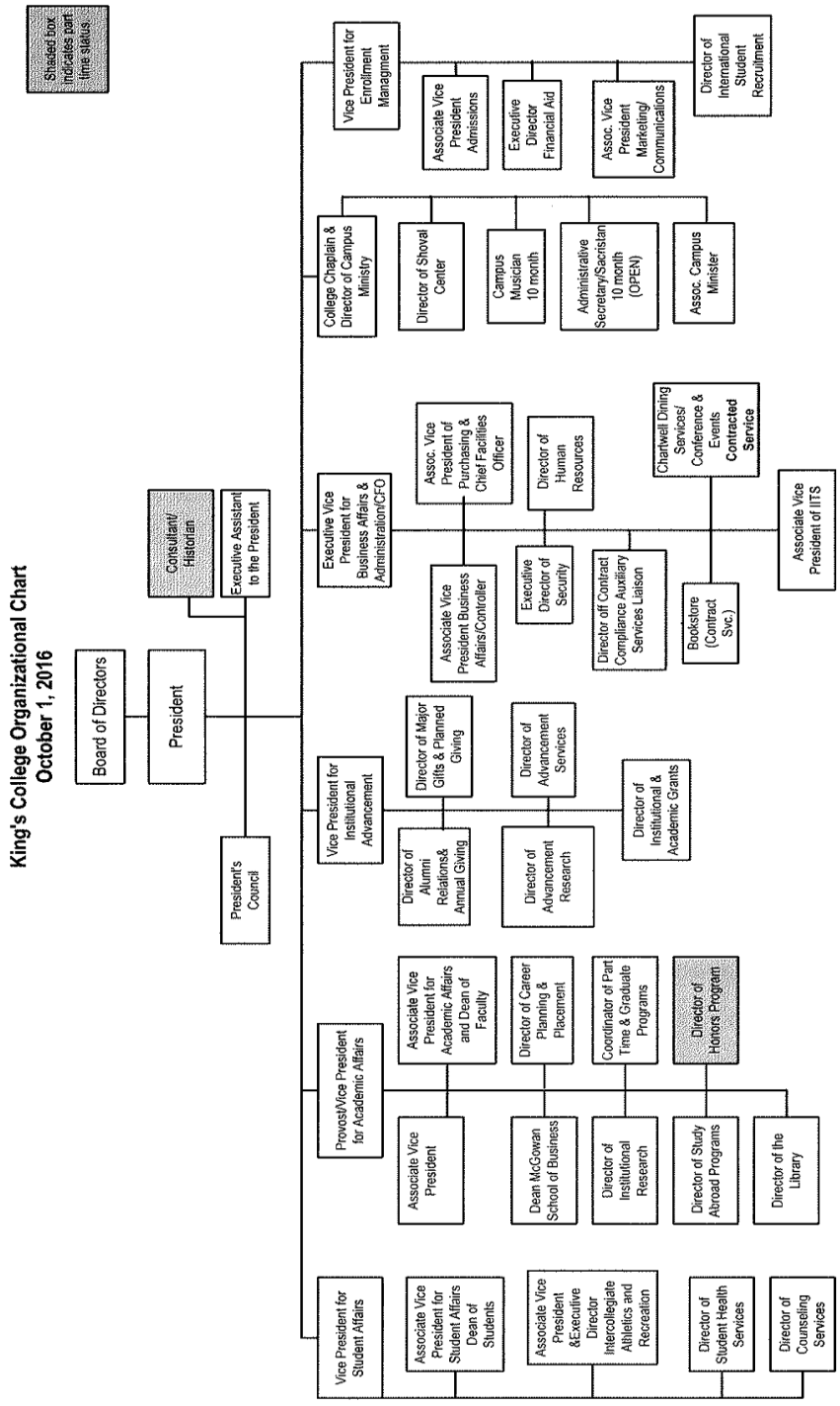
The College offers a flexible benefits plan for eligible faculty members.

9. Faculty Benefits Information

Faculty benefits information will be distributed and updated by the Office of Human Resources.

PART THREE: INFORMATIONAL

I. ORGANIZATIONAL CHART (AS OF OCTOBER 1, 2016)



II. PROCEDURE FOR SENIOR FACULTY DEVELOPMENT PROGRAM

The purposes of the Senior Faculty Development Program are to: (1) encourage the professional growth of senior faculty members, (2) provide College resources to assist that growth, (3) account for the use of those resources, and (4) report on the professional development of the faculty member.

The review is mandatory for all regular faculty members holding tenure or an academic appointment and for professional specialists above the assistant (clinical or technical) professor rank. Academic Affairs will notify faculty who must apply in the following year's cohort by April 15. Normally, a faculty member's first plan will be prepared during their 15th year of full-time teaching at King's College. However, if in that year he or she has been a candidate for promotion in the previous five years, then their first plan will be prepared during their 18th year of full-time teaching.

Progress will be reported annually. The cycle will repeat at seven-year intervals, or, in unusual circumstances, at the request of the Provost & Vice President for Academic Affairs. Normally, seven faculty members will participate in the program annually. If there are fewer than seven eligible candidates in a given year, they will all go through the same process. If there are more than seven eligible candidates in a given year, eligibility will be determined by random drawing, and the candidates not selected will go through the process the following year. Faculty members who have participated in Senior Faculty Development during the period from fall 2008 to spring 2013 will keep their current order in the queue. During the initial implementation of the program, eligibility may be limited by seniority and/or budgetary constraints.

Procedure:

No later than November 15 in the review year, the faculty member will form a Senior Review Committee (SRC) consisting of the department chair (who will chair the committee), the Dean (and MSB Director if appropriate), and one other senior faculty member of the participant's choice. If the faculty member is the department chair or the department chair is not a senior faculty member, another senior faculty member to chair the committee will be selected by the participant in consultation with the Dean or MSB Director. If either of the senior faculty members of the SRC is unable to continue serving on the committee, he or she will be replaced by a senior faculty member selected by the participant.

No later than January 20 in the second semester of the review year, the faculty member will submit to the SRC:

(a) A current *curriculum vitae*.

(b) The last three annual activity reports.

(c) A brief (several pages) self-evaluative report on teaching, professional development, and service. If the faculty member has been tenured or promoted within the last two years, the P/T application may simply be referenced.

(d) A professional development plan addressing questions such as: *How do I fit into the College's future, i. e. what can I contribute to the College's mission over the next **seven** years? How can I meet the standards for promotion or merit pay? How can I improve my teaching? What areas do I need to develop in order to do these? What resources do I need? How do I propose to use the money available? How will I be evaluated?*

The plan must explain the goals, how these fit the needs of the department and College, the resources required, and the expected outcomes. It should include any proposed sabbaticals or use of the Differential Workload policy. Criteria for judging the achievement of these goals must be specified.

The proposed uses of the funds must directly advance the faculty member's development. They may be used: (1) to provide tangible items, such as books, computers, equipment, etc. These remain the property of the College, although they are dedicated to the faculty member's use. (2) For travel to professional gatherings or to use resources not available locally. (3) To free time for scholarly work (e.g., "buying" a course reduction or paying a research assistant). (4) For other purposes clearly serving to remove impediments to the faculty member's professional development, provided these can be done without creating taxable income for the faculty member.

The SRC will evaluate the plan in light of the likely benefits to the students and the College. Upon SRC approval of the plan (including the proposed use of funds), the College will establish a faculty development account containing $6,000 for the faculty member's exclusive use.

The funds will become available to the faculty member once they have received a satisfactory evaluation of their teaching effectiveness as described in the "Evaluation of Teaching Effectiveness and Classroom Observations" policy found at the end of this document. The funds will be accounted for in a separate part of the faculty member's annual activity summary, and the faculty member will receive an annual report on the account activity and balance. The annual reports will also be submitted to the SRC.

During the third year, the SRC will meet with the faculty member to review progress and make revisions if required. At any time, the Dean, MSB Director, or SRC chair may call for a meeting to review the faculty member's progress.

In evaluating the faculty member's progress, the SRC shall bear in mind that interests change, and unexpected opportunities occur. Thus, the plan is not a contract. However, the SRC must judge whether a sufficient level of appropriate professional development has taken place.

Satisfactory progress requires no action except a notation to that effect. If progress is deemed unsatisfactory, all disbursements will be halted as described below. Until the SRC is satisfied with the progress, any faculty development expenditures will require the explicit approval of the Provost & Vice President for Academic Affairs.

At the end of the seventh year, any remaining funds revert to the College's general fund. The process will then repeat. Subsequent plans shall address the results of the previous plan.

Eligible faculty who do not have an approved plan, or whose performance within that plan is judged unsatisfactory, will be ineligible for any College faculty development funds. In addition, no monies other than salary, benefits, and current supplemental pay will be expended on behalf of that faculty member – from any College account – without explicit approval from the Provost & Vice President for Academic Affairs. Moreover, the faculty member will be ineligible for sabbatical leave or application for merit pay.

Evaluation of Teaching Effectiveness and Formal Classroom Observations:

Formal classroom observations/evaluations are conducted in conjunction with the Senior Faculty Development Program. The King's College Mission Statement clearly specifies the role of teaching and offers, "Faculty members are committed to active student learning and excellent teaching as their main responsibilities." The vitality of King's College depends on the vitality of the faculty at all levels. Formal classroom observations/evaluations are conducted as a formative process to sustain and encourage faculty to maintain, develop, and improve teaching. Normally, class observations will take place in the spring semester, between mid-January and mid-April. Discussion of the classroom observations will occur at the end of the spring semester.

Members of the Senior Review Committee (SRC) will each make one separate classroom visit during the first semester of the review. The Dean, with the approval of all parties involved, may select a designee to perform his or her classroom observation. The faculty member should provide the SRC with any supporting materials that indicate teaching effectiveness. Such items might include syllabi, assignments, projects, student comments, etc. Prior to any classroom observation, the faculty member should briefly describe to the SRC member the topics to be covered in the lecture as well as the goals and objectives of the lecture.

Within one week after the classroom visit, the SRC member is to complete the "Faculty Evaluation Form for Class Observation" (available through the Office of Academic Affairs) and forward two copies to the faculty member. One of these copies is to be signed by the faculty member as acknowledgement of receipt and returned to the SRC chair.
All members of the SRC will meet to discuss the results of the classroom observations, the two most recent student evaluations of teaching, and all supporting materials supplied by the faculty member. The SRC, by majority vote, must reach one of the following judgments:

* Satisfactory
* Satisfactory with minor improvements
* Unsatisfactory

The SRC's judgment is to be made known to the faculty member in a prompt manner. If the SRC's judgment is "Satisfactory," the faculty member will have access to the professional development funds. If the SRC's judgment is "Satisfactory with minor improvements," the SRC will meet with the faculty member to discuss the recommended improvements. The SRC and the faculty member will determine a course of action for improvement. Once the SRC is satisfied that the faculty member has implemented the action plan, the faculty member will have access to the professional development funds.

If the SRC's judgment is "Unsatisfactory," the SRC will meet with the faculty member to discuss the deficiencies reported in the evaluations. A faculty member who disagrees with this judgment may appeal within ten days to the Provost & Vice President for Academic Affairs (P&VPAA). The P&VPAA will meet with the SRC to discuss their judgment. The P&VPAA (or designee) might choose to make a classroom observation. The P&VPAA's judgment is to be made known to the faculty member in a prompt manner.

If the judgment of the P&VPAA is "Satisfactory," the faculty member will have access to the professional development funds. If the P&VPAA's judgment is "Satisfactory with minor improvements," the SRC will meet with the faculty member to discuss the recommended improvements. The SRC and the faculty member will determine a course of action for improvement. Once the SRC is satisfied that the faculty member has implemented the action plan, the faculty member will have access to the funds. At this time, the faculty member may elect to reconstitute the SRC by replacing one or both of the senior faculty members.

If the judgment of the P&VPAA is "Unsatisfactory," the faculty member may appeal within ten days to the Senior Promotion Committee (SPC). The faculty member has the right to comment to the SPC in response to the judgment and challenge the finding and correct the record. The SPC will review all relevant materials and provide its judgment within ten days. The judgment of the SPC is final.

If the judgment of the SPC is "Satisfactory," the faculty member will have access to the funds. If the SPC's judgment is "Satisfactory with minor improvements," the SRC will meet with the faculty member to discuss the recommended improvements. The SRC and the faculty member will determine a course of action for improvement. Once the SRC is satisfied that the faculty member has implemented the action plan, the faculty member will have access to the funds. At this time, the faculty member may elect to reconstitute the SRC by replacing one or both of the senior faculty members.

If the judgment of the SPC is "Unsatisfactory" or the faculty member does not appeal an "Unsatisfactory" judgment by the SRC or the P&VPAA, the SRC and the faculty member will develop an improvement plan for the following semester. This collaborative process will establish goals, timelines, expected outcomes, and the monitoring process for the plan.

Examples of actions to improve performance might include consultation with colleagues on problem areas or reallocation of departmental assignments to facilitate improvement in teaching. The Office of Academic Affairs will provide reasonable support where available and when appropriate. During the first semester of the implementation of the improvement plan, progress will be assessed by the SRC and reported to the P&VPAA and SPC, if appropriate. If progress is satisfactory, the faculty member will have access to the funds. If the progress is unsatisfactory, a revised improvement plan will be developed for the following semester.

If the faculty member is unwilling or unable to perform at acceptable levels after one year under the plan, the P&VPAA, in consultation with the SRC, will discuss with the faculty member measures as provided in the Faculty Handbook.

III. ACADEMIC PROGRAM REVIEW

Introduction

The *Characteristics of Excellence in Higher Education* of the Middle States Commission on Higher Education (2002) emphasized regular assessment of "educational effectiveness," including the review of "…academic content, rigor, and coherence that are appropriate to [the institution's] higher education mission." In the *Strategic Plan for King's College 2003-2008*, Envisioning Statement IV summoned the faculty and administration to a collaborative effort to ensure that all academic programs are effective in "preparing students for satisfying and purposeful lives." Recommendations made by several of the Study Teams that worked on our Self-Study for Middle States emphasized the importance of this commitment. The Faculty Council adopted (October 3, 2003), and the President approved, the *Academic Program Review Policy* (*Full Time Faculty Handbook*) that has guided this process.

Purpose

We conduct Academic Program Reviews in order to:

- Assess academic programs' viability, productivity, and-quality.
- Document an academic programs' continuous improvement of their contribution to the College mission, especially preparing students for meaningful and satisfying lives
- Ensure that academic program needs and College priorities are aligned with the strategic planning and budgeting process.

Process

The Academic Program Review is a structured and confidential conversation between the Provost & Vice President for Academic Affairs and those responsible for an academic program. For the purposes of this document, "academic program" refers to the major programs that have discipline-specific standards. It does not include free-standing minors or inter-disciplinary programs. Academic Program Reviews must be submitted at least once every seven years, or, in unusual circumstances, at the request of the Provost & Vice President for Academic Affairs. Academic programs should allow two years for the preparation of the Program Review, typically after the fifth year since the submission of the previous report (see Appendix P). In the early stages of implementation of this Academic Program Review policy, programs will be invited to participate until all academic programs are placed on a 7-year schedule (see Appendix P).

Programs subject to regular review by an external government or accrediting agency may submit the report provided to the outside agency as the bulk of their Academic Program Review, and are typically scheduled to complete the Academic Program Review in the year following their scheduled external review. However, if the report to the external agency covers only some of the questions below, it must be augmented with the necessary material to cover all information requested by an Academic Program Review.

The Academic Program Review will consist of the following: Data Retrieval, Self-study, External Review, and Action Plan (see also Appendix P).

- **Data Retrieval**

  The beginning of the Academic Program Review is for a program to obtain the statistics and records the College has collected about the program as well as internal program and other supporting documentation (mission statement, vision statement, program goals, and any other relevant reports).

  The documentation listed below will be collected for the program by the Office of the Provost & Vice President for Academic Affairs. Programs can contact any office below should they have any questions about the data provided or would like to inquire about the feasibility of producing additional reports.

  Data and reports from the Office of the Provost & Vice President for Academic Affairs:
    - Previous program review with comments from the P&VPAA
    - Documented concerns the P&VPAA has about the program since the last review

  Data and reports from the College Registrar:
    - Student credit hours taken, teaching credits taught, number of majors (including second majors), and number of minors.

  Data and reports from Institutional Research:
    - *Institutional Enrollment Statistics of Undergraduate Major Programs* (Current Edition)
    - *Institutional Costs of Major Programs* (Current Edition)
    - *Fact Book* (Latest Edition)

  Data and reports from Career Planning and Placement:
    - *Placement Highlights for the Class of 20##* (Current Edition)

  Data and reports from the Office of Admissions:
    - Data on student interest in major programs

- **Self-Study**

  The self-study produces a report that reviews educational goals and rationales for the program, provides evidence of the extent to which program goals are met, identifies critical problems facing the program, and includes short- and long-range plans and recommendations. The self-study report also contextualizes the data gathered above in relation to the academic program and the specifics of its situation. The self-study report must be a collaborative effort that involves all members of the program; each member of the department must be given the opportunity to review and comment upon the report before it is submitted to Office of Academic Affairs (indicated on the form in Appendix P, which must be submitted with the Self Study Report).

  A program should evaluate its mission statement (Why are we here?), vision statement (Where do we want to go?) and goals (How do we get there?). On rare occasions, the evaluation may include changing these statements if the members of the program feel there has been a significant change in direction of the program.

  The self-study report is organized around three characteristics of an academic program: its viability, productivity, and quality. These three characteristics loosely represent the academic program's

interaction with the core curriculum, ability to provide education to students in its major, and internal assessment processes, respectively. The outline below provides a general scaffold of the report to maintain some continuity between reports. However, since the issues facing the varied King's academic programs may be drastically different, the outline and specific questions below are to be treated as guidelines for the communication between the administration and the academic program. For a suggested format for the self-study report, see Appendix P.

1. Program Viability.

The viability of a program is defined as the extent to which an academic program contributes to and/or benefits from the goals, mission, and continued success of the College as a liberal arts teaching institution, including but not limited to the program's interaction with the CORE curriculum. The report of an academic program's viability should focus on three areas:

a. ***Students:*** Describe how the program serves the long-term interests of its students. For example, the report may answer some of the following questions:

- What has been student interest in the majors and minors over the past five years?
- What are the projected career opportunities for graduates? How does the department plan to address potential changes in career opportunities?
- In what ways does the program help students to develop the seven transferable skills of liberal learning?
- In what ways does the program give students the resources to lead productive and meaningful lives?
- In what other ways does the program serve students as a whole?
- How is program enrollment projected to change over the next five years? How does the department plan to address potential changes in enrollments?

b. ***Curriculum:*** Describe how the academic content and structure are current and appropriate to the College in general. For example, the report may answer some of the following questions:

- In what ways does the program contribute to the liberal arts mission of the College?
- How does the major curriculum integrate and reinforce the Core Curriculum? What are the program's plans to continue and improve upon the articulation between the Core and the major course offerings?
- In what other ways does the major curriculum contribute to the mission of the College?

c. ***Resources:*** Explain the adequacy of current program resources for its ability to serve the goals and mission of the College (including but not limited to the program's contribution to the Core Curriculum). For example, the report may answer some of the following questions:

- Does the program have the right number of faculty?

- Is the budget adequate?
- Are the facilities adequate?
- How can they be improved?
- Is the equipment adequate?
- What else is needed?
- What opportunities exist for enhanced contribution to the mission?
- How can the program take advantage of them?
- What additional resources may be required?
- What does the program want to be sure the P&VPAA understands?

2. Program Productivity.

The productivity of a program is defined as the ability of that program to support the continued academic and professional development of its students and faculty, and efficient use of program resources to achieve this end. Due to the focus of this section on the major housed by the academic program, a significant portion of this section may be answered by reports submitted to external accrediting agencies. The report of an academic program's productivity needs to focus on four areas:

a. *Students:* Describe how well the program supports the success of its students, both during their enrollment and after graduation. For example, the report may answer some of the following questions:

- What have been the trends over the last five years in indicators such as the number of student credit hours taken, number of majors, number of minors, freshman to sophomore retention rate, and graduation rate?
- What do current and former students perceive to be the strengths and weaknesses of the program as a whole? How satisfied are they?
- How do graduates fare?

b. *Faculty:* Explain how the program includes faculty with the right and current expertise to meet program needs. For example, the report may answer some of the following questions:

- How well is the program supporting the faculty's ability to thrive at the College, while meeting the needs of the program and the College?
- Are teaching and advising loads and the faculty/student ratio appropriate?
- How extensively are faculty meeting service obligations and involved in research activities?
- How well are faculty engaged with students, colleagues at the College, and colleagues in the discipline?
- Recognizing that the goal of the self-study in this area is NOT to evaluate the performance of individual faculty (separate mechanisms exist in that regard), is the program able to offer resources to faculty that may impact their individual performance?

c. *Governance:* Explain how the program makes decisions. For example, the report may answer some of the following questions:

- What proportion of decision-making occurs through formal (such as department meetings) versus informal mechanisms?
- How often are departmental meetings held?
- How transparent is the functioning of the program to all its members?
- In what ways are the various program members – both full-time and part-time – involved in various decision-making processes?
- Has the program leadership been adequate?
- How does the chair attain his/her position, and how often does the chair change hands?

d. *Resources:* Evaluate the adequacy of program resources to allow students and faculty opportunities to develop academically and professionally. For example, the report may answer some of the following questions:

- How can the program more efficiently use its available resources, without negatively impacting the ability of the program to support students' and faculty's ability to thrive?
- What does the program want to be sure the P&VPAA understands?

3. Program Quality.

The quality of a program is defined as its ability to provide a superior education for its students, based on both standards particular to the discipline and best-practice standards for college-level pedagogy as a whole. Regular and effective assessment is essential to determine how much students are actually learning and to ensure continuous quality improvement in learning outcomes. Therefore, it is expected that this portion of the self-study will be an 'assessment of assessment' – in other words, that it will be a description of the quality and rigor of the program's Comprehensive Assessment Plan. The report of an academic program's quality should focus on three areas:

A. *Student Learning:* Describe the intended program-level learning outcomes: the knowledge, skills, and competencies that students are expected to exhibit upon successful completion of the program. For example, the report may answer some of the following questions:

- How well do students demonstrate these outcomes?
- How does the program assess student achievement of those learning outcomes?
- How does the program use the results of those assessments to improve teaching and learning?
- What evidence demonstrates the effectiveness of this process, and that the students are performing at appropriate levels?

B. *Curriculum:* Describe how the program offers courses and other experiences that provide purposeful opportunities for students to achieve those learning outcomes. For example, the report may answer some of the following questions:

- Are the academic content and structure of the major discipline current and appropriate?
- What efforts are made to actively involve students in their learning?

C. *Resources:* Describe how program resources and constraints are efficiently and effectively deployed to realize discipline-specific standards. For example, the report may answer some of the following questions:

- Are faculty credit loads, budget, and facilities efficiently and effectively deployed to realize discipline-specific standards?
- How does the program respond to any particular concerns expressed by the P&VPAA?
- Are there any other points that should be brought to the P&VPAA's attention?

- **External Review**

Purpose and Process.

The purpose of the external review is to assist the department in improving program viability, productivity and quality by providing an honest, unbiased professional judgment of program practices. The department will provide the Provost & Vice President for Academic Affairs a list of potential external reviewers along with their credentials and reasons for their recommendation, including a disclosure of any potential conflicts of interest. The Provost & Vice President for Academic Affairs will select two external reviewers with at least one from the department's list. The P&VPAA will also provide funding for food, lodging, travel and an honorarium upon receipt of the report. The external reviewers will be individuals with appropriate qualifications including the following:

1. The highest degree in the relevant discipline
2. Distinguished record in related teaching, research, scholarly activity, and service
3. Holds associate or professor faculty rank in the same or similar programs on their respective campuses
4. Ability to complete a site visit and submit a report within 30 days

Responsibilities of the External Reviewers:

- Review the program's Self-Study documents
- Focus and comment on student learning, curricula, resources, strengths, challenges, and strategies to address challenges
- Conduct interviews with students, department members, and chair
- Conduct an exit interview with the department and the Provost & Vice President for Academic Affairs
- Provide a written summary of findings to the Department Chair and the Provost & Vice President for Academic Affairs within 30 days of the site visit

Program Response to External Reviewer's Report.

Program reviews must include a copy of the full report of the external reviewer. Program reviews should include a department's written response to the external reviewer's on site

comments and written report. This response should address the rational for the acceptance or rejection of recommendations of the external reviewer.

- **Action Plan**

  Response of the Provost & Vice President for Academic Affairs to the Academic Program Review.

  At the conclusion of the Academic Program Review process, the program chair will meet with P&VPAA to discuss the report. The Office of the Provost & Vice President for Academic Affairs will then issue comments that reference and respond to specific statements made in the Academic Program Review, so that the self-evaluative work of each academic program is met with a reasonably proportionate response. These comments should address the following areas:
  - Statement of unanswered questions or areas of concern, addressing the three areas of program viability, productivity, and quality
  - A commitment of resources that are necessary to improve program viability, productivity, and quality
  - When applicable – a written response to the report submitted by the external reviewer.

  Procedure.
  After receiving the written response of the P&VPAA to the self-study (and external review, when applicable), the department will develop an Action Plan that identifies steps to be taken by the department and other parties to enhance program viability, productivity, and quality. The department will submit the Action Plan to the Provost & Vice President for Academic Affairs, who will then present the Action Plan (accompanied by the P&VPAA's written response to the Academic Program Review, described above) to the President of the College for final approval.

IV. PROCEDURES AND GUIDELINES FOR TERMINATION OF MAJOR PROGRAMS AT KING'S COLLEGE

Recognizing that in a dynamic academic organization there will be, periodically, a need to reassess the suitability of program offerings, these procedures and guidelines are intended to assure that the reassessment process be careful and consistent and that appropriate faculty bodies be involved in a timely manner.

A major program at King's College is defined as an academic program that offers a sequence of courses leading to Bachelor's and/or Associate's Degree.

A. *Criteria for Evaluation*

The following criteria for evaluation are not listed in any order of priority.

1. Quality and Excellence
   a. Evaluations by present students and alumni.
   b. Evaluations by:
      (1) Faculty at King's.

(2) Faculty from other institutions, when already available.

(3) Outside evaluating bodies, when already available.

c. Quality of faculty as measured by their progress toward meeting promotion and tenure requirements.

d. Student outcomes:

(1) Success in careers.

(2) Acceptance at graduate schools.

(3) Continuing education engaged in.

(4) Learning outcomes (e.g., use of library, laboratories, etc.).

2. Its interrelationships with other academic programs within the College

3. Its role in the Core curriculum.

4. Degree of centrality to the College mission.

5. Has the program been able to draw an appropriate number of majors/minors or an adequate number of course registrants?

6. Are the costs of the program justified in relation to the benefits to the College?

B. *Procedures*

1. Notice to all members of the Department/Program by the President that their program is under review for possible termination, including a list of concerns or questions. Notice of such consideration is to be sent to the Provost & Vice President for Academic Affairs and the Board of Directors. All documentation generated by the steps below shall be forwarded to the President.

2. Response by the Department/Program to the concerns and questions, to the Provost & Vice President for Academic Affairs and the President within 25 class days.

3. Consultation with the Curriculum and Teaching Committee within 10 class days. The Curriculum and Teaching Committee shall conduct a full hearing based upon the criteria above. Documentation supporting the position of the Provost & Vice President for Academic Affairs and/or the Department/Program shall be relevant, current and substantiated. The Curriculum and Teaching Committee shall respond within 15 class days. As with all major decisions, Faculty Council will review the process and decision.

V. PROCEDURES AND GUIDELINES FOR TERMINATION OF NON-MAJOR ACADEMIC/SERVICE PROGRAMS AT KING'S COLLEGE

Acknowledging that the Faculty has a legitimate interest in non-major academic/service programs, these procedures and guidelines are intended to require consultation with Faculty prior to their discontinuance. Such programs include, but are not limited to:

- Achievement Plus
- Academic Advisement
- Academic Program (non-degree)
- Academic Skills Center
- Counseling Center
- English as a Second Language
- Experiencing the Arts
- Gateway Adult Program
- Office of Career Planning (includes Internships)
- Office of College Diversity
- Shoval Center for Community Engagement and Learning

A. *Criteria for Evaluation*

The following criteria for evaluation are not listed in any order of priority.

1. Does the program respond effectively and appropriately to its stated aims and objectives?
2. Is there a continuing demand or need for the program's service or assistance?
3. Interdependence between the program and major departments and/or the Core Curriculum.
4. The contribution of the program toward meeting the stated goals and objectives of the College.
5. If applicable, continuing availability of outside funding.
6. Data from formative evaluations, student evaluations, consultants, etc.
7. Are the costs of the program excessive in relation to the benefits to the College?

B. *Procedures*

1. Notice to the Department Chairperson by the Provost & Vice President for Academic Affairs or Vice President for Student Affairs, by October 1 of the academic year, (except in the case of externally funded programs) that the program is under review for possible termination, including a list of concerns or questions. Notice of such consideration is to be sent to the Board of Directors. All documentation generated by the steps below shall be forwarded to the President.
2. Response by the program to the concerns and questions, to the Provost & Vice President for Academic Affairs/Vice President for Student Affairs and the President by November 15.
3. Consultation with the Faculty Council before December 1. The Faculty Council shall conduct a full hearing based upon the criteria above. Documentation supporting the position of the Provost & Vice President for Academic Affairs/Vice President for Student Affairs and/or the Program shall be relevant, current and substantiated.
4. Consultation with chairpersons of interested departments and directors of related programs.
5. Decision by the President to retain or eliminate the program.
6. Submittal of recommendation of the Board of Directors for its consideration.

VI. Procedure for Adding a New Program to the College Curriculum

The Curriculum and Teaching Committee (C&T) is charged to suggest curricular policies and to assist in the implementation of established policies in such areas as approving and reviewing courses in the Core Curriculum, changing and supervising he Core Curriculum, maintaining the quality and coherence of the Core Curriculum, adding or deleting all academic programs (majors, minors, concentrations, certificates, etc.), developing and evaluating experimental teaching methods and experimental academic programs, aligning admissions policies and degree requirements, and serving as liaison to the library. While the C&T committee exercises broad delegated powers on routine matters, all major initiatives and policy recommendations of the committee should be referred to Faculty Council for its approval.

Submitting a New Program

If a new major, minor, concentration, or certificate program (any degree program that is identified on a transcript) at King's College is to be established, the sponsor of the proposed program must do the following:

1. Prepare a brief, preliminary proposal which describes (i) the aim of the program; (ii) its relevance to the College's mission; (iii) its general curricular and assessment requirements; (iv) its connections to current academic programs, both Core and majors; and (v) its potential for success in the marketplace, including the recruitment of students, the hiring of faculty, and the probable success for graduates. Relevant letters or support may also be included.

2. Consult the Provost and Vice-President for Academic Affairs (P&VPAA) and relevant departments.

3. Submit the proposal to C&T if Academic Affairs deems the proposed program viable. Within 4 weeks of receiving the proposal, the Chair of C&T will invite the program sponsors to present and discuss the proposal with the entire committee. C&T may offer recommendations and suggestions. Based on feedback from C&T, the sponsor may choose whether or not to continue the development and modification of the program, working with relevant departments and offices.

4. Submit the final proposal to C&T. The Final proposal should cover the same areas as the initial document but be more detailed and explicit in how the program will be implemented and administered. Program goals, outcomes, assessment criteria (including learning outcomes and assessment plans), catalog and course descriptions, and program planners should be included. The Chair will schedule an opportunity within 4 weeks of receiving the final document to present and discuss the proposal. C&T may offer recommendations and suggestions.

The program sponsor may choose to revise and resubmit the proposal or ask the Chair of C&T to forward the proposal to Faculty Council without additional revisions. The Chair of C&T will forward the final proposal with C&T's recommendations and suggestions to Faculty Council.

After review by Faculty Council, the proposal will be submitted with Faculty Council's recommendations and suggestions to the P&VPAA who will then present the proposal to the President for final approval. If the new program is approved, Academic Affairs, in conjunction with the program sponsor, will contact relevant offices and departments so that they may implement and integrate the new program into College publications, materials, and curricula.

III. SALARY SCALE 2024-25

A. Faculty and Technical Professional Faculty Salary Scale, 2024-25

This salary schedule lists minimum salaries according to years in rank at King's College. All members of the faculty are paid at least the minimum listed below.

All steps represent one-year intervals.

	PROFESSOR	ASSOCIATE	ASSISTANT	INSTRUCTOR
Entry	-	-	$53,300	$44,490
0			54,635	45,395
1	$81,625	$64,390	55,970	46,290
2	82,855	65,670	57,300	47,285
3	84,085	66,950	58,630	48,280
4	85,295	68,245	59,965	49,225
5	86,505	69,540	61,295	50,175
6	87,765	70,815	62,630	
7	89,025	72,095	63,960	
8	90,265	73,385		
9	91,505	74,675		

B. Physician Assistant Clinical Faculty Salary Scale (12-month), 2024-25

This salary schedule lists minimum salaries according to years in rank at King's College. All members of the faculty are paid at least the minimum listed below.

All steps represent one-year intervals.

	PROFESSOR	ASSOCIATE	ASSISTANT
Entry	-	-	$75,205
0			76,790
1	$97,655	$88,275	78,370
2	99,270	89,735	79,960
3	100,880	91,195	81,550
4	103,050	92,695	83,055
5	105,215	91,195	84,560
6	106,930	95,215	86,065
7	108,645	96,240	87,570
8	110,430		
9	112,215		

C. *Sports Medicine Clinical Faculty Salary Scale 2023-2024*

This salary schedule lists minimum salaries according to years in rank at King's College. All members of the faculty are paid at least the minimum listed below.

All steps represent one-year intervals.

	PROFESSOR	ASSOCIATE	ASSISTANT
Entry			$59,235

0			60,710
1	$90,635	$71,535	62,180
2	92,020	73,230	63,665
3	93,405	74,385	65,150
4	94,700	75,815	66,630
5	95,995	77,245	68,100
6	97,390	78,685	69,590
7	98,780	80,125	71,070
8	100,155	81,545	
9	101,525	82,965	

IX. THE COLLEGE STUDENT CONDUCT SYSTEM (EXCERPT)

Please refer to the most recent edition of the Student Handbook for more details. Sections relevant to faculty participation are reproduced below.

King's College, a Catholic College sponsored by the Congregation of Holy Cross, provides students with a liberal-arts education that will allow them to further the development of their minds and hearts. The College aims to achieve this goal of enriching students' intellectual, moral and spiritual lives by promoting the following core values:

- Spirituality: Inspiring students to adopt behaviors that follow in the footsteps of Christ
- Respect: King's College students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors
- Integrity: Expecting students to accept a high level of responsibility and honesty to self, others and the community
- Scholarship: King's College students exhibit high-minded decision making skills that are reflective of their desire to grow in knowledge

Students are encouraged to develop the capacity for critical thinking and good judgment, and to engage in a sustained and independent search for truth. All members of the King's College community have a shared responsibility to create and respect conditions conducive to the development of the whole person.

The Student Bill of Rights and Responsibilities serves to delineate the essential values and expectations of students as members of the educational community.

A. Authority

The Associate Vice President for Student Affairs & Dean of Students is the Chief Student Conduct Officer for the College. Administrative hearing officers are the Associate Vice President for Student Affairs & Dean of Students, Director of Residence Life and Student Conduct, and other staff, as assigned. As the Chief Student Conduct Officer, the Associate Vice President for Student Affairs & Dean of Students is responsible for interpretation of the Student Conduct Process and the Student Code of Conduct, excluding the Academic Integrity Policy.

The College retains the right and ability to adjust any conduct process described herein as it deems appropriate and necessary, in its discretion, given the facts and circumstances.

B. Jurisdiction

As a student of King's College, you are a member of several communities. Among them are the City of Wilkes-Barre, Township of Wilkes-Barre, Luzerne County, Commonwealth of Pennsylvania, the United States of America, and the College. Because of your membership, you are subject to the conduct codes of each of these communities.

The Student Conduct system will have jurisdiction over incidents that take place on campus, and at events sponsored by the College or student organizations registered by the Office of Campus Activities and/or the Student Government Association. The College reserves the right to discipline students for behavior that takes place off campus. Any complaint made to the College administration concerning inappropriate student behavior off campus, especially involving damage to property, violence, disruption to neighbors and/or alcohol abuse, is subject to disciplinary action by the College. The Associate Vice President for Student Affairs & Dean of Students decides whether or not to conduct hearings for off-campus incidents. Cases involving Sexual Misconduct, including sexual assault and sexual harassment, are subject to the Sexual Misconduct (Title IX) policy. Cases involving alleged violation of the Academic Integrity Policy are heard through the Academic Integrity Procedures as determined by the Office of Academic Affairs.

J. The College Student Conduct Panel

The College Student Conduct Panel (CSJP) provides an objective and unbiased means of ensuring that the rights of the individual and community are protected. The College Student Conduct Panel is to dispose of disciplinary cases, and to make recommendations as to whether a violation of the Student Code of Conduct has occurred, as well as recommendation of sanctions. The membership pool of the College Student Conduct Panel will consist of six students, four full time faculty and four full time non faculty employees (staff). College Student Conduct Panel members are appointed for a two year period.

1. Selection of Student Panel Members: The student panel members are chosen through an application and interview process conducted by a selection committee consisting of the Associate Vice President for Student Affairs & Dean of Students or his or her designee, the Director of Residence Life and Student Conduct, the President of Student Government or his or her designee, and a Resident Assistant. The Associate Vice President for Student Affairs & Dean of Students will coordinate the application process, interviews, and College Student Conduct Process hearing process. The student members: (1) must have a minimum grade point average of 2.50, and (2) may not be a member of the Residence Life Staff.

   The selection committee may appoint up to two alternates for the College Student Conduct Panel. The Associate Vice President for Student Affairs & Dean of Students will appoint student alternates to the College Student Conduct Panel if vacancies occur on the Panel.

2. Selection of the Faculty and Staff Panel Members: All fulltime faculty and staff (non-faculty employees) are eligible to be appointed to the College Student Conduct Panel. The Associate Vice President for Student Affairs & Dean of Students will oversee the selection and appointment of four faculty members to be part of the College Student Conduct Panel. Staff Council will appoint

four staff members to serve on the College Student Conduct Panel. Members will be appointed to the College Student Conduct Panel for a period of two years.

X. KING'S COLLEGE ACADEMIC INTEGRITY POLICY

Note to faculty: The language and tone of the Academic Integrity Policy reflect the (primarily) student audience.

The Academic Integrity Pledge, the Academic Integrity Report form, and the Academic Integrity Officer Report form are included as appendices in this handbook.

PREAMBLE

Academic integrity, why does it matter?

Rules, if left unexplained, seem arbitrary. As a student, you might ask of the rules immediately following this preamble, "Why should I follow them?" An obvious answer is, "To avoid getting caught and punished." But saying that you should follow rules so that you don't get into trouble doesn't really justify why all of the dos and don'ts exist in the first place. Do these rules serve any significant purpose?

This preamble suggests that they do. There are good reasons for you, and for your fellow students, to care about the practice of academic integrity in our community, King's College.

Why Have a Policy?

Students who are caught, say, copying text word for word off of a website commonly respond in one of two ways.

The first is "I didn't know that what I did counts as plagiarism." This plea is true—but only in some cases. Faculty should be charitable to students, recognizing that, at least in some instances, a student needs to be taught about plagiarism, not punished for committing it. In fact, the administration and the faculty at King's have a real and living responsibility to indicate, as clearly as possible, what expectations—for citation, for doing work independently—it places on its students. This explains in part why there is an Academic Integrity Policy. This policy states—in print, for all students to see—what the basic guidelines of academic integrity are, as well as what will happen if these guidelines are violated. King's College also expects faculty—in First Year Experience, CORE 110: Effective Writing, class syllabi, and classroom discussions—to define, in greater detail, with more precision, what it means for a student to live up to the standards of academic integrity.

All this said, faculty members are not under an expectation to be naïve. Pleading ignorance is, of course, the age-old tactic of the guilty, and in some cases the claim "I didn't know" simply isn't plausible: "Did you really think that your theology professor, who asked you to reflect upon the works of Saint Augustine, really only wanted to see whether you have enough computer expertise to Google 'Augustine', cut text from a website, and paste it into a Word document?" Not plausible. Faculty will be permitted to assume that a student who has taken First Year Experience and CORE 110: Effective Writing has at least basic knowledge about what plagiarism is and that his knowledge of the standards of academic integrity will increase during his career at King's College. This is to say that each student is expected to take responsibility for her own education, actively aiming to understand what it means to be a good student.

The second plea plagiarizing students frequently make is "I didn't realize that copying text is such a big deal." This preamble indicates not so much what academic integrity is than why King's College thinks it matters. What follows is a brief discussion of why cheating is "such a big deal."

Is There Any Learning Going On?

The first word to say about academic integrity is this. The Academic Integrity Policy is intended to serve, first and foremost, the central goal of King's College: to provide liberal arts education in the Catholic Christian tradition. As a student at King's College, you have chosen to be a part of an academic community, a community with several commitments: first, to seek the truth, with each other, and with thinkers across the world and across human history; second, to help you, the student, become a thoughtful, well-informed person, a person who has the critical bearing and basic cultural information necessary to address difficult professional, scientific, moral, political, religious, and existential questions as they arise in the run of a normal human life; and third, to prepare you to make fruitful contributions to public life in a democratic society. To some readers, these words will sound high-minded, but this is the well-publicized mission of the College you have chosen to be a part of.

The Policy, you might notice, attempts to discourage cheating. Please realize, though, that there is so much more to being a good student—a person with academic integrity—than not cheating. If you do not read what your instructors assign, if you do not reflect carefully upon these readings, if you do not edit, and re-edit, and re-edit, your written work, if you do not seek out challenging courses to take (as opposed to "easy A's"), you are not going to become the well-informed and thoughtful person a liberal arts education is designed to produce.

The Policy emphasizes cheating because cheating undermines the goals of liberal learning in a particularly obvious and direct way. In cheating, little or no learning is accomplished. To engage in liberal learning is to be a part of a grand conversation over several years; a conversation that is messy, strange, difficult to sum up, and full of competing voices and ideas about so many topics. To say the very least, copying chunks of a paper off of a website—without citation, and without having gone through the admittedly arduous task of trying to organize the relevant material in a natural, flowing way, to stave off objections that might occur to a sensitive reader, to levy evidence for your central thesis—isn't taking part in this conversation, it is merely pretending to do so.

Someone might argue that students would be less inclined to cut corners if their journey through a liberal arts education were less strenuous. To minimize cheating, King's could make the road easier for students to traverse—more comforting, less challenging. The College could choose not to ask you to confront challenges to, and to defend, your most heartfelt beliefs and values. But that would be to give up far too much; it would be to give up on the high aspiration at the heart of liberal learning. Education would be less interesting, less transformative, and not worth the several years of labor and significant tuition you have decided to spend at King's.

What Kind of Person Do You Want to Be?

Cheating speaks to character. It's dishonest: to cheat is to turn in work that is not yours under the pretense that it is. It also raises other questions about a person's character. Does the cheat mean to say that she doesn't care to learn? But that signals a lack of curiosity. Is it that she thinks she already knows everything worth knowing? But that signals a lack of humility. Is it that the cheat doesn't think she is able to do the work; that she is not up to the task of learning? But that signals a lack of self-confidence. We take it that these kinds of considerations, some of them moral, will speak to many

students. There are, of course, people who do value being honest, intellectually curious, and humble. Cheating, we suggest, isn't for them—and so, maybe it isn't for you.

Is It a Victimless Crime?

Cheating is sometimes regarded as a victimless crime. But this simply isn't true. Cheating gives the cheater unfair advantages. He saves time and energy. If the cheater hands in an assignment better than he would be able to produce by his own native ability and effort, he negatively affects the professor's evaluation of the work of other students, for faculty often, if not inevitably, make comparative judgments about the work of students, and grade accordingly. The cheater's better grade might give him future scholarship or employment advantages over other students. Furthermore, the student who cheats puts students who do not in a bad situation. When the student who does not cheat recognizes that others do, she naturally wonders whether her good behavior has serious practical costs: "Are the cheats getting better grades than I am? Are they going to have a higher GPA? Going to be offered the job I want? Is cheating something I need to do to keep up?" In this way, one cheat becomes the father of another. Cheating also erodes the academic reputation of our college; when the cheater, ill-prepared for his work environment, does poorly at his job, future King's students lose out in the job market. Cheating is not a victimless crime; it has effects upon the entire College community of students, staff, and faculty.

Pride in Your Degree

Cheating steals away future benefits from the cheater herself. Take the long view. If you get a college degree, you should take significant pride in it. It's a real accomplishment. Of course, even if you have cheated along the way, you might well receive a degree—"the piece of paper"—at the end of your academic career—cheating, after all, is not always caught. And the degree, even if it is not deserved, might well open up tangible career opportunities for you. But if you have cheated along the way, you will not be able to see yourself as having earned either the degree or the job it leads to. Cheating thus cheapens your degree and undermines the proper pride you might otherwise feel. Doing your own work in college, then, is a way to secure for your future self a well-founded feeling of self-esteem.

There are also, we think, some rather deep reasons why it is prudent for you to submit to the rigors and demands of a liberal arts education, even though it is not easy. Cheating undermines self-confidence. A person who has subjected her own beliefs and values to scrutiny and has discovered that they have stood up to the test of reflection will naturally and properly feel confident in those views. She is "her own person," with her own views, and with the self-possession that comes with having gone through the rigors of a liberal arts education. She really is ready for much of what the world will throw at her. If you have cheated, if you have not submitted to the discomfort of hard thinking, can you be so sure you will be?

A Final Word

All this said, the Academic Integrity Policy establishes minimal expectations for behavior. Student cheating will not be tolerated. As mentioned, there is so much more to being a good student than simply not cheating. A good student wants to learn; works hard; expects faculty to challenge her; respects fellow students; has passionate convictions, but is open to thinking critically about them. Also, students are not the only group on campus expected to live up to the standards of academic integrity. The faculty and administration are under an obligation to take your education seriously, too. When it comes to academic integrity, we are a community; each of us has the opportunity to gain

immensely from cooperation, mutual commitment, and a love of learning; and each of us has important standards—among them, standards of academic integrity—to live up to.

King's College cannot force you to care about liberal learning, and there are serious limits upon what faculty can do to inspire you to value it. King's College extends the invitation; it is yours to accept, or not. You are free, that is, not to scrutinize your most cherished beliefs, to put in a half-hearted effort, so long as you receive passing grades. You are not free, however, to violate this Academic Integrity Policy without suffering the consequences described below.

Part I. The Educative Process of the Student

In order for the students to value academic integrity, understand its relation to ethical behavior, and learn the actions academic integrity demands of students, an educative process is required. The education in the value of academic integrity has begun with your reading of the preamble of this policy; actions required of people with high standards of academic integrity will be laid out in Part II of this policy.

In the courses First Year Experience (CORE 090) and CORE 110: Effective Writing this educative process is continued. You will be asked to reflect on and use rules of academic integrity when writing papers, completing online tutorials, and other activities. Early in your King's matriculation and after familiarizing yourself with the content of this Academic Integrity Policy, students will be invited to sign the Academic Integrity Pledge that indicates an understanding of academic integrity and a promise to maintain high academic standards. This pledge is only a promise to maintain high academic standards; all King's College students are bound by this Academic Integrity Policy regardless of signing the pledge. This pledge will be kept in a student's file in the office of the Associate Vice President for Student Affairs & Dean of the Students.

Students of King's College who have not taken nor are required to take either CORE 110 or FYE, transfer and graduate students for example, will be required to read, upon registration to the College, the Academic Integrity Policy and familiarize themselves with good practices of academic integrity. Once these students have done so, they will be invited to sign the Academic Integrity Pledge.

The educative process of the student does not end with understanding the College Academic Integrity Policy and signing the Academic Integrity Pledge early in their matriculation as King's College students; course syllabi and lessons taught by members of the King's College faculty will continue to further clarify and enhance the meaning of having high academic standards.

Finally, the students who need to be educated the most in the correct practice of academic integrity are those that behave in a way that calls their integrity into question. The bulk of this policy is written to deal with these specific students.

Part II. Positions and Responsibilities of King's College Academic Integrity Policy

A. Student

The student is responsible for being aware of and following the Academic Integrity Policy as stated in the student handbook; this includes completing the training in academic integrity in the First Year Experience (CORE 090).

In order for faculty members to accurately perform their duty of fostering and evaluating the individual academic progress of each of their students, they need to assume laboratory reports, examinations,

essays, themes, term papers, and similar requirements submitted for credit as a part of a course or in fulfillment of a college requirement are the original works of the student. Put simply, a violation of academic integrity is an action where a student tries to violate this assumption of the faculty member.

The following guidelines are intended to help students be aware of and faculty make final decisions about levels of violation and penalty concerning Academic Integrity. Penalties are determined by the instructor, but may be appealed by the student according to the Academic Integrity Policy.

A low-level violation minimally affects a student's final grade, because the assignment value and/or penalty imposed (such as lowering of a student's grade on the work in question) consist of a small portion of the overall work required for the course.

Examples of low level violations of academic integrity: A student

1. looks at another student's paper during a quiz.
2. looks at an unauthorized electronic device (e.g. cell phone, computer) for answers during an examination.
3. submits an assignment (e.g., lab report, essay, take-home exam) with some passages nearly identical to another student's.
4. omits necessary citations.
5. uses citations improperly.
6. uses exact wording from a source without quotation marks.
7. provides false information to seek special consideration or privilege (excused absences, postponement of an exam or due date of papers or project, etc.).

A mid-level violation substantially affects a student's final grade, because the assignment value and/or penalty imposed (such as giving the student no credit for the work in question) consist of a considerable portion of the overall work required for the course.

Examples of mid-level violations of academic integrity: A student

1. copies from another student during an exam.
2. submits the same work for one course that has already been submitted in another without the permission of all involved instructors.
3. submits an assignment in which several sources have not been properly cited.
4. submits an assignment in which several passages are similar to another student's assignment.
5. provides false information about attending a cultural event.
6. receives or attempts to receive assistance not authorized in the preparation of any work.
7. fabricates data on experiments or sources for research.

A high-level violation results in a student receiving a grade of F in the course; this sanction cannot be circumvented by withdrawing from the course. Possible further sanctions may be determined by the Academic Integrity Officer.

Examples of high-level violations of academic integrity: A student

1. uses unauthorized copies of tests, answer sheets, books, notes, calculators, computers, "cheat sheets" or similar means during a quiz or exam.

2. provides false information (including forging signatures on relevant documentation) about completing field hours and/or internships.
3. submits another student's assignment as their own.
4. submits an assignment (e.g., lab report, essay, take-home exam) with a high degree of similarity to another student's assignment.
5. submits an assignment (e.g., lab report, essay, take-home exam) in which significant portions of work have been plagiarized or fabricated.
6. obtains, without authorization of the instructor, answers from another student's assignment (e.g. exam, quiz, computer or paper).
7. takes or attempts to take, steal or otherwise procure in an unauthorized manner any material pertaining to the conduct of a class, including tests, examinations, grade change forms, grade reports, roll books, reports, etc.
8. attempts to or actually sells, gives, lends, or otherwise furnishes to another student unauthorized assistance in preparation of any work or questions or answers to any examination scheduled to be given at some subsequent date or time offered by the College.

Repeat offenses in any category of violation as monitored by the Academic Integrity Officer may also result in further sanctions.

B. Faculty Member

A crucial member of the academic integrity process is the individual faculty member. The faculty member is responsible for handling low and mid level violations of academic integrity as informally as possible, yet in accordance with the procedures in this policy. Faculty members should make every effort to resolve the situation individually with the student. Faculty should match the punishment to the offense and are encouraged to emphasize the instructional value of such situations over the punitive. If the faculty member believes a student committed a high level violation of the Academic Integrity Policy, the faculty member should give the student an F for the course.

To fulfill their role of upholding academic integrity at King's College, faculty members of the College shall:

1. Be as clear as possible in outlining what constitutes unauthorized outside assistance in a particular class or discipline. Instructors can rely on the methods described in Part I of this policy to delineate unauthorized usage that spans many, if not all, disciplines.

2. Be as clear as possible in describing what citation and referencing practices are to be used for submitted work.

3. Honestly judge the level of the academic integrity violations that occur in their classes into low-, mid- or high-levels as described above in Part II, A.

4. Use good judgment when assigning sanctions to academic integrity violations.

5. Make a reasonable attempt to discuss with a violating student both the sanction given and the reason the student violated the rule.

6. Submit an Academic Integrity Report to the Academic Integrity Officer (see Part III of this policy) in all but the most minor cases of academic dishonesty indicating the violation, the sanction, the level of the infraction, and reason(s) for assigning the level in order to respect the adherence of the rest of the student body to the Academic Integrity Policy.

7. Keep all evidence regarding student infractions in a place that will maintain the confidentiality of the student.

8. Engage in practices that minimize the opportunities for students to engage in practices that violate the Academic Integrity Policy. An example would be to proctor online exams.

C Academic Integrity Officer (AIO)

The AIO will be a tenured professor or promoted professional specialist faculty member appointed for a period of two years. A faculty member will be nominated for this position by the Faculty, and this nominee will be confirmed by the Associate Vice President for Academic Affairs & Dean of Arts and Sciences with input from the Provost & Vice President for Academic Affairs.

The AIO's responsibilities include:

1. Making sure the Academic Integrity Pledge signed by every King's College student is filed with the Associate Vice President for Student Affairs & Dean of Students.

2. Filing and monitoring all academic infractions and requesting a meeting with any student who receives a compilation of infractions. The infractions that necessitate a meeting between the student and AIO include:
   - Any three low-level violations throughout a student's career at King's College
   - Any two mid-level violations throughout a student's career at King's College
   - Any high-level violation

3. Serving as advisor and consultant for faculty on issues of academic integrity. The AIO will maintain examples of academic integrity violations and different levels of sanctions given that may be used by faculty when considering sanctions. These examples are to be used for reference and clarification. The faculty consulting role of the AIO may involve asking a faculty or staff member for clarification of a submitted Academic Integrity Report, or a clarification regarding a failure to submit an Academic Integrity Report.

4. Placing students whose actions imply a blatant disregard for the College's Academic Integrity Policy into the College Judicial System. These actions may be either 1) a single high-level violation of the Academic Integrity Policy or 2) a compilation of many violations of the Academic Integrity Policy. If a student is placed into the College Judicial System due to a compilation of many non-major violations, the AIO must compile the relevant individual violations into a single high-level violation. For the details of the workings of the College Judicial System, please see that policy. In brief, the AIO can find a student in violation or not in violation of a high-level violation of the Academic Integrity policy and, if found in violation, be subjected to one of the following sanctions:
   - Academic integrity probation
   - Suspension from the College

- Dismissal from the College

The student can appeal this verdict with a hearing and decide if the hearing and possible re-sanctioning will be conducted solely by the AIO (Administrative Disposition) or by the Academic Integrity Hearing Board (Judiciary Disposition). In either case, the student can be found in violation or not in violation and, if found in violation the sanction cannot be more severe than the original sanction. The verdict of either the administrative or judicial disposition can be appealed to the Provost & Vice President for Academic Affairs.

5. Investigating claims of students regarding another student violating the Academic Integrity Policy of the College.
6. Placing a copy of all Academic Integrity Reports in a student's official file in the office of the Associate Vice President for Student Affairs & Dean of Students.
7. Conferring with the Associate Vice President for Student Affairs & Dean of Students about students who violate both the Academic Integrity Policy and Student Conduct Code of King's College.
8. In the event that the faculty member accusing a student of violating an academic integrity rule is the AIO:

    - The Associate Vice President for Academic Affairs & Dean of Arts and Sciences will appoint a designee to meet with the student (see AIO responsibility #2).
    - The Associate Vice President for Academic Affairs & Dean of Arts and Sciences will appoint him/herself or a designee to serve as AIO if the student is referred to the College Judicial System by the AIO designee.

D. Academic Integrity Hearing Board

See College Judicial Process. This is the board made up of three students and two faculty members that hears serious cases of violations of academic integrity if the student decides on Judiciary Disposition of his or her case. Student and faculty members will be appointed to the Academic Integrity Hearing Board on a rotating order from the Student Judiciary and Faculty Judiciary, respectively (see College Judicial Process) provided there is no conflict of interest.

E. Associate Vice President for Academic Affairs & Dean of Arts and Sciences (AVPAA)

The AVPAA confirms the Faculty AIO nominee, with input from the P&VPAA.

F. Provost & Vice President for Academic Affairs (P&VPAA)

The P&VPAA is responsible for giving the AVPAA input in confirming the AIO. The P&VPAA also provides for the highest level of appeal in the College Judicial System regarding sanctions for high-level violations of the Academic Integrity Policy. The P&VPAA may interview any person who might have a bearing on the case. The decision of the P&VPAA will be sent to the AIO, the faculty member, and the student. The Provost & Vice President for Academic Affairs also selects members of the Faculty Judiciary. Finally, the P&VPAA is responsible for providing resources to train the AIO in the completion of his or her duties.

G. Official Student Advisor

Once a student has been referred to the College Judicial System, he or she may choose a member of the faculty or staff to act as his or her official advisor (typically the Associate Vice President for Student Success and Retention). Students can, of course, informally seek advice from any faculty or staff member for dealing with the Academic Integrity Officer, Judicial Board, or a sanctioning staff or faculty member.

Part III. Filing and Monitoring of Student Violations

1. Faculty should submit an Academic Integrity Report to the AIO in all but the most minor cases of academic dishonesty. On the form, the instructor describes the violation, the sanction, the level of the infraction, and reason(s) for assigning the level. A place on this form is reserved for a student to agree or disagree with the information, but a student's signature is not required for submission.

2. These forms are kept in a secure file in the office of the AIO. Following the guidelines set out in Part II, section C, #2, the AIO will set up a meeting with the student to discuss his or her infractions. Failure to meet with the AIO can be interpreted as reason for further sanctions by the AIO. The AIO will also place a copy of all Academic Integrity Reports in a student's file in the office of the Associate Vice President for Student Affairs & Dean of Students; a student's file in the office of AVPSA will serve as the official repository for non-registrar student records to be reported out for official requests.

3. If the AIO believes enough violations are in the student's record to imply a blatant disregard for the College's Academic Integrity Policy, the AIO will meet with the student to discuss the imposition of sanctions described in Part II, section C, #4. During this meeting, the student has officially entered the College Judicial System. The results of this meeting (or any hearing requested for appeal) are placed into a student's Registrar file.

4. The Academic Integrity Reports of an individual student will be expunged 4 years after graduation or 4 years after separation from the College, which is same destruction protocol followed for the student's record in the office of the Associate Vice President for Student Affairs & Dean of Students.

XI. Student Bill of Rights and Responsibilities (Excerpt)

Preamble

The Congregation of Holy Cross established King's College in the Catholic tradition in order to provide a liberal arts education that would best prepare men and women to live and work in the modern world. The College aims to achieve this goal through refinement of students' intellectual, moral, and social values by

- Transmitting knowledge,
- Encouraging freedom in the pursuit of truth,

- Spiritually orienting students to the things of God, and
- Developing awareness in its students of the human person, thereby providing an opportunity for them to be emancipated from the limitations of bias, prejudice, and ignorance.

As members of the educational community, students are encouraged to develop the capacity for critical thinking and judgment, and to engage in a sustained and independent search for the truth. The freedom to learn depends, in part, upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. All members of the educational community have a shared responsibility to secure and respect conditions conducive to the freedom to learn.

The Student Bill of Rights and Responsibilities serves to delineate the essential rights, and therefore the essential responsibilities, of students as members of the educational community.

I. Freedom of Access to Higher Education

1. Within the limits of its facilities, King's College shall be open to all students who qualify according to the admission standards. In addition, any student may apply for financial grants and academic scholarships in accordance with procedures set down by government guidelines and College policies.

2. Students accepting admission are obliged to fulfill the academic and administrative requirements of the College.

II. In the Classroom

1. At the beginning of the semester, students receive a course syllabus for each class that includes criteria for evaluation of performance and the policy for attendance. All course assignments such as term papers, research projects, and field studies must be included on the course syllabus.

2. Students shall have the opportunity to secure a review of their grades. After receiving the official grade report, students who wish a review should consult the faculty member first. Students may seek further consult at the Office of the Provost & Vice President for Academic Affairs. Take necessary action within the semester following the issuing of grades.

3. Students shall have the right to examine all corrected tests, papers, work assignments, and final examinations. For this reason, instructors are to return all test papers and work assignments. In order that students may review final examinations, professors will retain the finals until the end of the following semester.

4. Students shall have the opportunity to secure a review of a refusal to grant a degree and/or a refusal to transfer credit. Make any desired appeals through the Office of the Provost & Vice President for Academic Affairs.

5. Faculty should respect the rights of students with regard to views, beliefs, and political affiliations expressed by students in the classroom.

6. In the spirit of academic freedom, students may pursue private research. As an individual or in collaboration with associations, they may study, exchange findings and recommendations, and publish material properly identified as to authorship.

III. Governance

1. King's makes every effort to represent appropriate student interests in committees of the Faculty Council.
2. Students enjoy some formal degree of participation on both the departmental level and the College-wide level in decisions concerning the modification and evaluation of curricular-related matters.
3. Students will have the opportunity to take part in the interviewing procedures prior to the hiring of faculty members and student affairs administrators, as well as in their evaluation.

IV. Student Records

1. Refer to policy statement regarding the FAMILY EDUCATION RIGHTS AND PRIVACY ACT OF 1974 (Public Law 93.380), found in the Student Handbook and College Catalogue.

XII. STUDENT TRAVEL FUND POLICY

Faculty strongly support student research. As limited funding is available, all students are encouraged, in consultation with their faculty advisor and/or department chair, to take the initiative in submitting proposals.

A. Advisement

- Faculty members who know of students planning to participate in upcoming conferences should alert the Associate Vice President for Academic Affairs & Dean of Arts and Sciences as early as possible each semester about forthcoming requests for student travel funding.
- Faculty members should steer interested students, whenever possible, towards presenting at conferences within driving distance.
- Students should be encouraged to seek out and secure financial support from a range of sources, including, but not limited to the department, the College's Student Travel Fund, College fundraising activities, and funding or awards offered by conference organizers.

B. Policy

Whenever possible, the existing funds should be disbursed equally throughout the academic year.

Whenever possible, existing funds should be allocated equitably among students majoring in the Social Sciences, Sciences, Humanities, and Business.

Whenever possible, students who have not received prior funding will be given higher priority.

The AVPAA will determine, based on the number of submissions, if a Review Board is necessary to assist with the allocation of funds. Members of the Review Board will be selected from current members of the Academic and Professional Affairs Committee. The AVPAA will act as the chair of the Review Board.

Notification of deadlines for submission shall be provided by the AVPAA early each semester.

Students shall submit a Proposal, approved by a sponsoring faculty member, to the AVPAA that summarizes their research, provides presentation details, and outlines anticipated costs for which

they seek assistance. Preference should be given to students whose participation requires written preparation for the conference (i.e., a conference paper, a poster, debate or panel remarks, etc.).

Given the limited funds, the reimbursement may be partial, not full.

Students must submit receipts equal to the funds awarded.

Students must submit a written summary about conference participation to the AVPAA within a week of their return.

APPENDIX A: *FACULTY HANDBOOK* ADOPTION AND APPLICATION

Adoption of the *Faculty Handbook* By Faculty Council

The following motion was made and approved at the meeting of the Faculty Council on 30 April 1990:

The Faculty Council approved the revised *Faculty Handbook* and that the memorandum of understanding (six principles for application of the *Faculty Handbook*) of 23 March 1990 be included as a preface to the Handbook.

Adoption of the *Faculty Handbook* by the King's College Board of Directors

The following motions were made and approved by the Professional Affairs Committee of the King's College Board of Directors at its meeting on 15 February 1991:

- The Professional Affairs Committee recommends to the Board of Directors the adoption of the *Faculty Handbook*, Part I (Contractual) and II (Collegial)
- The Professional Affairs Committee does not recommend to the Board of Directors the inclusion in the *Faculty Handbook* the six principles for application of the *Faculty Handbook*.

The following motion was made and approved at the meeting of the King's College Board of Directors on 16 February 1991:

- The Board of Directors approved the revised *Faculty Handbook*, Part I (Contractual) and Part II (Collegial).

Application of the *Faculty Handbook*

The following paragraph is excerpted from Part III, Section 5 of the Faculty Handbook (Guidelines Concerning Due Process in Matters of Faculty Status and Appeal Thereto) approved by the King's College Board of Directors on 16 December 1972:

> The Committee on Tenure and Promotion shall consider for promotion and/or tenure those faculty members whom the Academic Dean shall present. The Committee shall consider these faculty members according to the guidelines published in the current edition of the King's College *Faculty Handbook* and the ideals of the American Association of University Professors. It is understood that the *Faculty Handbook* in force at the time of initial appointment will be relevant and any changes in that *Faculty Handbook* that are adverse to the individual will not be considered in his case.

APPENDIX B: CONSTITUTION OF FACULTY GOVERNANCE AT KING'S COLLEGE

Preamble

The governance of King's College is the responsibility of the entire academic community with special roles for the Board of Directors, the administration, the faculty, and the student body as well as other interested members of the community at large. Any particular governance instrument must, therefore, take into consideration the larger context of that broad responsibility and must be considered as a basis for the kind of cooperation that will allow the College to follow its established mission and to achieve its goals.

The Constitution of Faculty Governance provides an instrument for faculty participation in the governance of the College, not only so that the faculty may have a voice in the decisions that affect it and its welfare, but more particularly so that its expertise, experience, and wisdom may contribute to the goals and mission of the College. The primary responsibility of the faculty and of its agent, the Council, is the effective service of such goals and mission.

The present Constitution does not describe with any completeness the roles played by the Board of Directors, the administration, and the student body in the governance of the institution, and it presumes that those elected or appointed to positions on the Council and its committees have the obligation to foster the kind of cooperative effort that will lead to the continued development of the College in the pursuit of its mission and goals. This Constitution is adopted with the understanding that appropriate consultation among the various affected parties should take place at the earliest stages of development of a particular proposal. It is adopted with the understanding, also, that even where the faculty or the Council have primary responsibility for action or judgment, they will not fail to invite the participation of administration and student representatives or fail to listen to their views. Effective governance, of course, requires that these parties, too, share with the faculty and the Council appropriate information, give timely response to their inquiries, and respect their special competence. Regardless of which party initiates a proposal or has responsibility for its closure, it is anticipated that all affected parties shall participate in a spirit of authentic collegial cooperation in which their distinct, respective contributions are committed to advance rather than impede the effort to achieve what is best for the institution.

The President sees to it that the standards and procedures in effect within the College conform to the policies established by the Board and to the standards of sound academic practice. In carrying out this charge he, and his administration, must depend upon the cooperative effort of the faculty and the Council as well as their timely response to his request for advice in those matters in which it is his obligation to take the initiative.

It is also a matter of concern that the student body find proper hearing where their welfare is involved. It is important not only that they be heard but that their appropriate right of initiative also be recognized by the faculty and the administration, and that special care be given to the

redress of their grievances whether in matters related directly to the academic life or in those broader matters closely related to their life at King's College. If the procedures and governance instruments presently in place are not sufficient to assure this, appropriate procedures and instruments should be adopted.

Finally, the authority and responsibility of the Board of Directors is in no way limited by this Constitution. The obligation to act as final determiner of the mission of the College and final judge of the means appropriate to achieving its goals remains with the Board, although always in a context in which this authority and this responsibility are shared with and, in part, delegated to other parties within the College community.

I. Purpose

The structures established by this document shall be the King's College Faculty Governance. They shall serve as the agencies of the faculty in submitting to the Provost & Vice President for Academic Affairs (P&VPAA), the President, and the Board their recommendations on policies regarding academic, professional, and curricular matters. The Faculty Meeting shall, through its committees and organizations of the faculty (e.g., Faculty Council, advisory boards, committees, etc.), and in cooperation with appropriate administrative offices, assist in the implementation of policy decisions. Faculty Governance operates with the approval of the Board of Directors, which has final authority over all its decisions. On any issue that directly involves another constituency of the college (e.g., students, staff, administration), the faculty, through its governance and committees, shall make every effort to invite and consult representatives of those constituencies during its deliberative processes.

Certain structures, such as Schools and Departments, serve specific functions concerning academic programs, majors and the Core curriculum which are described elsewhere. They have no defined role in faculty governance here.

II. The Faculty Meeting

The Faculty Meeting is an assembly of the faculty as a whole and serves as a convenient forum through which the faculty communicates its concerns and recommendations to the various institutions and offices of the College, and in turn is informed by these institutions and offices, concerning academic and other important matters.

While this Constitution and the organizations it establishes presuppose that the academic training and professional experience of the faculty give it and its agencies primary competence to address academic and professional questions, few decisions do not have influence on and are not influenced by broad institutional considerations (e.g., questions relating to the goals and mission of the College, legal or financial questions, etc.).

Thus, the Faculty Meeting and its committees base their policy recommendations on academic or professional grounds and recognize the authority of the Board of Directors and its agents, and the President of the College. The Board and the President exercise this authority when broad institutional considerations dictate. Ordinarily, they should inform

the Faculty Meeting of the rationale for their decisions based on broad institutional considerations.

A. Regular Faculty Meetings shall be scheduled at least once per semester. A tentative agenda established by the Faculty Council shall be distributed to each full-time faculty member at least three days before each meeting.

B. Dates of the regular Faculty Meetings shall be established and published by the Faculty Council Chair at the beginning of the school year. The Faculty Council Chair shall be empowered to schedule additional sessions whenever the need arises.

C. Although attendance should be a mandatory obligation of each faculty member, a quorum shall be defined as 40% of all full-time faculty members holding at least the rank of Instructor.

D. If a quorum is not established, the Faculty Council Chair may constitute those present as a Committee of the Whole.

E. Part-time faculty may attend and participate in the deliberations of the Faculty Meeting but shall not have a vote. Transitional faculty may vote, as they are considered full-time faculty members with respect to their voting rights in all matters of faculty governance.

F. The Faculty Council Chair shall appoint a faculty member as Secretary for each meeting, whose duty is to provide Minutes for general distribution to the faculty after approval by the Faculty Council.

G. The Faculty Council Chair shall request a report to the faculty from the various College and Administrative bodies as the need arises.

H. The Faculty Meeting shall create whatever ad hoc committees it deems essential.

I. A petition by twenty (20) faculty members, a majority vote by those present at the meeting itself, a majority vote of a division meeting, or a request by a member of Faculty Council may place an item on the agenda.

J. The Faculty Meeting may ask for a revision of a decision by the Faculty Council with a majority vote of those present at the Faculty Meeting. Then full-time faculty members shall vote on the issue by ballot, to be completed within one week after the Faculty Meeting. A super majority of that ballot, defined as 60% of votes cast, shall confirm the revision.

K. A majority vote by those present at the Faculty Meeting can obligate the Faculty Council to deal with specific issues or to solicit a response from the Administration.

III. Faculty Council

A. Methods of Operation

The faculty and the Administration share the responsibility to formulate and to implement the academic policy of the College. To assure that this may be done in a most effective way, the Faculty Council, as agent for the faculty as a whole, shall assume the faculty's responsibility of formulating policy recommendations in academic and professional areas. The Faculty Council shall serve as a committee on committees and shall strive to ensure competent faculty service on the various committees of the College and to insure an equitable distribution of committee work among faculty members. As a committee on committees, Faculty Council shall solicit nominations for standing committees; advise the administration on faculty appointments and elections to campus committees, advisory boards, working groups, etc.; maintain a comprehensive list of such bodies and their memberships; and conduct regular surveys of the faculty to gauge individual interest in different forms of service to campus governance. The Faculty Council through the various committees shall consult fully in its deliberations with the appropriate programs, offices, and departments, particularly in those academic and professional matters substantively affecting them or in which they have responsibility and expertise.

The Faculty Council shall be called to its initial meeting by the Chair-elect at the earliest convenient time. The Council may decide on its bylaws and Rules of Procedures, meeting times, quorums, etc. The quorum for Faculty Council shall be a majority of elected members. As a general rule, absentee and proxy voting are discouraged because they violate the spirit of deliberative assemblies. The Faculty Council should normally meet biweekly, and these meetings shall be open to the College community. The Faculty Council may call special or executive meetings. Although the Faculty Council normally decides its own agenda, a petition signed by twenty (20) faculty members, a letter to the Chair signed by the President of the College, P&VPAA, or the Associate Vice President for Academic Affairs (AVPAA) & Dean of Arts and Sciences, a majority vote of the Faculty Meeting, or a majority vote of a Division can call a special meeting or can require inclusion of a topic on its agenda.

B. The Faculty Council Chair and Chair-elect

The Faculty Council Chair is the chief elected representative of the faculty. The Faculty Council Chair-elect shall assist the Faculty Council Chair and serve in his/her place in any capacity or function when necessary or requested by the Faculty Council Chair or Faculty Council. The Faculty Council Chair shall preside at the Faculty Meeting, in which capacity he/she shall report the activity of the Council and shall fulfill all the responsibilities of that office. In his/her capacity as Chair of the Faculty Council, the Chair shall call and preside at all regular and special meetings of the Faculty Council and accept responsibility for publication of its acts. The Faculty Council Chair and the Faculty Council Chair-elect shall serve as the liaison between the Faculty Meeting and

the President, the P&VPAA and other members of the Administration. As such they should be regularly consulted on all issues that pertain to the faculty. The Faculty Council Chair and Chair-elect shall serve as members of the College's Institutional Planning and Resource Committee (IPARC). He/she shall, in conjunction with the AVPAA & Dean of Arts and Sciences, ensure that the *Faculty Handbook* is both regularly revised to reflect decisions by Administration and faculty and distributed to faculty members. The Chair shall perform all other functions normally expected of a presiding officer. The Faculty Council Chair and Chair-elect shall serve as resources and support for faculty.

By default, each year the Faculty votes for Faculty Council Chair-elect, who serves one year as Chair-elect, and the following year as Chair. Alternatively, the current Faculty Council Chair can choose to call for an all-faculty, simple-majority, confidence vote to extend their term for another year. This decision must be made by February 1st of their first term. If the vote passes, the current Chair-elect can decide to stay on as Chair-elect for another term, with the expectation of becoming Faculty Council Chair after the extended term. This decision must be made one week after the confidence vote passes. Alternatively, if the vote passes, the Chair-elect can decide to stop down at the end of their current term, in which case, an election for the next Faculty Council Chair-elect will be included in the regular election process for Chairs-elect of Standing Committees. If the confidence vote for the Faculty Council Chair's extended term does not pass, the Faculty Council Chair steps down at the end of their next term to be followed by the current Faculty Council Chair-elect, and an elections for the next Faculty Council Chair-elect will be included in the regular election process for Charis-elect of Standing Committees. The Faculty Council Chair's term can only be extended once. The term of the Faculty Council Chair, and of all outgoing standing committee chairs and members, shall end on June 30. Candidates shall be eligible for reelection.

No later than February 1 of each academic year the Faculty Council Chair will consult with the P&VPAA and the AVPAA concerning the Faculty Council's agenda and appropriate adjustments in faculty workload or benefits for the Chair and Chair-elect of Faculty Council.

C. Nomination and Elections

1. Nominations

In February of each school year the Faculty Council Chair shall solicit nominations for the position of Faculty Council Chair-elect (if necessary), and Chairs-elect of the Curriculum and Teaching (C&T), the Academic and Professional Affairs (A&P), and the Faculty Benefits Committees. The faculty shall have five (5) school days to submit nominations before the nominations are distributed to faculty. A candidate shall be a non-transition full-time member of the faculty who shall be in at least the fifth year of service at the College, consent to the nomination, and receive the endorsement of seven (7) full-time faculty members. The Chair and Chair-elect may not be elected from the

same Division. One school day after nominations have been completed the Faculty Council Chair shall distribute the list of nominated candidates to the faculty.

2. Election

Six (6) school days after the list of nominations was distributed the Faculty Council Chair shall declare the nomination period closed and distribute a ballot for the election. No election is required for uncontested races; the single nominee wins the position. The Faculty shall have five (5) school days to return their ballots. A plurality of the votes cast shall be sufficient for elections.

The Faculty Council Chair shall select two members from Faculty Council who are not candidates for positions on the ballots to serve as an Election Committee. The Election Committee will count the ballots after the conclusion of the election and announce the winners to the faculty.

D. Membership (12)

Faculty Council shall consist of eleven (11) voting members and one (1) advisory member, as follows:

1. The Faculty Council Chair and Faculty Council Chair-elect (2 members).
2. The Chairs and Chairs-elect of the A&P Committee and the C&T Committee (4 members).
3. The Chair of the Faculty Benefits Committee (1 member).
4. Four (4) Divisional Representatives, one from each Division, elected according to Article IV, section A.
5. The AVPAA & Dean of Arts and Sciences or another member of the Administration appointed by the President, serving as an advisory member.

E. Policy Recommendations of the Faculty Council

1. Areas of Competence

Faculty Council shall have the power to formulate and propose policy recommendations on academic (e.g., admissions policies, curriculum, degree requirements, the academic calendar, academic departments and divisions, the library, etc.) and professional (e.g., promotion, tenure, academic freedom, sabbatical leave, leaves of absence, etc.) matters.

2. Procedure for Policy Recommendations

The Faculty Council may delegate the task of investigation and deliberation to an appropriate Standing Committee of the Faculty Meeting, an ad hoc committee, or the Faculty Meeting as a whole.

After a delegated committee has come to a resolution of an issue, it shall submit that resolution in writing to the Faculty Council for deliberation and implementation. The Faculty Council shall communicate its policy recommendations to the faculty.

3. President's Response to Faculty Council Policy Recommendations

Policy recommendations adopted by the delegated committees through the Faculty Council are submitted by the Faculty Council Chair to the President of the College. He shall, within one month or another mutually agreed upon specified time, either:

a. approve the recommendation, thereby making it part of the public policy of the College;

b. suggest alterations to Faculty Council;

c. forward the recommendation to the Board of Directors for its consideration;

d. veto the recommendation;

e. or advise the Faculty Council of the need for a reasonable extension of time to reach a decision.

If the President rejects the recommendation of Faculty Council, Council may appeal, by a two-thirds vote, the President's decision to the Board.

IV. Representatives to Standing Committees

The Faculty Council Chair shall organize and supervise elections to be held every March. Two weeks before election the Faculty Council Chair shall solicit nominees, but anyone may be nominated up to the actual vote. Except as provided in Article III, Section C, nominees must be full-time members of the faculty who shall be in at least the second year of service at the College. All positions are open for reelection. All elections are held by acclamation of a single candidate or secret ballot if two or more candidates seek election for a position. In any election, a plurality of votes cast is sufficient for election. Should an election result in a tie, a coin toss shall determine the winner. Unless otherwise specified, all elected committee positions under this Constitution, including Faculty Council positions, shall be two-year terms.

Should the Faculty Council Chair or the Chairs of A&P, C&T or Faculty Benefits be unable to fulfill the functions of the office (due to resignation, illness, etc.) as determined by Faculty Council, the Chair-elect shall become Chair for the remainder of that year's term, remaining as Chair for the second year of his/her elected term. Then Faculty Council shall conduct a special election to choose another full-time member of the faculty to serve out only the remainder of the Chair-elect's term in that year (although that person may run for Chair-elect at the regularly scheduled election). Should a Chair-elect be unable to fulfill the functions of the office (due to resignation, illness, etc.) as determined by Faculty Council, it shall conduct a special election which shall choose

another full-time member of the faculty to assume the Chair-elect's regular term as Chair-elect then Chair.

When a vacancy occurs on a committee (due to illness, resignation, etc.) the Faculty Council Chair shall call for an election or, if necessary, appoint an eligible replacement to complete the term.

For the purposes of nomination and representation to various Faculty Committees, the faculty shall be divided into two representative modalities: Divisional and At-large Representatives.

A. Divisions

The four Divisions serve as meeting and voting groups. They are based on departmental or program membership, as follows:

A - Natural Sciences	B - Social Sciences	C - Humanities	D - Business
Biology/ Environmental/ Neuroscience	Economics	English	Accounting and Finance
Chemistry and Physics	Education	Foreign Languages	Business and Management
Engineering	History	Mass Communications and Speech	Health Care Administration
Mathematics and Computing	Library	Philosophy	
Nursing	Political Science	Theatre and Fine Arts	
Physician Assistant	Psychology	Theology	
Sports Medicine	Sociology and Criminal Justice		

The Administration, in consultation with Faculty Council, determines the membership of Divisions and may alter them if necessary to maintain a reasonable numeric and academic balance among the groups, especially whenever a department is created or eliminated. Such alterations do not require formal amendment of this Constitution.

B. At-large Representatives

At-large representatives are voted on by all full-time faculty. For the C&T and A&P Committees, the entire faculty shall elect two representatives of the rank of Professor or Clinical/Technical Professor, one of the rank of Associate Professor or Associate Clinical/Technical Professor, and one of the rank of Assistant Professor or Assistant Clinical/Technical Professor. To be eligible, representatives need to hold the appropriate rank only at the time that their service begins.

For faculty-wide elections, the Faculty Council Chair shall solicit nominations and prepare the ballots. No election is required for uncontested races; the single nominee wins the position. The Faculty Council Chair shall select two members from C&T and/or A&P who are not candidates for the positions on the ballots being counted to serve as an Election Committee. The Election Committee will count the ballots after the conclusion of the election and announce the winners to the faculty.

C. Division Meetings

Division Meetings shall be scheduled at least once per semester. Dates of the regular Division meetings shall be announced by the Divisional representatives on Faculty Council at the beginning of each semester. The Faculty Council Chair shall be empowered to schedule additional sessions whenever the need arises. Members of a Division can call for an additional Division Meeting when 40% of the members request a meeting in a written petition to the convener. A tentative agenda established by the elected representatives to Faculty Council shall be distributed at least three days before each meeting. The meeting will be convened and chaired by the division's Faculty Council representative or a delegated divisional representative to C&T or A&P. Administrators and staff may address the Division.

Division meetings provide an opportunity for faculty to receive pertinent information, especially from elected delegates, to discuss College and curricular issues, frame resolutions, propose issues for the Faculty Meeting or Faculty Council, and to conduct elections. For purposes of voting, a quorum will be defined as 40% of all full-time faculty members in the Division holding at least the rank of Instructor. When a quorum exists, a majority vote of a Division meeting may place an item on the agenda for the Faculty Meeting or a Faculty Council meeting. A majority vote consists of 50% plus one.

V. Other Standing Committees of the Faculty Meeting

The Faculty Meeting and the Administration share the responsibility to formulate and to implement the public academic policy of the College. The Faculty Council through the various committees shall ensure full deliberations with the appropriate programs, offices, and departments, particularly in those academic and professional matters substantively affecting them or in which they have responsibility and expertise.

No member of the faculty shall normally serve on more than one Standing Committee, except the Chairs and Chairs-elect.

Any member of the faculty or Administration whose department or office is affected by the actions of a Standing Committee or any appropriate representative of the student body shall have the right to propose subjects for a Committee's consideration and shall have the right to speak at that Committee's meeting while it considers a subject affecting his/her department, office, or legitimate interests. Standing Committees shall consider those matters referred to them by the Faculty Council, the Faculty Meeting and/or Divisions. As

a general rule, absentee and proxy voting are discouraged because they violate the spirit of deliberative assemblies. The quorum for Standing Committees shall be a majority of elected members.

A. The Academic and Professional Affairs Committee

1. Membership (11)

The Committee shall consist of ten (10) voting members and one (1) advisory member selected as follows:

a. Each year the Faculty votes for the A&P Committee Chair-elect, who serves one year as Chair-elect, and the following year as Chair. The Chair and Chair-elect may not be elected from the same Division unless necessary. Candidates shall be eligible for reelection. The Chair-elect shall assist the Chair and serve in his/her place in any capacity or function when necessary or requested by the Committee.

   No later than February 1 of each academic year the Faculty Council Chair will consult with the P&VPAA and the AVPAA & Dean of Arts and Sciences concerning the A&P Committee's agenda and appropriate adjustments in faculty workload or benefits for the Committee's Chair and Chair-elect.

b. One (1) representative from each of the Divisions of the faculty as described in Article IV, Section A.

c. Four (4) representatives elected at large as described in Article IV, Section B.

d. The AVPAA & Dean of Arts and Sciences or another member of the Administration appointed by the President, serving as an advisory member.

2. Procedures

The Committee is convened and chaired by the Chair or the Chair-elect acting in his or her place.

3. Responsibilities

This Committee has the responsibility to study and suggest policies in all areas of general academic concern and professional questions such as academic freedom, policies about sabbatical leaves or leaves of absence, general policies on promotion and tenure, academic calendar, faculty organization and governance, institutional resources, etc. It shall apply established public policy on professional conduct to individual cases brought to its attention and make recommendations to appropriate administrative officers. All major initiatives and policy recommendations made by members of the A&P committee must be referred to Faculty Council for its approval.

4. Subcommittees

a. The Procedural Review Committee

The Procedural Review Committee is dormant until activated because of an appeal submitted in writing to the Chair of the Procedural Review Committee. The Procedural Review Committee shall consist of four faculty members drawn from the A&P Committee, and three appointed by the Faculty Council Chair. None of the members may be in the same department as the appellant or on a Tenure and Promotion or Senior Promotion Committee with which the appeal is connected. Otherwise, it shall operate according to the guidelines in the current *Faculty Handbook*. A faculty member may notify the Committee in writing that in his or her judgment specific changes in the *Faculty Handbook* since initial appointment are adverse to them. If the Committee concurs, such changes will not be considered in that case.

b. The Academic Grievance Board

The Academic Grievance Board is dormant until activated because a student submits a grievance according to the guidelines in the current *Faculty Handbook*. The faculty representation to the Academic Grievance Board shall consist of two faculty members elected by and from the A&P Committee, neither of whom may be in the same Department as the faculty member against whom the student has a grievance. Otherwise, it shall operate according to the guidelines in the current *Faculty Handbook*.

c. The Summer Research Grant Committee

The Summer Research Grant Committee shall operate according to the guidelines in the current *Faculty Handbook*. Four faculty representatives shall be elected by and from the A&P Committee. When possible, these representatives should be tenured or promoted and be members of different divisions. No current applicants for a summer stipend may be members.

Normally, no member of A & P should serve on more than one A & P subcommittee per year.

B. The Committee on Curriculum and Teaching

1. Membership (12)

The Committee shall consist of ten (10) voting members and two (2) advisory members selected as follows:

a. Each year the Faculty votes for the C&T Committee Chair-elect, who serves one year as Chair-elect, and the following year as Chair. The Chair and Chair-elect may not be elected from the same Division unless necessary. Candidates shall be eligible for reelection. The Chair-elect shall assist the Chair and serve

in his/her place in any capacity or function when necessary or requested by the Committee.

No later than February 1 of each academic year the Faculty Council Chair will consult with the P&VPAA and the AVPAA concerning the C&T Committee's agenda and appropriate adjustments in faculty workload or benefits for the Committee's Chair and Chair-elect.

b. One representative from each of the Divisions of the faculty as described in Article IV, Section A.

c. Four representatives elected at large as described in Article IV, Section B.

d. One administrator, appointed by the President of the College, and one student, appointed by Student Government, as advisory members to the Committee. These members shall have all the privileges of membership except the right to vote.

2. Procedures

The committee is convened and chaired by the Chair or the Chair-elect acting in his or her place.

3. Responsibilities

This Committee is charged to suggest curricular policies and to assist in the implementation of established policies in such areas as approving and reviewing courses in the Core Curriculum, changing and supervising the Core Curriculum, maintaining the quality and coherence of the Core Curriculum, adding or deleting all academic programs (majors, minors, concentrations, certificates, etc.), developing and evaluating experimental teaching methods and experimental academic programs, aligning admissions policies and degree requirements, and serving as liaison to the library. While the C&T committee exercises broad delegated powers on routine matters, all major initiatives and policy recommendations of the committee should be referred to Faculty Council for its approval.

The Curriculum and Teaching Committee participates in the systematic examination of teaching and learning in the Core Curriculum. Annually, at least one of the five major areas of the Core Curriculum should be examined (Communication and Creative Expression; Citizenship; Quantitative & Scientific Reasoning; Reason, Faith, and the Good Life; College Seminar & Linked Courses). Academic Affairs and relevant Arts and Sciences chairpersons and faculty also participate in this oversight process. Those participating in this process should aspire to collaboration, candor, and collegiality, with the goal of sustaining—and, where possible, enhancing—a positive academic experience for students enrolled in Core Curriculum courses. The process includes the following steps.

First, for each requirement in the Core area under review (for example, Oral Communication, Writing, Literature, and Arts for Communication and Creative Capacities), Academic Affairs compiles and forwards to the appropriate chairperson relevant evidentiary materials (enrollment data, grade summaries, etc.).

Second, the chairperson reviews these materials, as well as other relevant materials (syllabi, representative assignments, meeting minutes, etc.) and composes a brief report intended to assist C&T in considering three questions relevant to the Core Curricular requirement under consideration:

1. Are students meeting current learning outcomes?
2. Is teaching and learning consistent with the Core Curriculum's Statement of Purpose, Goals, and Learning Outcomes, as well as with the College's Mission?
3. Are current learning outcomes worth continued pursuit?

Upon completion, this report should be shared with relevant faculty for review and then submitted to Academic Affairs.

Third, Academic Affairs collaborates with C&T in making available to committee members the Core Report (and related evidentiary materials, such as syllabi).

Fourth, C&T conducts its examination, which should include scrutiny of submitted evidentiary materials and the chairperson's report, as well as discussion with the chairperson (at a regularly scheduled C&T meeting) about the state of Core Curricular requirement under consideration. Upon completion of its examination, C&T will submit, in writing, its findings to the relevant chairperson and to Academic Affairs. From this process, evidence-based recommendations for improvement should be identified and then pursued by the chairperson and related faculty.

4. New Courses

Changes to major curricula are primarily the responsibility of the department housing the major. Approval of changes other than minor changes in course descriptions requires the consent of the P&VPAA. In addition, for changes involving the addition or deletion of requirements in the major, department chairs must submit written notice to C&T for review and possible recommendation no later than December 1 (for changes that are to take effect the following fall semester). C&T's purview is not the substance of the proposed changes, but to make recommendations bearing on any unforeseen impact of the changes on other departments and/or the CORE curriculum. Departments will be allowed to make changes to major curricula after the December 1 deadline only in cases where external accreditation is directly and immediately threatened.

C. The Faculty Benefits Committee

1. Membership (7)

The Committee shall consist of six (6) voting members and one (1) advisory member selected as follows:

a. Each year the Faculty votes for the Faculty Benefits Committee Chair-elect, who serves one year as Chair-elect, and the following year as Chair. The Chair and Chair-elect may not be elected from the same Division unless necessary. Candidates shall be eligible for reelection. The Chair-elect shall assist the Chair, and serve in his/her place in any capacity or function when necessary or requested by the committee.

b. One representative from each of the four Divisions of the Faculty as described in Article IV, Section A. They shall serve staggered two-year terms, with elections from Divisions A and B alternating with elections from Divisions C and D.

c. One administrator appointed by the President of the College. This member shall have all the privileges of membership except the right to vote.

2. Procedures

The committee is convened and chaired by the Chair or the Chair-elect acting in his or her place. The Committee shall have the right to meet without the presence of the administrative member in certain instances when professional matters are considered. This determination will be made by the Faculty Council Chair on an issue by issue basis when making topic assignments or upon the request of the Committee Chair.

3. Responsibilities

The Faculty Benefits Committee reviews annual faculty benefits programs (e.g., personnel policies, salary scales, merit pay, market supplements, health insurance, retirement, life and disability insurance, government related insurance programs, education benefits for spouses and dependent children) and makes recommendations for change. The Committee consults with the faculty and the Faculty Council to gain input and support for proposed changes, and meets with the President and/or other administrators to review budgetary data, enrollment projections, and other matters impacting the benefits program.

To remain properly informed, the Faculty Benefits Chair shall serve on Faculty Council and the College's Institutional Planning and Resource Committee (IPARC). The Chair-elect shall attend in the Chair's absence. The Faculty Benefits Chair-elect will also serve on IPARC.

The Committee shall, as informed by proposals and consultation with other faculty and the Faculty Council, make suggestions to the President for improvements in current benefits or the addition of such other benefits as from time to time are

considered useful and possible. Before the Administration makes any changes to current benefits, it should, if possible, consult with the Committee, which may share and discuss the information at the next Faculty Meeting.

The Committee's recommendations, as endorsed by the Faculty Meeting or Faculty Council, shall be given serious consideration before the determination of the final draft of the budget. The response of the Administration to these recommendations shall be reported to the Chair of the Faculty Benefits Committee, who shall report this response to the Faculty Council and the Faculty Meeting.

The Faculty Benefits Committee shall continue to function during the spring semester by conducting a retrospective evaluation of the recently finalized budget and by securing data relevant to the prospective agenda for the following year's Faculty Benefits Committee.

D. The Committee on Senior Promotion

1. Membership (8) or (10)

The Committee on Senior Promotion is composed of eight (8) tenured Professors, two from each Division and no more than one from any department, plus two (2) professional specialists if needed. Divisional representatives are elected as described in Article IV, Section A, for two-year staggered, overlapping terms. No department may hold a seat on the Committee on Senior Promotion for consecutive terms unless necessary. In the event that a Division cannot provide an eligible candidate, that representative to the Committee on Senior Promotion will be elected by the faculty from the Professors of the faculty at large by ballot under the supervision of the Faculty Council Chair. If a Professional Specialist applies for promotion to Clinical or Technical Professor, two Clinical or Technical Professors (if available), elected by the faculty at large will serve on the Committee for that year. These representatives shall enjoy all the privileges and responsibilities of that Committee in deliberating, voting and writing reports on the Professional Specialist candidates, but shall take no part in Committee actions regarding other candidates. If no Clinical or Technical Professor is available to serve on the Committee, the Committee shall meet with the chair of the candidate's department. The purpose of this meeting is to clarify the applicant's job description and the expectations for the position. The chair is not an advocate for the applicant, and will not participate in the Committee's deliberations.

2. Recommendations to the President

In accordance with the published public policies of the College this Committee will make recommendations based on academic and professional considerations for the granting of promotion to the rank of Professor. It shall provide the President with the reasons for its recommendations as specified in the "Procedural Guidelines for Promotion and Tenure and Senior Promotion Committees" in the *Faculty Handbook.*

3. Role of the Provost & Vice President for Academic Affairs and Associate Vice President for Academic Affairs & Dean of Arts and Sciences

Before the Committee evaluates any of the candidates, it shall meet with the P&VPAA and the AVPAA & Dean of Arts and Sciences to discuss the standards of performance expected for senior promotion. Though the P&VPAA will not serve as a member of this Committee, he/she shall provide it with all documents necessary for its work and make available copies of all official correspondence between the applicant and the College. The P&VPAA and the AVPAA & Dean of Arts and Sciences may be called by the Committee to provide information and advice. The President of the College should consider the Provost & Academic Vice President's recommendations on promotion along with but separately from those of this Committee.

4. Appeals of the Committee's Recommendation

A candidate for promotion shall be informed of the Committee's recommendation before the President reaches his decision. The candidate may appeal a negative recommendation according to the guidelines of the Procedural Review Committee.

E. The Committee on Tenure and Promotion

1. Membership (8) or (10)

The Committee on Tenure and Promotion shall be composed of eight tenured faculty members elected by the faculty. The membership of the Committee shall be composed of:

a. Four professors who are members of the Committee on Senior Promotion, one from each Division of the College, to be elected annually by and from that committee no later than October 1 to a one-year term. A member of the Committee on Senior Promotion shall not serve on the Committee on Tenure and Promotion if another member of his/her same department is already serving on that committee.

b. Four Associate Professors are to represent each of the Divisions as described in Article IV, Section A. Two candidates are to be elected each year to staggered, overlapping two-year terms of office.

c. If a professional specialist has applied for promotion to Associate Clinical or Technical Professor and there is no Professional Specialist on the Committee, the faculty shall elect two full-time Professional Specialists of the rank of associate or above to serve on the Committee for that year. Those representatives shall enjoy all the privileges and responsibilities of that Committee regarding recommendations of promotion in deliberating, voting and writing reports on the professional specialist candidates, but shall take no part in Committee actions regarding other candidates.

d. Both the Committee on Tenure and Promotion and the Senior Promotion Committee shall elect their own committee chairs.

2. Recommendations to the President

In accordance with the published public policies of the College this Committee shall make recommendations based on academic and professional considerations for the granting of tenure and for all promotions except to the rank of Professor. It shall provide the President with the reasons for its recommendations as specified in the "Procedural Guidelines for the Promotion and Tenure and Senior Promotion Committees" in the *Faculty Handbook.*

3. Role of the Provost & Vice President for Academic Affairs and Associate Vice President for Academic Affairs & Dean of Arts and Sciences

Before the Committee evaluates any of the candidates, it shall meet with the P&VPAA and AVPAA & Dean of Arts and Sciences to discuss the standards of performance expected for tenure and promotion. Though P&VPAA will not serve as a member of this Committee he/she shall provide it with all necessary documents for its work and make available copies of all official correspondence between the applicant and the College. The P&VPAA and the AVPAA & Dean of Arts and Sciences may be called by the Committee to provide information and advice. The President of the College should consider the recommendations of the P&VPAA on tenure and promotion along with but separately from those of this Committee.

4. Appeals of the Committee's Recommendation

A candidate for tenure or promotion shall be informed of the Committee's recommendation before the President reaches his decision. The candidate may appeal a negative recommendation according to the guidelines of the Procedural Review Committee.

F. The Third-Year Review Committee

- *Membership* (5)
  The Third-Year Review Committee shall be composed of five full-time members of the faculty. Four members, at the rank of associate or higher, will be selected from the Tenure and Promotion Committee, one from each Division of the College, to be elected annually by and from that committee no later than October 1 to a one-year term. The fifth member shall be a senior faculty member chosen by the probationary faculty member under review. When multiple probationary faculty are under review those selected senior faculty members will transition on and off the committee at the appropriate designated times.
- *Report to Probationary Faculty*
  In accordance with the published policies of the College, this committee will issue to the probationary faculty member a written report that summarizes and

evaluates the performance of the probationary faculty member under review. This report will adhere to guidelines specified in the "Procedural Guidelines for the Third-Year Review" in the Full-Time Faculty Handbook. This committee does not make a recommendation on the continued employment of the faculty member under review. A copy of the Third-Year Report will be forwarded to the appropriate department faculty chairperson and the Associate Vice President for Academic Affairs & Dean of Arts and Sciences.

G. The Faculty Scholarship Selection Committee

1. Membership (4)

The faculty scholarship selection committee is composed of four (4) faculty members, one from each division and no more than one from any department. These divisional representatives are elected as described in Article IV, Section A, for a **two-year term**.

2. Responsibilities

The committee receives applications for the faculty scholarship from student applicants. The committee selects a recipient of the scholarship and informs the Chair of Faculty Council of its decision.

H. Advisory Boards

When administrative officers or student groups seek sustained faculty participation in the performance of the functions of their office or group, they should petition the Faculty Council through its Chair or Chair-elect to secure such participation. The Faculty Council should seek to keep the number and membership of these auxiliary groups as small as possible and should seek to distribute this work equitably among the members of the faculty. Normally no member of the faculty should serve on more than one advisory board at a time. Examples include the Ethics Center Advisory Board and the Public Policy Advisory Board.

VI. Ad Hoc Committees

All committees, as well as the Faculty Meeting, may establish ad hoc committees to investigate and suggest policy recommendations. These ad hoc committees should be given a clear charge, will normally be limited in their scope and duration, and be responsible to the committee that created it. If the Faculty Meeting creates an ad hoc committee, membership of the committee will be determined by the Faculty Meeting or the Faculty Council Chair if the Faculty Meeting so designates.

VII. Communication

Especially important is communication between and among all the vested interests of the College. As new committees and structures are created, whether by the Faculty Meeting or Faculty Council, the Administration, or others, every effort should be made to ensure that the purposes, activities and resolutions of such committees are coordinated with and communicated to faculty governance structures in this Constitution.

VIII. Amendments to this Constitution

Assessment: During the third year after the ratification of this Constitution, the A&P Committee shall conduct a review of faculty governance (started Fall 2010, completed 2011). It shall present its findings and any recommendations for improvements, including amendments, to the Faculty Council, which shall in turn inform the Faculty Meeting. The A&P Committee will conduct similar reviews every five years thereafter (2015, 2020, 2025, etc.).

This Constitution may be amended in two ways:

1. When two-thirds of the Faculty Council approve an amendment, it will be forwarded to the Faculty Meeting. It shall require the approval of a majority of the faculty members participating in a written ballot to send a proposed amendment to the President or Board of Directors.

2. An amendment signed by 20% of the full-time faculty members and approved by two-thirds of the faculty participating in a written ballot shall send a proposed amendment to the President or Board of Directors.

IX. Ratification

This Constitution shall be ratified with the approval of two-thirds of the full-time faculty participating in a written ballot and the subsequent approval of the Board of Directors.

This Constitution shall replace in its entirety the Constitution of Faculty Governance at King's College as approved in 2007 and amended in 2008.

Principle of Continuity: Policy positions affecting academic and professional matters already approved by Faculty Council and accepted by either the President or the Board and policy positions accepted in official King's College publications (e.g., the College Catalog, *Faculty Handbook*, etc.) not directly altered by the ratification of this document shall continue in force; nor shall they be changed, nor new positions adopted without appropriate consultation of the Faculty Council and the President or Board.

Approved by King's College Faculty Council April 1, 2011.

Approved by King's College Faculty Meeting May 4, 2011.

Approved by King's College Board of Directors October 8, 2011.

AMENDMENT I [2012]

Section V.B.4. Changes to Major Curricula

AMENDMENT II [2017]

Section III.A. Methods of Operation

AMENDMENT III [2017]

Section V. Other Standing Committees of the Faculty Meeting

AMENDMENT IV [2017]

Section III.B. The Faculty Council Chair and Chair-elect

AMENDMENT V [2017]

Section III.A. Methods of Operation

APPENDIX C: HIRING PROCEDURES FOR FACULTY POSITIONS

I. ASSESSMENT OF NEED

Department chairs/program directors will request a *need assessment* with the assistance of the Institutional Planning & Research Office prior to making a formal request to initiate the process of recruiting and hiring a full-time faculty member.

Relevant information includes:

- Teaching needs for the department's major program and the Core curriculum.
- Areas of expertise needed within the major program.
- Enrollment patterns in courses taught by department faculty.
- Extra-departmental needs that are met by the department.

Resources include:

- Institutional statistics on major programs.
- Academic program review recommendations.
- Department/Program Proposal

The appropriate dean/department chair/program director presents a written proposal to recruit a full-time faculty member to the Provost & Vice President for Academic Affairs. Information supporting the proposal should include:

- The recommendation for a *tenure-track*, *special appointment*, or *professional specialist* position and the academic rank (see the "Policies Regarding Advertising and Filling Faculty Positions").
- Draft versions of the desired advertisement or position posting including:
    - Qualifications, experience, and other relevant credentials such as licenses, etc.
    - The deadline for submitting applications (print/electronic) or the date when the application review will begin.
- The most effective medium for advertising/posting the position.

The Provost & Vice President for Academic Affairs will review the proposal in the context of institutional priorities and departmental needs and will make a recommendation to the President for his approval. Authorization to proceed requires the President's approval.

II. SCREENING/INTERVIEW PROCESS

The Academic Affairs Office manages the advertising/search process, including:

- Placing notices of position openings.
- Receiving and acknowledging applications.
- Preparing applicant dossiers for review.

- Arranging the details for on-campus interviews.
- Processing travel reimbursement requests.

The department chair/program director oversees the review of applications by the department faculty and presents a list to the Academic Affairs Office of ordinarily no more than three applicants to be invited for on-campus interviews. Preliminary screening of applicants through telephone or conference interviews should normally precede invitations for on-campus interviews. The College Human Resources Office will provide copies of current guidelines for interviewing in conformity with applicable laws.

A. *On-Campus Interviews*

Arrangements for on-campus interviews are made by the Academic Affairs Office. Whenever possible, on-campus accommodation in the College apartments will be used. Efforts will also be made to secure the best available travel fares.

B. *Interview Schedule*

Ordinarily, the interview schedule will include appointments with the President, the Provost & Vice President for Academic Affairs, the Associate Vice President for Academic Affairs & Dean of Arts and Sciences (or the Dean of MSB/Dean of Health Sciences), as well as a class presentation to students.

C. *Recommendation for Hire*

In consultation with the faculty, the department chair/program director will present a written recommendation to the Provost & Vice President for Academic Affairs in support of the preferred applicant. Relevant information for the employment offer should be included.

III. Employment Offer and Issuance of Contract

The Provost & Vice President for Academic Affairs contacts the recommended applicant and conveys the position offer. When an applicant accepts the position offer, the Provost & Vice President for Academic Affairs sends the recommendation to the President, who issues the letter of appointment and the initial contract.

Department of Art, Speech, and Theatre
Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor of Art, Speech, and Theatre, a tenure-track faculty member who does *not* specialize in visual or performance arts is expected to have published or have had accepted for publication either (a) a scholarly book published by an academic press or (b) at least one scholarly article in a peer-reviewed academic journal. In addition, the faculty member must have presented at least two papers at academic conferences.

To earn tenure and be eligible for promotion to Associate Professor of Art, Speech, and Theatre, a tenure-track faculty member who *does* specialize in visual or performance arts is expected either to have:

(i) published or have had accepted for publication either (a) a scholarly book published by an academic press or (b) at least one scholarly article in a peer-reviewed academic journal. In addition, the faculty member must have presented at least two papers at academic conferences; or

(ii) demonstrated a consistent pattern (at least one annually) of peer-reviewed exhibited art works or public performances.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor of Art, Speech, and Theatre, a tenure-track faculty member must demonstrate a consistent pattern of professional development and engagement since appointment to the rank of Assistant Professor. Activities that can document such a pattern include but are not limited to:

- Service to professional societies and discipline related organizations, including advisory and editorial boards
- Attendance at various conferences, workshops, symposia, and conventions
- Consulting in one's area of expertise
- Creation of new courses
- Service to professional and scholarly publications
- Membership on visiting review teams
- Work on various theatrical productions on the King's campus, including directing and/or designing sets, lights, costumes, and/or properties

C. Standards of Scholarship for Promotion to Full Professor

To be eligible for promotion to Professor of Art, Speech, and Theatre, a faculty member who does *not* specialize in visual or performance arts must, since his or her advancement to the rank of Associate Professor, have published or have had accepted for publication either (a) a scholarly book published by an academic press or (b) at least one

scholarly article in a peer-reviewed academic journal. In addition, the faculty member must have presented at least two papers at academic conferences.

To be eligible for promotion to Professor of Art, Speech, and Theatre, a faculty member who *does* specialize in visual or performance arts must, since his or her advancement to the rank of Associate Professor, have:

(i) published or have had accepted for publication either (a) a scholarly book published by an academic press or (b) at least one scholarly article in a peer-reviewed academic journal. In addition, the faculty member must have presented at least two papers at academic conferences; or

(ii) demonstrated a consistent pattern (at least one annually) of peer-reviewed exhibited art works or public performances.

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to Professor of Art, Speech, and Theatre, a faculty member must demonstrate a consistent pattern of professional development and engagement since his or her advancement to the rank of Associate Professor. Activities that can document such a pattern include but are not limited to:

- Service to professional societies and discipline related organizations, including advisory and editorial boards
- Attendance at various conferences, workshops, symposia, and conventions
- Consulting in one's area of expertise
- Creation of new courses
- Service to professional and scholarly publications
- Membership on visiting review teams
- Work on various theatrical productions on the King's campus, including directing and/or designing sets, lights, costumes, and/or properties

E. Standards of Scholarship and Professional Development for Promotion to Associate/Full Technical Professor of Art, Speech, and Theatre

Scholarship is encouraged but not required for promotion to Associate or Full Technical Professor of Art, Speech, and Theatre. Standards of professional development for promotion are identical to those for tenured or tenure-track faculty in the department.

DEPARTMENT OF BIOLOGY

Departmental Standards for Scholarship and Professional Development

Preamble

Effective teaching is the dominant pursuit of faculty at King's College. Particularly in the sciences, mentoring meaningful research experiences for students is an integral component of teaching. Likewise, the pace at which the biological sciences change demands that faculty stay current in their discipline. First hand knowledge of the latest techniques and trends is an invaluable tool for both teaching and recruitment of new students and faculty. As such, evidence that faculty are continually and effectively engaged in research with students is necessary for promotion.

The importance of scholarship in biology cannot be underestimated, nor can the time required to successfully engage students in a meaningful research experience. In the Department of Biology, scholarship is largely defined as scientific research, and it should involve students whenever possible. The biology curriculum stresses the importance of research to a successful career, and it is imperative that the experience be reflective of the rigors of the scientific method. To this end, the ultimate goal of research is to broaden the scope of scientific understanding. In order to ensure research is of the highest quality, it needs to be shared with the scientific community and undergo peer review.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

Faculty wishing to be tenured and promoted from the rank of Assistant to Associate Professor should, from the five year period prior to their tenure review:

I. Be an author of two published or forthcoming peer reviewed papers (author position is irrelevant)

- Due to the relative rigor and difficulty of publication (especially with undergraduate authors), two presentations at professional conferences can replace one peer reviewed paper
- Publication of a book chapter may count as one paper, publication of a book may count as multiple papers; and

II. Present (or have a student do so on your behalf) at one professional conference.

As part of the candidate's tenure package, it is incumbent upon the applicant to nominate appropriate papers and presentations and to explain their significance and impact on their discipline. Peer review is an essential component of scholarship, and only peer-reviewed publications should be nominated toward a candidate's scholarship requirement. Publications resulting from work done previous to the applicant's appointment at King's College (but published while the applicant is a faculty member of the college) are acceptable. However, at least one of the nominated publications or presentations should include undergraduate authors from King's College or be the result of work initiated at King's College. Before submitting his or her dossier to the Committee on Tenure and Promotion, the candidate is encouraged to get feedback from the tenured faculty of the Department of Biology. Non-tenured faculty are also encouraged to meet with tenured faculty at the end of years one, three and five to assess their scholarship progress in order to address any concerns and ensure the candidate has adequate support in their research endeavors.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

Faculty members are expected to maintain a consistent pattern of professional development. Professional development includes activities undertaken by a faculty member to maintain currency within his or her discipline or to enhance his or her professional knowledge or skills. Activities include but are not limited to:

- Development and/or significant revision of major courses
- Development and/or significant revision of laboratory exercises
- Development of new pedagogy or application of existing pedagogy to major courses
- Application of new or relevant technology for teaching and/or faculty/student research
- Participation in workshops, seminars or courses that provide new information or applications for teaching and/or faculty/student research
- Development and application of assessment strategies or tools that enhance student learning and/or design and application of tools that provide documentation (measures) of enhanced student learning
- Attendance at professional meetings where new information and/or applications are made available

- Consulting and/or collaborative associations with other professionals in activities relevant to the discipline
- Preparation of an external grant proposal (internal or external)
- Designing and/or conducting seminars and/or workshops for professional meetings
- Obtaining certification and/or licensure in a professional area.

C. Scholarship Standards for Promotion to Professor

The scholarship requirements for promotion to Professor are the same as that for tenure with one exception noted below:

I. Be an author of two published or forthcoming peer reviewed papers (author position is irrelevant)
   - Due to the relative rigor and difficulty of publication, two presentations at professional conferences can replace one peer reviewed paper
   - Publication of a book chapter may count as one paper, publication of a book may count toward multiple papers; and

II. Present (or have a student do so on your behalf) at one professional conference.

Again, the candidate's promotion package should include a section nominating representative publications and an explanation of both the significance of the publications and the impact on their discipline. Unlike consideration for tenure, the majority of publications should include undergraduate authors or be the result of work initiated while employed at King's College. Publications resulting from work while on sabbatical also count toward the majority. Publications previously submitted for consideration as part of an applicant's tenure package may not be submitted as evidence of scholarship for promotion to Professor.

D. Professional Development Standards for Promotion to Professor

These are the same as those specified in Section B.

William G. McGowan School of Business
Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor for Scholarly Academics

Qualification as a Scholarly Academic requires faculty to demonstrate the levels of sustained and substantive academic and/or professional engagement necessary and consistent with the relationship of the faculty member's doctoral degree to the fields in which they are teaching. Faculty must complete a minimum of five scholarly activities from three categories.

Category 1

The first category is peer-reviewed journal articles. Undergraduate faculty must publish a minimum of one (1) or more refereed journal articles within the six-year period for maintenance of accreditation review and graduate faculty must publish at least two (2) refereed journal articles within the same six-year period. Articles must be related to any discipline that a faculty member regularly teaches. If a faculty member teaches both undergraduate and graduate courses, they

must publish a minimum of at least two (2) refereed journal articles. One article must be in the undergraduate discipline they teach in and one article must be in the graduate discipline they teach in.

To be considered a refereed journal article, the scholarship must satisfy the following four conditions:

1) it was subjected to a formal review process;
2) the review included a peer or editorial review;
3) the article is readily available for public scrutiny in a library or through an on-line retrieval service; and
4) the outlet must demonstrate its level of quality and alignment with the mission of the College and School of Business.

It will be normally assumed journals listed in Cabell's directory and/or other nationally recognized indices satisfy the above four conditions. Articles appearing in journals not listed in Cabell's or other nationally recognized indices require the MSB faculty member to document the above four conditions and acceptance rate in order for the scholarship to be considered a peer reviewed journal article. As a measure of quality, the journals that meet the above criteria are further evaluated utilizing journal acceptance rates.

Journals are broken down into three categories:

- Low acceptance rate journals – Those with acceptance rates below 30%
- Mid-range acceptance rate journals – Those with acceptance rates of 30% to 60%
- High acceptance rate journals – Those with acceptance rates above 60%

It is normally expected that faculty will be publishing in the low acceptance rate and mid-range acceptance rate journals. Co-authored refereed journal articles will normally count as a scholarly activity for each author. Cases published in peer reviewed journals meeting the above qualifications will count toward the faculty members required expectations for journal publications. Further information regarding quality appears in the section on Academic Impact.

Category 2

The second category of scholarly activity includes items listed below. In lieu of a second journal article, undergraduate faculty should complete at least one of the scholarly activities from this category related to the discipline they are teaching in.

- articles in professional publications
- competitive research grant awards from a major funding agency
- authorship of a peer reviewed, proceedings academic publication
- authorship of a peer reviewed, proceedings professional publication
- Authoring a textbook or chapter thereof or revising an edition of a textbook or chapter thereof in general circulation published by a recognized publisher in the field

Category 3

The third category of scholarly activity includes items listed below and should be related to the discipline faculty are teaching in.

- Articles in newspapers or magazines
- Making a presentation at an academic conference
- Making a presentation at a professional conference
- Serving as a member of a board of directors of a company or not for profit organization and making a substantial contribution to the organization
- Authorship of a research monograph, academic conference presentations, faculty research seminar, or non-peer reviewed journal article.
- Case studies adapted for teaching (but not appearing in case study journals).
- Editorial contributions
- Contributions as an editorial board member
- Significant involvement in the operation of a business or not for profit organization (full time or part time involvement), whose role is related to a faculty member's field
- A faculty internship of one month or longer in which the faculty member has been given a set of responsibilities to execute
- Contributions arising from membership of review panels for national or international research organizations
- Editorial responsibilities such as editor-in-chief or executive editor of a journal or practitioner periodical or service as an editorial board member for these journals or periodicals
- Writing an invited article for an academic journal or practitioner periodical, journal, and/or professional organization in the faculty members discipline, either in print or online versions
- Obtaining new or maintaining an appropriate professional certification
- Participating in evaluation teams, such as a regional accrediting body or AACSB or other discipline specific visits
- Making an invited presentation
- Taking a course in a new or emerging field with implications for primary field
- Service in an administrative or quasi-administrative position at the College level which would influence and impact the mission of the College or School of Business, such as Dean, Associate Dean, Program Director or Department Chair

B. Scholarship Standards for Promotion for Practice Academics

Faculty members that have an appropriate terminal degree or validated a related degree by additional training, experience, or program of research can also be qualified as a Practice Academic. Classification as a Practice Academic proceeds from a faculty member having met the requirements of a Scholarly Academic for a significant period of time with service to the College or another College or University prior to joining the faculty of King's College and can be granted only after application to and approval by the College President after consultation with

the Dean of the School of Business and Vice President for Academic Affairs. The category of Practice Academic is not an automatic fallback qualification from Scholarly Academic.

Qualification as a Practice Academic is maintained by high levels of professional engagement and activity. In furtherance of the College and School of Business Missions, the primary responsibility for Practice Academics is to ensure their knowledge is current and can sustain the scrutiny of their peers and this acceptance is documented. For example, qualifications can be obtained through active involvement in the professional community through delivery of papers, membership in professional associations, continuing education, and certifications. Certifications would mean maintaining an existing one or accomplishing new professional designations or licenses. Special circumstances will be addressed in agreement with the individual faculty member and Dean of the School of Business and/or Vice President for Academic Affairs.

Practice Academics are considered qualified if they have ongoing and continuous involvement of professional/intellectual development activities (See requirements under Scholarly Academic for professional development activities). Ongoing and continuous activities are considered to include one peer reviewed journal activity as outlined for Scholarly Academic (SA) qualification or the performance of significant high level full-time academic duties as a Dean, Associate Vice-President, Vice-President, or President for the College along with four activities in a five-year period from the list of professional/intellectual activities previously listed for Scholarly Academic (SA) qualification.

C. Initial Professional Experience for Scholarly Practitioner (SP) and Instructional Practitioner (IP)

Faculty hired without a terminal degree may qualify under the definitions for SP or IP if they have significant professional experience in the area in which they will teach and will typically have a master's degree or significant graduate level training in a field related to the area of their teaching assignment. In addition, at the beginning of an appointment as a Scholarly or Instructional Practitioner the candidate must have a position with significant authority for a duration sufficient, normally 5 years or greater, to allow development of expertise related to the area of teaching assignment. These faculty members should have significant business experience with significant authority and managerial responsibility for a sufficient duration to allow them to bring practitioner insights to their areas of teaching assignment.

The candidate and the Dean will collaborate to establish and document a portfolio to show initial qualification for hire. Qualifications will be intellectual contributions, professional development activities, and/or professional experience. If deemed qualified, the portfolio at hiring for the new faculty member is assumed to be current for 5 years.

Sustained Qualifications for Promotion for Scholarly Practitioners

Scholarly Practitioners are considered qualified if they have completed at least two professional development activities from any of the three categories outlined above and at least three activities from the other category listed below within the last 5-year period under maintenance of accreditation review. Activities must relate to the discipline the faculty member is currently teaching in.

Examples of "other category (OC)" professional development activities can include the following:

- On retainer or employed by a company providing significant continued business experience;
- Workshops for faculty on a company, industry, or discipline of significant nature;
- Active in practitioner associations, providing interaction with peer level professionals at a significant level and duration;
- Participate in industry specific seminars (strategy sessions, lobbying efforts, regulatory compliance, etc.);
- Attend conference in discipline;
- Attend conference in pedagogy;
- Participate in programs that shape the relationship between higher education and standards required in an industry (such as consultation on content, administration, or grading of CPA, CMA or other professional examinations);
- Maintain a significant consulting experience with clients;
- Creating and/or delivering executive education seminars;
- Publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base; and
- Completing graduate level college courses related to the field of instruction.

Sustained Qualifications for Promotion for Instructional Practitioners

Qualification as an Instructional Practitioner is maintained by continued high levels of professional involvement and activity. The primary responsibility for Instructional Practitioners is to ensure their knowledge is current and can sustain the scrutiny of their peers and this acceptance is documented. For example, qualifications can be obtained through active involvement in the professional community through continued significant management employment of the type required for initial qualification, delivery of papers, and membership in professional associations, continuing education, and certifications. Certifications would mean maintaining an existing designation or license or accomplishing new professional designations or licenses. Special circumstances will be addressed in agreement with the individual faculty member and Dean of the School of Business and/or Vice-President for Academic Affairs.

A faculty member who was initially qualified at the time of hire and meets any of the following conditions during the previous five-year period will continue to be qualified as an Instructional Practitioner (IP) if he/she:

1) Is currently working full-time (or almost full-time) in business with job responsibilities, significant in duration and responsibility as outlined previously, related to the field or teaching assignment; or

2) Has completed at least 1 professional/intellectual development activity, and other activities from professional/intellectual development activity or other categories totaling

5 or more activities that support the School of Business mission within the 5-year period under maintenance of accreditation review.

D. Scholarship Standards for Promotion to Professor

The scholarship standards for promotion to Professor are the same as the standards for promotion to Associate Professor.

DEPARTMENT OF CHEMISTRY AND PHYSICS

(revised 8/21/2014)

Departmental Standards for Scholarship and Professional Development

Preamble: Scholarship and Professional Development efforts by a faculty member are those that improve teaching, expand the faculty member's knowledge, and maintain currency and contact with the standards of the discipline. Scholarship in the sciences, in general, and in chemistry and physics, in specific, differs from scholarship in other disciplines. As the eminent physicist Richard Feynman said "It doesn't matter how beautiful your theory is. It doesn't matter how smart you are. If it doesn't agree with experiment, it's wrong." In the sciences, experiments rarely turn out the way that you expect them to, and much time is spent trying to figure out what, if anything, your results mean. Sometimes these unexpected results lead to new areas of research and development, but often times they result in dead ends that you need to find a way around. This means that much of a scientist's time is spent running experiments that do not yield publishable results. This makes publishing new and novel research in chemistry and physics quite challenging.

In addition, research in chemistry and physics often requires complex and expensive equipment that requires time and effort to ensure that it is functioning properly and well maintained. Large research institutions, as well as many smaller colleges and universities, have full time staff members who maintain and fix broken equipment. At King's College, this responsibility falls on the faculty members who use the equipment. This time and effort is necessary, but does not lead directly to publishable results.

To help obtain funds for equipment and research, the Department of Chemistry and Physics encourages it members to seek external funding through grants. However, writing a grant proposal is highly risky. It requires at least as much intellectual effort and time as writing a publication, yet approval rates are far lower than journal acceptance rates. In light of the inevitable intellectual gains to the faculty member, as well as the potential gains to the department and institution, this activity is highly valued.

Educating our students is the top priority at King's College; as such it is highly encouraged that students be involved in research. Working with students on research projects is often cited as a high impact teaching practice. While working on an independent chemistry or physics research project is tremendously beneficial for the students, it requires a large amount of time and effort on the part of the faculty mentor to train the students on instruments and techniques that have not been encountered in the regular course of study. The Department of Chemistry and Physics values this effort, but also recognizes the limitations it might place on the faculty member's other activities.

To be granted Tenure and/or Promotion it is expected that faculty members in the Department of Chemistry and Physics show a consistent pattern of public scholarship and professional development.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

Scholarship includes those activities that join serious intellectual activity with peer review. The principal purpose of scholarship is to support teaching by maintaining the faculty member's currency. We are expected to be both working

scientists and teachers. Study of both the science itself and the pedagogy of that science are equally valued. A consistent pattern of scholarship is expected and must include no less than one publication in the peer reviewed literature such as a journal, book chapter, or major received grant. Publication of research done before becoming a faculty member at King's counts toward the tenure publication requirement if additional experiments in the publication were performed at King's and/or if the faculty member contributed to the writing of the publication after becoming a faculty member at King's.

Scholarship activities include, but are not limited to:

- Eliminated – Critically reviewed endeavors such as exhibits, performances etc.
- Giving invited lectures on scholarly subjects both on- and off-campus.
- Participation on academic panels at professional conferences.
- Written, oral, or poster presentations at professional conferences given by the faculty member and/or his/her research student(s).
- Publication in scholarly journals, anthologies, or encyclopedias.
- Principal or significant authorship of a received major grant in support of research and scholarly activity is considered the equivalent of a publication in a peer-reviewed scholarly journal.
- Publication of monographs and books.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

Professional development includes activities undertaken by a faculty member to maintain currency within his or her discipline or to enhance his or her professional knowledge or skills. Professional development activities include, but are not limited to:

- Attending meetings of professional societies.
- Attending professional workshops.
- Designing and conducting seminars and/or workshops for professional meetings.
- Holding office in professional societies in one's discipline.
- Obtaining further education in a relevant field.
- Obtaining or maintaining certification or licensure.
- Eliminated – Performing clinical work with fellow professionals
- Principal or significant authorship of grant proposals in support of research and scholarly activity.
- Professional consulting in one's area of expertise (to business, government, or academic institutions).
- Professional service (e.g., expert witness, referee for scholarly publications, site visit team member).
- Faculty/Student research project summaries used for accreditation (e.g., as required by the American Chemical Society).

C. Scholarship Standards for Promotion to Professor

The scholarship requirements for promotion to Professor are the same as those for tenure and promotion to Associate Professor.

D. Professional Development Standards for Promotion to Professor

The professional development requirements for promotion to Professor are the same as those for tenure and promotion to Associate Professor.

The expectations of the College in regard to faculty scholarship and professional development must remain commensurate with time and resources available. Faculty members reasonably look to the College for support for their scholarship and professional development in the form of released time, clerical assistance, summer research grants, assistance with conference fees and travel, etc. The College will entertain proposals for faculty development grants. The College will seek external funding to assist faculty members in their scholarship activities. The Institutional Advancement and Grants Offices will also work with faculty members and academic programs wishing to develop sources of external funding.

COMPUTER SCIENCE

(revised 09/01/2015)

Departmental Standards for Scholarship and Professional Development

Preamble: King's College Computer Science faculty are primarily focused on outstanding teaching of undergraduate students. In order to maintain currency in the dynamic field of computing, it is necessary for faculty members to participate in scholarship and professional development that improve teaching, expand the faculty member's knowledge, and maintain contact with the standards of the discipline. Computer Science faculty do this by publishing quality peer-reviewed papers, presenting their work by giving talks, and engaging students in scholarship that advances their educational experience. Since we wish for faculty to have the freedom and flexibility to take advantage of scholarship opportunities that are available to them, it is also acceptable for them to engage in scholarship in additional ways.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

Scholarship includes those activities that join serious intellectual activity with peer review. The principal purpose of scholarship is to support teaching by maintaining the faculty member's currency. We are expected to be both working scientists and teachers, thus both the science itself and the pedagogy of that science are equally valued. A consistent pattern of scholarship is expected and must include no less than one publication in the peer-reviewed literature within the last five years. Examples include but are not limited to:

- A publication in a highly-selective, peer-reviewed computer science or computer science education conference (acceptance rate less than or equal to 39%). Due to the rigor and difficulty of publication in highly-selective conferences, two publications in lesser, peer-reviewed conferences can replace one highly-selective conference.
- A publication in a peer-reviewed computer science or computer science education journal.
- Peer-reviewed publication of a book or chapter or chapters of a book on computer science or computer science education.
- Publication in a peer-reviewed journal that involves computer science, but is not centrally a computer science publication. This would include articles that include the interdisciplinary application of computer science.
- Principal or significant authorship of a received major grant in support of research and scholarly activity.

Note: If a publication includes co-authors, the faculty member should write a brief description of his/her contribution to the article.

In addition to peer-reviewed publication, Computer Science faculty members are expected to show a consistent pattern of presenting their work to their peers and must include no fewer than one presentation within the last five years. Examples of ways that Computer Science faculty can present their work include but are not limited to:

- An invited computer science presentation at professional conference or other college or university.
- Participation on academic panels or Program Committees for professional conferences.
- Oral or poster presentations at professional conferences, on research in which the faculty member actively participated, given by the faculty member and/or their research students.

Rationale: The quickly changing nature of Computer Science lends itself to a different model for publication than do most disciplines. In Computer Science, the primary venue for publishing original research is in conference proceedings where papers tend to be shorter and more rigorously reviewed. The prestige of a conference is measured by its acceptance rate with lower acceptance rates at the most prestigious conferences. Journal articles are generally used to publish extended versions of papers that have already been published and presented at conferences. [1] [2] Our DSS reflect these trends. Additionally, since grant proposals generally require that a great deal of preliminary work be completed and are as rigorously reviewed as submissions to the most prestigious conferences, we include the authorship of received grants in support of research and scholarly activity.

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[1] Computing Research Association. *Evaluating Computer Scientists and Engineers for Promotion and Tenure*, **Computing Research News**, September 1999.

[2] B. Meyer, C. Choppy, J. Staunstrup, and J van Leeuwan. *Research Evaluation for Computer Science*, **Communication of the ACM**, 52(4), April 2009.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

Equally important to scholarship is professional development. Professional development includes activities undertaken by a faculty member to maintain currency within his or her discipline or to enhance his or her professional knowledge or skills. A consistent pattern of professional development is expected and should include activities such as:

- Designing and conducting seminars and/or workshops for professional meetings.
- Attendance of meetings of professional societies, conferences, or workshops.
- Holding office in professional societies.
- Obtaining further education in a relevant field.
- Obtaining or maintaining professional certifications.
- Authorship and release of a significant software product.
- Professional consulting in one's area of expertise (to business, government, or academic institutions).

C. Scholarship Standards for Promotion to Professor

The activities and accomplishments of a successful candidate for promotion to professor during the time period after advancement to the rank of associate professor would meet or exceed the scholarship standards listed in Part A.

D. Professional Development Standards for Promotion to Professor

The activities and accomplishments of a successful candidate for promotion to professor during the time period after advancement to the rank of associate professor would meet or exceed the professional development standards listed in Part B.

Department of Computers & Information Systems

Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor of Computers and Information Systems, a tenure track faculty member is expected to have at a minimum two published scholarly peer reviewed journal articles within the last five years that meet the following criteria:

a. It was subjected to a formal review process
b. The review included a peer or editorial review
c. The public may view this article in a library or online

Or one scholarly peer reviewed publication and one of the following:

d. The publication of a scholarly book or chapter in a scholarly book
e. Scholarly publication that includes the work done by/with a student

Proof of the review process may be required.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor, a tenure track faculty member must demonstrate a consistent pattern of engagement with the Information Technology (IT) community of practice. These activities should foster professional development and provide a contribution to the IT field. These activities should reflect activities that are consistent with a pattern of professional development in the IT community. The following list defines minimum requirements for professional development:

- Have attended two national or international IT-related conferences, preferably with a presentation of a paper, panel or other contribution
- Participate in at least two of the following activities. Activities that promote the community of practice for IT examples would be:
    - Serving as an IT expert or consultant on external projects
    - Applying for internal or external research grants
    - Serving the regional or national IT organizations, including organizing and/or presiding over conference sessions, serving as an officer, etc.
    - Development and/or significant revision of major courses or pedagogy including assessment strategies or tools

The department will give consideration to activities not listed as evidence of professional development.

NB: Standards for promotion to Associate Technical Professor require candidates to participate in the same professional development activities as those carrying the status of tenure-track faculty. The department realizes that these activities may reflect more of a practitioner's model and be balanced toward more practical activities. However, as this is an academic institution academic writing that reflects the work done by the technical faculty member is strongly encouraged.

C. Scholarship Standards for Promotion to Professor

To be eligible for promotion to Professor in the Department of Computers & Information Systems a tenure track faculty member is expected to have at a minimum two published scholarly peer reviewed journal articles within the last five years since promotion to Associate Professor that meet the following criteria:

a. It was subjected to a formal review process
b. The review included a peer or editorial review
c. The public may view this article in a library or online

Or one scholarly peer reviewed publication and one of the following:

d. The publication of a scholarly book or chapter in a scholarly book
e. Scholarly publication that includes the work done by/with a student

Proof of the review process may be required.

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to Professor in the Department of Computers & Information Systems a tenure track faculty member is expected to show an ongoing commitment to professional development and contribution to the IT community of practice. These activities should foster professional development and provide a contribution to the IT field. These activities should reflect activities that are consistent with a pattern of professional development in the IT community. The following list defines minimum requirements for professional development:

- Have attended two national or international IT-related conferences, preferably with a presentation of a paper, panel or other contribution
- Participate in at least two of the following activities. Activities that promote the community of practice for IT examples would be:
    - Serving as an IT expert or consultant on external projects
    - Applying for internal or external research grants
    - Serving the regional or national IT organizations, including organizing and/or presiding over conference sessions, serving as an officer, etc.

- Development and/or significant revision of major courses or pedagogy including assessment strategies or tools

The department will give consideration to activities not listed as evidence of professional development.

NB: Standards for promotion to Technical Professor require candidates to participate in the same professional development activities as those carrying the status of tenure-track faculty. The department realizes that these activities may reflect more of a practitioner's model and be balanced toward more practical activities. However, as this is an academic institution academic writing that reflects the work done by the technical faculty member is strongly encouraged.

Department of Economics

Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To be recommended for tenure and promotion to the rank of Associate Professor, it is expected that a member of the Economics faculty engage in the following public scholarship activities:

- Presentations (including poster sessions) at academic conferences, on a regular basis.
- Publication of at least one article in a refereed journal or refereed conference proceedings, or a chapter in a book from a noted publisher.
- Though not required, the following scholarly activities are also encouraged:
    - Publication of book reviews, textbooks, or other pedagogical material.
    - Authorship of received grants.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To be recommended for tenure and promotion to the rank of Associate Professor, it is expected that a member of the Economics faculty engage in the following professional development activities:

- Active participation in a professional organization, which may include, but is not limited to: editing the organization's journal; serving on the organization's board; organizing conference sessions; serving as a paper discussant; or serving as a paper reviewer for conferences and/or journals.
- Though not required, the following professional development activities are also encouraged:
    - Participation in professional development seminars related to Economics, pedagogy, or other topics that advance the mission of King's College.
    - Reviewing textbooks and other pedagogical material.
    - Professional consulting or service (to business, government, or academic institutions) in one's area of expertise.

C. Scholarship Standards for Promotion to Professor

To be recommended for promotion to the rank of Professor, it is expected that a member of the Economics faculty engage in the following public scholarship activities:

- Presentations (including poster sessions) at academic conferences, on a regular basis.

- Publication of at least one article in a refereed journal or refereed conference proceedings, or a chapter in a book from a noted publisher, since promotion to Associate Professor.
- Though not required, the following scholarly activities are also encouraged:
    - Publication of book reviews, textbooks, or other pedagogical material.
    - Authorship of received grants.

D. Professional Development Standards for Promotion to Professor

To be recommended for promotion to the rank of Professor, it is expected that a member of the Economics faculty engage in the following professional development activities:

- Active participation in a professional organization, which may include, but is not limited to: editing the organization's journal; serving on the organization's board; organizing conference sessions; serving as a paper discussant; or serving as a paper reviewer for conferences and/or journals.
- Though not required, the following professional development activities are also encouraged:
    - Participation in professional development seminars related to Economics, pedagogy, or other topics that advance the mission of King's College.
    - Reviewing textbooks and other pedagogical material.
    - Professional consulting or service (to business, government, or academic institutions) in one's area of expertise.

Department Of Education

Departmental Standards for Scholarship and Professional Development

Preamble

The mission of the Education Department is to prepare reflective practitioners who are recognized for their vision, motivation, knowledge, skills and dispositions as they develop, manage and monitor communities for learning in a diverse and complex world. This mission is built on the foundational tenets of a broad-based liberal arts education in the tradition of King's College and the Congregation of Holy Cross and the best professional practices of teacher education.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To be awarded tenure and to be eligible for promotion to Associate Professor in the King's College Department of Education, a faculty member is expected to have engaged in scholarship. Scholarship includes those activities that join serious intellectual activity with peer review.

A candidate's commitment to scholarly production must result in:

- At least one refereed or editorially reviewed publication. Publications may include scholarly articles, book chapters, or books; textbooks; book reviews; encyclopedia articles; biographical essays; translations; op-ed pieces in professional publications; and digital scholarship. Assessment of this material should take into account the balance between quality and quantity; and

- Active participation in the accreditation process for NCATE and PDE.

In addition, it is expected that each candidate has at least two (2) items from the following list within a five-year cycle.

- Presentations at professional conferences
- Principal authorship of received grants in support of research and scholarly activity
- Publication in scholarly journals, anthologies, encyclopedias, or conference proceedings
- Publication of books
- Presenting invited lectures on scholarly subjects both on- and off-campus
- Development and dissemination through professionally recognized channels of curricular, pedagogical, and other educational resources

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To be awarded tenure and to be eligible for promotion to Associate Professor in the King's College Department of Education, a faculty member is expected to demonstrate a consistent pattern of professional development. This may include:

- Regular attendance at scholarly conferences, workshops, or symposiums
- Collaboration with PK – 12 faculty (for example, conducting workshops, serving on advisory boards, consulting on the development of curriculum, advising school administration, conferencing with field placement site personnel)
- Attendance and presentations at King's College professional development opportunities
- Attending meetings of professional societies
- Holding office in professional societies in education
- Obtaining further education in a relevant field
- Maintaining certification requirements of NCATE and PDE
- Performing clinical work with fellow professionals
- Professional consulting in one's area of expertise
- Professional service (e.g., expert witness, referee for scholarly publication, site evaluation team member.
- Textbook reviewer
- NCATE reviewer
- Creating new courses

It is expected that each candidate meets these standards in three (3) categories within a five-year cycle.

C. Scholarship Standards for Promotion to Professor

To be awarded promotion to Professor in the King's College Department of Education, an Associate Professor is expected to have engaged in scholarship. Scholarship includes those activities that join serious intellectual activity with peer review. A candidate's commitment to scholarly production must result in:

- At least one refereed or editorially reviewed publication. Publications may include scholarly articles, book chapters, or books; textbooks; book reviews; encyclopedia articles; biographical essays; translations; op-ed pieces in professional publications; and digital scholarship. Assessment of this material should take into account the balance between quality and quantity; and

- Active participation in the accreditation process for NCATE and PDE.

In addition, it is expected that each candidate has at least two (2) items from the following list within a five year cycle.

- Presentations at professional conferences
- Principal authorship of received grants in support of research and scholarly activity
- Publication in scholarly journals, anthologies, encyclopedias, or conference proceedings
- Publication of books
- Presenting invited lectures on scholarly subjects both on- and off-campus
- Development and dissemination through professionally recognized channels of curricular, pedagogical, and other educational resources

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to Professor in the King's College Department of Education, an Associate Professor is expected to demonstrate a consistent pattern of professional development. This may include:

- Regular attendance at scholarly conferences, workshops, or symposiums
- Collaboration with PK – 12 faculty (for example, conducting workshops, serving on advisory boards, consulting on the development of curriculum, advising school administration, conferencing with field placement site personnel)
- Attendance and presentations at King's College professional development opportunities
- Attending meetings of professional societies
- Holding office in professional societies in education
- Obtaining further education in a relevant field
- Maintaining certification requirements of NCATE and PDE
- Performing clinical work with fellow professionals
- Professional consulting in one's area of expertise
- Professional service (e.g., expert witness, referee for scholarly publication, site evaluation team member.
- Textbook reviewer
- NCATE reviewer
- Creating new courses

It is expected that each candidate meets these standards in three (3) categories within a five-year cycle.

E. Scholarship Standards for Promotion to Associate Technical Professor

The faculty of the Education Department recognizes the benefit of voluntary participation in scholarship for those at the rank of assistant technical professor, which, according to Section II.D.2.a of the 2008 King's College Faculty Handbook, "…is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor." Thus, there are no scholarship requirements for promotion to Associate Technical Professor.

F. Professional Development Standards for Promotion to Associate Technical Professor

To be eligible for promotion to Associate Technical Professor in the King's College Department of Education, an Assistant Technical Professor is expected to demonstrate a consistent pattern of professional development. This may include:

- Regular attendance at scholarly conferences, workshops, or symposiums
- Collaboration with PK – 12 faculty (for example, conducting workshops, serving on advisory boards, consulting on the development of curriculum, advising school administration, conferencing with field placement site personnel)
- Attendance and presentations at King's College professional development opportunities
- Attending meetings of professional societies
- Holding office in professional societies in education
- Obtaining further education in a relevant field
- Maintaining certification requirements of NCATE and PDE
- Performing clinical work with fellow professionals
- Professional consulting in one's area of expertise
- Professional service (e.g., expert witness, referee for scholarly publication, site evaluation team member)
- Textbook reviewer
- NCATE reviewer
- Creating new courses

It is expected that each candidate meets these standards in three (3) categories within a five-year cycle.

G. Scholarship Standards for Promotion to Technical Professor

The faculty of the Education Department recognizes the benefit of voluntary participation in scholarship for those at the rank of Associate Technical Professor, which, according to Section II.D.2.a of the 2008 King's College Faculty Handbook, "…is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor." Thus, there are no scholarship requirements for promotion to Associate Technical Professor.

H. Professional Development Standards for Promotion to Technical Professor

To be eligible for promotion to Technical Professor in the King's College Department of Education, an Associate Technical Professor is expected to demonstrate a consistent pattern of professional development. This may include:

- Regular attendance at scholarly conferences, workshops, or symposiums
- Collaboration with PK – 12 faculty (for example, conducting workshops, serving on advisory boards, consulting on the development of curriculum, advising school administration, conferencing with field placement site personnel)
- Attendance and presentations at King's College professional development opportunities
- Attending meetings of professional societies
- Holding office in professional societies in education
- Obtaining further education in a relevant field
- Maintaining certification requirements of NCATE and PDE
- Performing clinical work with fellow professionals
- Professional consulting in one's area of expertise

- Professional service (e.g., expert witness, referee for scholarly publication, site evaluation team member)
- Textbook reviewer
- NCATE reviewer
- Creating new courses

It is expected that each candidate meets these standards in three (3) categories within a five-year cycle.

Addendum: Accreditation Work

Decision makers in the tenure and promotion review process are asked to keep in the mind the heavy service requirements associated with NCATE and PDE accreditation processes. Accreditation is a vital aspect of the Education Department. To develop one of the reports for the National Council for Accreditation of Teacher Education (NCATE) requires 500 to 900 hours. Each of the reports contain over 3,000 data points that must be aggregated and disaggregated, research of current educational theory, development of the department philosophy, development of performance rubrics for the department, and hosting a visit by the review team. Each report that is submitted requires peer review by three trained NCATE reviewers, then a second round of reviews by a group of three auditors, and finally a review by the Board of Examiners of NCATE. This process is repeated for each of the eight SPA reports with seven discipline specific reviewers. A SPA report would involve an additional 1,000 data points and a written report. In addition to SPA reports, the Department must develop and continuously review a Conceptual Framework. An Institutional Review Report answering to NCATE's Unit Standards also needs to be written and a Web site full of evidence thoroughly developed. PDE requires a similar though not identical process.

Engineering Department

Standards for Scholarship and Professional Development

Preamble

The engineering department at King's College strives to develop within students the ability to think analytically and creatively, and to become effective problem solvers. The program prepares students to apply their knowledge and skills toward developing engineering and system solutions, and to conduct themselves in an ethical and professional manner. The primary responsibility of the faculty in the engineering department is to provide a fulfilling academic experience for our students in terms of the diversity of topics students have an opportunity to pursue, the depth of exploration of the various topics, and the opportunity for experimental learning and professional development. To fulfill this mission, the engineering faculty must maintain currency in their field, and continue to develop and improve their expertise and pedagogical skills. Scholarship and professional development are key activities faculty must pursue in order to provide our students with up to date engineering knowledge, and to become effective teachers.

Engineering is the application of science and mathematics to solve complex problems for the benefit of humanity. Engineering scholarship can take place in numerous categories, such as discovery research, applied research, business, science and technology studies and engineering pedagogy. Professional development may also be spread among a diverse number of categories, including: active participation with partners in industry and the community; obtaining certification or licensure in professional area; further developing the engineering curriculum, and developing student research opportunities.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

Scholarship includes those activities that join serious intellectual activity with peer-review. The principal purpose of scholarship is to support teaching by maintaining the faculty member's currency. Study of both the technical aspects of engineering and pedagogy are equally valued. A consistent pattern of scholarship is expected and must include no less than one publication in the peer-review literature. A peer-review publication must satisfy the following three conditions:

1. It was subjected to a formal review process.

2. The review included a peer or editorial review.

3. The publication is readily available for public scrutiny in a library or through an on-line retrieval service.

For the engineering department, the following categories constitute peer-review scholarship:

- A journal article published in an established and respected journal in the fields of engineering, science, economics, or business
- A chapter in a scholarly book
- A conference article published in the proceedings of an international, national or major regional conference recognized for making significant contributions to the field of engineering in regard to technical, pedagogical or industrial research
- Principal or significant authorship of a received major grant in support of research and scholarly activity.

Scholarly activity initiated before becoming a faculty member at King's counts toward the tenure publication requirement if additional data for the publication was collected while a faculty member at King's and/or if the faculty member contributed to the writing of the publication after becoming a faculty member at King's.

Faculty should also show that they are maintaining currency by engaging in a consistent pattern of scholarly activity. In addition to the about categories for scholarship, evidence of a pattern of scholarly activity includes:

- Oral or poster presentations on technical research or pedagogy at academic conferences or professional meetings
- Oral or poster presentations of student research at professional conferences given by the faculty member and/or his/her research student (s)
- Book Reviews
- Publications in trade journals
- Published textbooks
- Published instructional resources for textbooks
- Published instructional software
- Published cases
- Awarded patent

Scholarly activity should be available and disseminated beyond the institution.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

Faculty members are expected to maintain a consistent pattern of professional development. Professional development includes activities undertaken by a faculty member to maintain currency within his or her discipline, to enhance his or her professional knowledge or skills, to enhance his or her pedagogy, or to support ABET accreditation of engineering programs. Professional development may take the form of active engagement within professional engineering or industrial societies, professional engagement within the industrial community, curriculum development, contributions towards ABET accreditation, or other intellectual contributions.

To earn tenure and be eligible for promotion to the rank of Associate Professor, a tenure-track faculty member must demonstrate a consistent pattern of professional development and engagement since appointment to the rank of Assistant Professor.

Activities that can document such a pattern include, but are not limited to:

- Scholarly activities as listed in section A
- Participation in workshops, seminars or courses that provide new information or applications for teaching or research
- Consulting with an engineering firm, or government agency, in one's area of expertise
- Development of new pedagogy or application of existing pedagogy to engineering courses
- Application of new or relevant technology for teaching or faculty/student research
- Authored textbooks, laboratory manuals, software, or other instructional resources for internal use by the college
- Becoming an ABET Program Evaluator
- Membership on visiting ABET review teams
- Preparation of documentation required for initial ABET accreditation or re-accreditation, including the Readiness Review, assessment reports regarding student outcomes, and Self Study Reports
- Development and application of assessment strategies or tools that enhance student learning or design and application of tools that provide documentation (measures) of enhanced student learning
- Preparation of an external grant proposal
- Obtaining certification or licensure in a professional area
- Obtaining further education, either and additional degree or certification, in a relevant field

C. Standards of Scholarship for Promotion to Professor

To be eligible for promotion to the rank of Professor, a faculty member must continue to demonstrate a consistent pattern of scholarship since his or her advancement to the rank of Associate Professor.

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to the rank of Professor, a faculty member must continue to demonstrate a consistent pattern of professional development and engagement since his or her advancement to the rank of Associate

Professor. The professional development requirements for promotion to Professor are the same as those for tenure and promotion to Associate Professor.

DEPARTMENT OF ENGLISH

Departmental Standards for Scholarship/Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

A candidate's commitment to professional development and scholarly production must result in:

- at least one refereed or editorially reviewed publication
  (Publications may include scholarly articles, book chapters, or books; textbooks; book reviews; encyclopedia articles; biographical essays; translations; op-ed pieces in professional publications; digital scholarship; or creative works such as plays, poetry, or audio-visual presentations. Assessment of this material should take into account the balance between quality and quantity.); or
- at least one significant editorial publication (an edited or co-edited collection of essays, an edited or co-edited academic encyclopedia, etc.).

In addition to his or her published scholarship, a candidate should also demonstrate scholarly commitment through the following:

- paper presentations at a professional conference.
- active participation on academic panels at professional conferences, workshops, or symposia (organizing a conference, organizing a session, chairing a session, judging a jury competition, etc.);
- digital work that contributes to our scholarly field;
- unpublished manuscripts in an advanced stage with legitimate prospects for publication.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

A candidate's record of scholarship will be weighed in conjunction with other significant forms of professional development, including, but not limited to:

- service to professional societies and discipline-related organizations, including editorial boards and advisory boards;
- attendance at conferences, professional society meetings, workshops, and symposia.
- professional consulting in one's area of expertise;
- professional service (referee for scholarly publications, site visit team member);
- creation of new courses;
- development of new pedagogical strategies; and
- development of new programs or curricula.

C. Scholarship Standards for Promotion to Full Professor

A candidate's commitment to professional development and scholarly production must result in:

- at least one refereed or editorially reviewed publication since promotion to Associate Professor
  (Publications may include scholarly articles, book chapters, or books; textbooks; book reviews; encyclopedia articles; biographical essays; translations; op-ed pieces in professional publications; digital scholarship; or creative works such as plays,

poetry, or audio-visual presentations. Assessment of this material should take into account the balance between quality and quantity.); or

- at least one significant editorial publication since promotion to Associate Professor (an edited or co-edited collection of essays, an edited or co-edited academic encyclopedia, etc.).

In addition to his or her published scholarship, a candidate should also demonstrate scholarly commitment since promotion to Associate Professor through the following:

- paper presentations at a professional conference;
- active participation on academic panels at professional conferences, workshops, or symposia (organizing a conference, organizing a session, chairing a session, judging a jury competition, etc.);
- digital work that contributes to our scholarly field;
- unpublished manuscripts in an advanced stage with legitimate prospects for publication.

D. Professional Development Standards for Promotion to Full Professor

A candidate's record of scholarship will be weighed in conjunction with other significant forms of professional development since promotion to Associate Professor, including, but not limited to:

- service to professional societies and discipline-related organizations, including editorial boards and advisory boards;
- attendance at conferences, professional society meetings, workshops, and symposia;
- professional consulting in one's area of expertise;
- professional service (referee for scholarly publications, site visit team member);
- creation of new courses;
- development of new pedagogical strategies; and
- development of new programs or curricula.

Environmental Program

Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

Preamble: Tenured faculty members of the Environmental Program (hereafter the Program) recognize that teaching excellence is the primary responsibility of faculty at King's College. The Program further recognizes that faculty scholarship is a much needed component towards achieving teaching excellence in this discipline. We stand convinced that faculty-scholars make the best teachers because faculty actively involved in discovery within their chosen field appreciate that they are responsible not only for the effective dissemination of knowledge, but also its generation. We are also convinced that scholarship opportunities that are shared with our students greatly enhance the students' learning experience and provide them with a competitive edge in their application to graduate schools, professional schools, and the workplace. Furthermore, scholarship opportunities often kindle or keep alive that sense of discovery that first drew students and faculty to this discipline.

While faculty scholarship has a history of broad interpretation at King's College, the Environmental Program has chosen to more narrowly define it as peer-reviewed research within the particular sub-disciplines of this field. We

believe that this definition is truest to the training of our faculty, the nature of our discipline, and most importantly, the educational needs of our students. This definition does not prevent our faculty from pursuing research interests outside of the more traditional discipline-specific scholarship, as for example, investigations of pedagogy in environmental science, but it values and prioritizes scholarship activity within the discipline because that focus is most contributory to student involvement and learning, and the development of faculty within their environmental discipline.

Standards: The Program views regular publication in refereed journals and the publication of books as the best indicators of faculty promise for scholarship. We emphasize multiple publications because we are interested in helping our faculty form the habit of regular scholarship throughout their careers at King's College. Therefore, for the Environmental Program to support a faculty applicant for tenure and promotion to associate professor the following criteria must be met by the time of application:

- Three publications in refereed professional journals pursuant to the applicants discipline, or
- One book published in this discipline by an acknowledged publishing company

However, in recognition of the particular difficulty associated with scholarship and publication for new faculty, we allow new faculty to publish scholarship done as part of their dissertations or post-doctoral studies that will be completed while at King's. Furthermore, we will not discriminate on the rankings of the journals publishing their work, only requiring that all articles and books offered for promotion and tenure be peer reviewed. Finally, both the level of accomplishment and future promise regarding faculty scholarship are subject to review and interpretation by the Program. Therefore, a promising applicant for tenure might gain program support without three published articles if their scholarship shows a promising trajectory for the future, e.g., two published articles and a third ready for submission.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

Preamble: The Environmental Program recognizes that the excellence of faculty-scholars is also a function of their professional development, and that professional development is a career-long process like scholarship. Therefore, evidence of professional development is also considered an essential part of an applicant's portfolio used in the application for tenure and promotion.

Standards: Applicants are expected to be able to demonstrate involvement in at least four of the activities listed below.

- Attendance at professional meetings, particularly with students
- Development and/or significant revision of major courses, laboratory/ field exercises, or other pedagogical forms
- Attendance at workshops, seminars or courses that provide new information or applications for teaching or research
- Development and application of assessment strategies or tools that enhance student learning or faculty teaching or research
- Professional consulting in your discipline
- Collaborative associations with other professionals in activities relevant to the discipline
- Submission of external grant proposals for research, equipment, or educational initiatives
- Service as an editor of a refereed journal in the discipline

As with scholarship activities, both the level of accomplishment and future promise regarding faculty professional development are subject to review and interpretation by the Program. The Program will also consider activities not listed above as possible evidence of professional development.

C. Scholarship Standards for Promotion to Professor

Preamble: Applicants for full professorships are expected to have maintained regular scholarship at King's College since their tenure and promotion to associate professor. The Program reinforces the need for regular scholarship by expecting the same number of journal articles or a book as the standard of scholarship at this level. However, unlike the evidence of scholarship submitted for tenure and promotion to associate professor, the scholarship submitted for promotion to full Professor must have been done while at King's College. In addition, because faculty scholarship at King's College largely serves pedagogical activities, it is desirable for faculty to significantly include students in their research, perhaps culminating in co-authorship of some publications with deserving students.

Standards: For the Environmental Program to support a faculty applicant for promotion to full professor, the following criteria must be met by the time of the application.

- Three publications, preferably with some of those publications co-authored with deserving King's students, in refereed professional journals pursuant to the applicants discipline and beyond those publications offered for tenure and promotion to associate professor, or
- One book published in this discipline by an acknowledged publishing company. This book must be beyond any book offered for tenure and promotion to associate professor

D. Professional Development Standards for Promotion to Professor

Preamble: The Environmental Program recognizes that professional development is especially important to the continued advancement of senior faculty. Therefore, evidence of professional development is crucial to an applicant's portfolio for application for full professor.

Standards: Applicants are expected to be able to demonstrate involvement in at least four of the activities listed below.

- Attendance at professional meetings, particularly with students
- Development and/or significant revision of major courses, laboratory/ field exercises, or other pedagogical forms
- Attendance at workshops, seminars or courses that provide new information or applications for teaching or research
- Development and application of assessment strategies or tools that enhance student learning or faculty teaching or research
- Professional consulting in your discipline
- Collaborative associations with other professionals in activities relevant to the discipline
- Submission of external grant proposals for research, equipment, or educational initiatives
- Service as an editor of a refereed journal in the discipline

The Program will also consider activities not listed above as possible evidence of professional development.

Exercise Science Program – Department of Sports Medicine

Standards for Scholarship and Professional Development

The Exercise Science Program expects faculty to be continuously engaged in scholarly activity and professional development. The department recognizes the different platforms and opportunities for faculty to publish and present peer-reviewed science, as well as being able to be professionally involved in a variety of settings. As such, great liberty is given to individual faculty in regards to achieving the specific standards for scholarship and professional development.

A. Scholarship Standards for tenure and promotion from Assistant Professor to Associate Professor

To earn tenure and be promoted to Associate Professor within the Exercise Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed in the "SCHOLARSHIP POINT SCALE FOR TENURE AND PROMOTION OF ASSISTANT PROFESSORS IN EXERCISE SCIENCE" table below. For the purpose of these standards, a peer-reviewed publication is defined as any work that was published in a peer-reviewed scientific journal as either an original or review article, or as an abstract from a poster presentation that underwent peer-review prior to presentation and that was published as a supplement in a scientific journal. Books and book chapters need to be scientific in nature (make references to original and peer-reviewed research) for consideration.

SCHOLARSHIP POINT SCALE FOR TENURE AND PROMOTION OF ASSISTANT PROFESSORS IN EXERCISE SCIENCE		
Work	**Author Position**	**Points**
Original Article	Primary Author	10
	Co-Author	5
Book (editors of textbooks with multiple authors count the same as single authors for an entire book)	Primary Author/Editor	20
	Co-Author/Editor	10
Book Chapter	Primary Author	10
	Co-Author	5
Review Article	Primary Author	8
	Co-Author	4
Written/Poster Presentation at a national conference in the field of exercise science or closely related field (if published in a scientific journal as a supplement)	Primary Author	4
	Co-Author	1
Written/Poster Presentation at a regional conference or workshop in the field of exercise science or closely related field (if published in a scientific journal as a supplement)	Primary Author	2
	Co-Author	0.5
Points Required for Promotion		*20*

B. Professional Development Standards for tenure and promotion from Assistant Professor to Associate Professor

To earn tenure and be promoted to Associate Professor within the Exercise Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed in the "PROFESSIONAL

DEVELOPMENT POINT SCALE FOR TENURE AND PROMOTION OF ASSISTANT PROFESSORS IN EXERCISE SCIENCE" table below.

PROFESSIONAL DEVELOPMENT POINT SCALE FOR TENURE AND PROMOTION OF ASSISTANT PROFESSORS IN EXERCISE SCIENCE	
Work	**Points**
Earning of an external grant (service or research)	10
Earning of an internal grant (service or research)	5
Attendance at a national conference	3
Attendance at a regional conference	2
Attendance at a professional workshop	1
Oral presentation at a national Conference in exercise science or closely related field	10
Oral presentation at a regional conference or workshop in exercise science or closely related field	5
Obtaining an upper-level (B.S. or more required) professional certification within the field of exercise science or related field after the tenure period starts	5
Holding office in national professional societies/organizations	5
Holding office in regional professional societies/organizations	3
Submission of an external grant (service or research), if grant was not awarded	3
Submission of an internal grant (service or research), if grant was not awarded	1
Points Required for Promotion	*20*

C. Scholarship Standards for promotion from Associate Professor to Professor

To be promoted to Professor within the Exercise Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed in the "SCHOLARSHIP POINT SCALE FOR PROMOTION OF ASSOCIATE PROFESSORS IN EXERCISE SCIENCE" table below. For the purpose of these standards, a peer-reviewed publication is defined as any work that was published in a peer-reviewed scientific journal as either an original or review article, or as an abstract from a poster presentation that underwent peer-review prior to presentation and that was published as a supplement in a scientific journal. Books and book chapters need to be scientific in nature (make references to original and peer-reviewed research) for consideration.

SCHOLARSHIP POINT SCALE FOR PROMOTION OF ASSOCIATE PROFESSORS IN EXERCISE SCIENCE		
Work	**Author Position**	**Points**
Original Article	Primary Author	10
	Co-Author	5
Book (editors of textbooks with multiple authors count the same as single authors for an entire book)	Primary Author/Editor	20
	Co-Author/Editor	8
Book Chapter	Primary Author	10

	Co-Author	4
Review Article	Primary Author	10
	Co-Author	5
Written/Poster Presentation at a national conference in the field of exercise science or closely related field (if published in a scientific journal as a supplement)	Primary Author	2
	Co-Author	0
Written/Poster Presentation at a regional conference or workshop in the field of exercise science or closely related field (if published in a scientific journal as a supplement)	Primary Author	2
	Co-Author	0
Points Required for Promotion		*20*

D. Professional Development Standards for promotion from Associate Professor to Professor

To be promoted to Professor within the Exercise Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed in the "PROFESSIONAL DEVELOPMENT POINT SCALE FOR PROMOTION OF ASSOCIATE PROFESSORS IN EXERCISE SCIENCE" table below.

PROFESSIONAL DEVELOPMENT POINT SCALE FOR PROMOTION OF ASSOCIATE PROFESSORS IN EXERCISE SCIENCE	
Work	**Points**
Earning of an external grant (service or research)	10
Earning of an internal grant (service or research)	3
Attendance at a national conference	2
Attendance at a regional conference	1
Attendance at a professional workshop	0.5
Oral presentation at a national Conference in exercise science or closely related field	10
Oral presentation at a regional conference or workshop in exercise science or closely related field	5
Obtaining an upper-level (B.S. or more required) professional certification within the field of exercise science or related field after the tenure period starts	5
Holding office in national professional societies/organizations	10
Holding office in regional professional societies/organizations	5
Submission of an external grant (service or research), if grant was not awarded	2
Submission of an internal grant (service or research), if grant was not awarded	0.5
Points Required for Promotion	*20*

Department of Foreign Languages

DISCIPLINE-SPECIFIC STANDARDS
FOREIGN LANGUAGES

Preamble: The Department of Foreign Language maintains that candidates for tenure and promotion should demonstrate currency in their field and a pattern of commitment both to scholarship and professional development. However, the Department also recognizes that advancement towards tenure and promotion is a dynamic process and that the broad and complex range of opportunities for scholarship and service is difficult to quantify. Therefore, the following represent the minimum requirements in the areas of scholarship and professional development.

To earn tenure and be eligible for promotion to Associate Professor in the Department of Foreign Languages, a tenure track faculty member is expected to have had accepted for publication since appointment to the rank of Assistant Professor a minimum of:

Publications

- At least one refereed or editorial reviewed publication (Publications may include scholarly articles, book chapters or books; textbooks; book reviews; encyclopedia articles; biographical essays; translations; op-ed pieces in professional publications; digital scholarship; or creative works such as plays, poetry, or audio-visual presentations.) Assessment of this material should take into account the balance between quality and quantity.; or
- At least one significant editorial publication (an edited or co-edited academic encyclopedia, etc.)

Participation in Professional Conferences

- And in addition to the above applicants are encouraged to engage in some active pattern of participation on academic panels at professional conferences, workshops, and symposia (e.g., chairing/moderating or organizing a conference session; organizing a conference, or serving as a referee of papers presented for publication at such conferences)

Professional Development shall be defined as participation in any of the following activities:

- Service to professional societies and discipline related organizations, including editorial boards
- Reviewing manuscripts for journals and presses
- Attendance at conferences, professional society meetings, workshops, and symposia
- Grant proposals, including proposals for internal grants from the college
- Participating in the creation of new courses

For Promotion to Professor

Scholarship

- Candidates for promotion to professor should document a record of continued scholarship. Continued scholarship, at a minimum, is defined as meeting the criteria described in promotion from Assistant to Associate Professor with an average of at least one refereed or editorially reviewed publication or editorial publication for every four years since promotion to Associate Professor.

Professional Development

- Candidates for promotion to professor should demonstrate a pattern of continued participation in the activities listed above under qualifications for Tenure and Promotion to Associate Professor

Department of History

Standards for Scholarship and Professional Development

The History Department expects its faculty members to show a consistent pattern of public scholarship and professional development at all stages of their careers at King's College. The department also takes into consideration the high demand required for quality teaching and the expectation of regular service to both the college and the wider-community.

A. Standards for Assistant and Associate Professor

Promotion to the rank of Associate Professor and the ongoing fulfillment of the obligations of that rank require a faculty member to accomplish the following within the period before tenure as well as every six years after advancement to the rank of Associate Professor:

1. Scholarship

At least three acts of public scholarship. Two must be from the following examples:

- publication in a journal, anthology, or encyclopedia of book reviews, essays, or articles
- publication of a monograph, book, or an article in a peer-reviewed journal

And one from the following:

- editorial work for a publisher of historical books, journals, anthologies, or encyclopedias
- presentation of a paper or organization of a session at a professional conference

2. Professional Development

At least two development activities. Examples of these are:

- attendance at professional societies and conferences
- participation in a professional workshop or seminar relevant to history at the college or elsewhere
- consultation work to an historical society and community organization on historical subjects
- continuing education in another field or discipline
- lectures and presentations on history to community organizations
- reviewing a textbook or other pedagogical material for a publisher
- publication of ancillary pedagogical material (test banks, study guides, outlines, etc.) either in print, on electronic media, or on the web

B. Standards for Professor

Promotion to the rank of the privileged rank of Professor and the ongoing fulfillment of the obligations of that rank require a special engagement with the scholarly community of the History discipline. A faculty member should accomplish the following within a six-year period before promotion to the rank of Professor as well as every six years after advancement to that rank:

1. Scholarship

At least four acts of public scholarship. One must be from the following:

- publication of a monograph, book, or an article in a peer-reviewed journal

And three from the following examples:

- publication in a journal, anthology, or encyclopedia of book reviews, essays, or articles
- editorial work for a publisher of historical books, journals, anthologies, or encyclopedias
- presentation of a paper at or organization of a session at professional conferences
- acting as respondent on a panel at a professional conference
- reading and commenting on a book manuscript for a publisher

- reviewing an article for a peer-reviewed journal

2. Professional Development
At least three development activities. Examples of these are:

- participation in a professional workshop or seminar relevant to history at the college or elsewhere
- consultation work to an historical society and community organization on historical subjects
- continuing education in another field or discipline
- lectures and presentations on history to community organizations
- reviewing a textbook or other pedagogical material for a publisher
- publication of pedagogical material (test banks, study guides, outlines, etc.) either in print, on electronic media, or on the web
- holding office in a professional academic organization
- grant acquisition for personal research or college development

D. LEONARD CORGAN LIBRARY

Discipline-Specific Standards for Scholarship and Professional Development

The faculty of the D. Leonard Corgan Library are Professional Specialists and have the option of applying for promotion to the ranks of Associate Technical Professor and Technical Professor. According to Part 2 Section I.C.2 of the 2008 King's College Faculty Handbook, Technical Faculty are not eligible for tenure.

A. Scholarship Standards for Promotion to Associate Technical Professor

According to Part 2 Section III.E.2.a of the 2008 King's College Faculty Handbook, "Scholarship is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor." However, the Library faculty recognize the benefit of voluntary participation in scholarship. Scholarship activities include but are not limited to the following:

- → Editorial work or manuscript reviews for a publisher
- → Refereeing scholarly articles
- → Reviewing books, databases, websites, and other library materials
- → Publishing scholarly articles in peer-reviewed or editorially reviewed Journals
- → Authorship of a chapter in a book published by an established academic or professional publisher
- → Conference presentations (e.g., presentation of a paper, presentation of a poster, participation in a panel discussion)
- → Conducting invited lectures or workshops

B. Professional Development Standards for Promotion to Associate Technical Professor

The faculty of the D. Leonard Corgan Library recognize that active engagement in professional development is necessary to maintain currency in issues in librarianship, higher education, information retrieval, information literacy, pedagogy, assessment and related technologies and is a requirement for promotion. A faculty member must demonstrate an ongoing pattern of professional development and engagement since appointment to the rank of Assistant Technical Professor.

To help the Library faculty meet the ongoing professional development responsibilities associated with promotion to the ranks of Associate and Technical Professor, the following specific standards must be met in the category of Professional Development.

Active professional development is defined as participation in a minimum of 13 professional development activities from the grid below in the years prior to promotion. These minimum activities must fulfill and conform to the requirements listed for ***each of*** the ***four*** categories (A - D) in the grid below.

Categories	Number of Activities Required	Continuing Education Activities	Additional Criteria
A	1	Attendance at national professional organization conferences (librarianship, pedagogy, higher education, or secondary area of study) (e.g., ALA, ACRL, LITA, LOEX, AAC&U, Computers in Libraries, ER&L)	To be chosen by the faculty member based on his/her interests and the resources and needs of the department
B	2	Attendance at state or regional conferences (librarianship, pedagogy, higher education, or secondary area of study)(e.g., PaLA)	To be chosen by the faculty member based on his/her interests and the resources and needs of the department
C	4	Workshops: A face-to-face activity that lasts between an hour and one day. (e.g., PaLA Northeast Chapter Spring workshop, ACRL-Delaware Valley)	To be chosen by the faculty member based on his/her interests and the resources of the department
D	6	King's College faculty development activities not limited to the following: • King's College Faculty & Staff Development Day • King's College Technology for Teaching Day • Center for Excellence in Learning and Teaching programming	To be chosen by the faculty member based on his/her interests and the resources and needs of the department

In addition to the minimum number of required professional development activities listed above, other professional development activities such as those listed below, but not limited to that list, are representative of ongoing professional learning and engagement:

- → Service to professional societies and discipline-related organizations
- → Service to professional and scholarly publications
- → Completion of additional coursework or acquisition of advanced degrees
- → Participation in a mentoring program as mentor or mentee
- → Application for internal or external grants
- → Organization of discussions, panels, workshops, and/or conferences
- → Holding office in professional societies
- → Devising and implementing new teaching or assessment tools and methods
- → Outreach activities utilizing expertise in librarianship, such as curriculum development or creation of educational print or electronic materials
- → Consulting in one's areas of expertise
- → Membership on visiting review teams
- → Participation in institutes with a competitive application process
- → Participation in Webinars--live online educational presentations during which participating viewers can submit questions and comments

C. Scholarship Standards for Promotion to Technical Professor

According to Part 2 Section III.E.2.a of the 2008 King's College Faculty Handbook, "Scholarship is encouraged but not a necessary condition for the promotion from Associate to Technical Professor." However, the Library faculty recognize the benefit of voluntary participation in scholarship. Scholarship activities include but are not limited to the activities listed in the preceding Section A.

D. Professional Development Standards for Promotion to Technical Professor

The list of professional development standards remains the same as the standards for promotion to Associate Technical Professor. A faculty member must demonstrate an ongoing pattern of professional development and engagement since appointment to the rank of Associate Technical Professor.

Department of Mass Communications

Standards for Scholarship and Professional Development

The mission of the Department of Mass Communications is to empower students with thinking, research, and production skills needed to successfully compete in academic and industrial marketplaces while also using those skills in ways that promote an ethical and equitable society in keeping with the mission of King's College. The Mass Communications Department supports student growth in broadcast and social media, multi-platform journalism, visual and brand communications, strategic communications, video game design and new and emerging media and technology by providing them with a solid communications course foundation and industry-specific expertise to prepare them to enter this technologically changing and highly competitive field.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

The department has established the following standards of scholarship and professional development for **tenure-track faculty**, which join serious intellectual activity with peer review and support teaching by maintaining the faculty member's currency in the field.

To earn tenure and be eligible for promotion to Associate Professor in the Mass Communications department, a tenure-track faculty member is expected to have:

- A book, book chapter, or textbook published or accepted for publication by an academic press **OR**
- One scholarly article published in a peer reviewed journal (the journal article must be subjected to a formal review process that included a peer or editorial review).

AND two scholarship activities. Scholarship activities include, but are not limited to:

- Critically reviewed endeavors such as exhibits, performances, broadcasts, or recitals.
- Giving invited lectures on scholarly subjects both on- and off-campus.
- Participation on academic panels at professional conferences.
- Presentation at professional conferences.
- Principal or significant authorship of received grants in support of research and scholarly activity.
- Publication in popular publications (print or online and this activity cannot be used more than once).

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor in the Mass Communications department, a tenure-track faculty member is expected to have completed six professional contributions and leadership activities. Professional contributions and leadership activities include, but are not limited to:

- attend national or regional professional workshops or conferences
- participate in radio, television, or online broadcasting within area of expertise
- perform professional freelance or consultancy within area of expertise
- contribute professionally to non-profit endeavors
- attend continuing education courses relative to area of expertise
- hold leadership position in a professional organization
- participate in or accept a leadership position in creative endeavors including shows, exhibits, juried competitions
- create and/or develop classes, workshops, or seminars for students and, when possible, the community
- create and/or secure teaching tools, partnership opportunities, or program recognition

C. Scholarship Standards for Promotion to Professor

To be eligible for promotion to Professor in the Mass Communications department, a tenured faculty member is expected to have:

- A book, book chapter, or textbook published or accepted for publication by an academic press **OR**
- One scholarly article published in a peer reviewed journal (the journal article must be subjected to a formal review process that included a peer or editorial review).

AND two scholarship activities. Scholarship activities include, but are not limited to:

- Critically reviewed endeavors such as exhibits, performances, broadcasts, or recitals.

- Giving invited lectures on scholarly subjects both on- and off-campus.
- Participation on academic panels at professional conferences.
- Presentation at professional conferences.
- Principal or significant authorship of received grants in support of research and scholarly activity.
- Publication in popular publications (print or online and this activity cannot be used more than once).

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to Professor in the Mass Communications department, a tenured faculty member is expected to have completed six professional contributions and leadership activities. Professional contributions and leadership activities include, but are not limited to:

- attend national or regional professional workshops or conferences
- participate in radio, television, or online broadcasting within area of expertise
- perform professional freelance or consultancy within area of expertise
- contribute professionally to non-profit endeavors
- attend continuing education courses relative to area of expertise
- hold leadership position in a professional organization
- participate in or accept a leadership position in creative endeavors including shows, exhibits, juried competitions
- create and/or develop classes, workshops, or seminars for students and, when possible, the community
- create and/or secure teaching tools, partnership opportunities, or program recognition

E. Scholarship Standards for Promotion to Associate Technical Professor

The department has established the following standards of scholarship and professional development for **technical professors** (non-tenure track faculty), which support teaching by maintaining the faculty member's currency in the field.

The Full Time Faculty Handbook notes that scholarship is encouraged but not a necessary condition for the promotion from Assistant to Associate Technical Professor. To be eligible for promotion to Associate Technical Professor in the Mass Communications department, a faculty member is expected to have completed one scholarship activity. Scholarship activities include, but are not limited to:

- Original works created, designed, or produced, which are published online, printed, broadcast or in an applied arts format
- Published material (print or online) in a scholarly journal, popular publication, trade journal, trade magazine, or national trade organization
- Presentation of papers or posters at professional conferences
- Presentation of scholarly or technical subjects on or off campus

F. Professional Development Standards for Promotion to Associate Technical Professor

To be eligible for promotion to Associate Technical Professor in the Mass Communications department, a faculty member is expected to have completed professional development, engaging in the same professional development as listed for Mass Communications tenure-track faculty.

G. Scholarship Standards for Promotion to Technical Professor

The Full Time Faculty Handbook notes that scholarship is encouraged but not a necessary condition for the promotion from Associate to Technical Professor. To be eligible for promotion to Technical Professor in the Mass Communications department, a faculty member is expected to have completed one scholarship activity. Scholarship activities include, but are not limited to:

- Original works created, designed, or produced, which are published online, printed, broadcast or in an applied arts format
- Published material (print or online) in a scholarly journal, popular publication, trade journal, trade magazine, or national trade organization
- Presentation of papers or posters at professional conferences
- Presentation of scholarly or technical subjects on or off campus

H. Professional Development Standards for Promotion to Technical Professor

To be eligible for promotion to Technical Professor in the Mass Communications department, an Associate Technical Professor is expected to have completed professional development, engaging in the same professional development as listed for Mass Communications tenure-track faculty.

Department of Mathematics and Computer Science

Standards for Scholarship/Professional Development

Standards for Mathematics Faculty

Preamble: King's College Mathematics Faculty are primarily focused on outstanding teaching of undergraduate students. We are dedicated to working closely with our students to help them fulfill their potential. It is our goal that our students become independent learners, effective problem solvers, excellent writers, and careful, critical thinkers who are knowledgeable in the field of mathematics and savvy about its applications and uses. In addition, we guide our students in exploring areas of mathematics that are of interest or importance to them, and in learning more about mathematics as a discipline and as an integral part of their lives. In support of these roles, Mathematics Department Faculty are active scholars who are engaged in the mathematical community, committed to a life of learning, and express a continuing enthusiasm for mathematics.

We take great pride in offering all the students of King's College an education in which they will be guided in their studies of mathematics by faculty who are able to attain national and international recognition as experts in their fields. Our accomplishments in scholarship and research serve as some evidence of this expertise.

Faculty in the mathematics department try to publish quality peer reviewed articles, present their work at conferences or at other colleges and universities by invitation, and try to engage students in scholarship that advances their educational experience. We also wish for our faculty to have the freedom and flexibility to take advantage of the scholarship opportunities that are available to them, and so it is certainly acceptable for them to engage in scholarship in additional ways.

More specifically, we describe guidelines in scholarship, research, and professional development for a faculty member in the mathematics department who is seeking tenure and promotion to associate professor or who is seeking promotion to professor.

The activities and accomplishments of a successful candidate for tenure and promotion to associate professor would generally meet or exceed the following guidelines.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

1.) Publication

Requirement: *At least one item from Category A or Category B*
OR
At least two items from Category C
OR
At least one item from Category C and at least one item from Category D

A.) A publication in a peer reviewed mathematics journal.

B.) Peer reviewed publication of a book or chapter or chapters of a book.

C.) Publication of a peer reviewed journal article that involves mathematics, but is not centrally a mathematics publication. This would include articles on mathematics education or articles that include the interdisciplinary application of mathematics.

D.) Peer reviewed publication by a King's College student or students of an article that is sponsored, but not co-authored, by the faculty member.

Note: If an article includes co-authors, the faculty member should write a brief description of her or his contribution to the article.

Rationale: Evidence suggests that institutions with comparable teaching and service expectations do not explicitly require publication by mathematics faculty. As such, this requirement is strong for an institution of our nature, yet not unreasonable. Publication in mathematics is exceptionally difficult because research frontiers are so very far extended. Any peer reviewed publication in pure mathematics, or publication of or within a book, is an outstanding achievement. Publications fitting into Categories C and D are also significant accomplishments, but they are not as challenging to attain as publications in Categories A and B. There are not many venues for peer reviewed articles in mathematics education, and it is quite unusual for a faculty member to have the diverse expertise necessary to publish peer reviewed articles that include mathematics in an interdisciplinary way. There are a couple of opportunities for faculty to sponsor publications by undergraduate mathematics majors. Generally only students at the most highly regarded colleges and universities are able to be successful at this type of publication. Although the publication may not be credited specifically to the faculty member, such publications require significant commitment of the faculty member's time and energy. They are also very significant contributions to the College's academic reputation.

2) Presentation

Requirement: *A total of at least three items from Categories E and F*
OR
Two items from Categories E and F plus one additional item from Categories A-D.

E.) A mathematics presentation at a national, international, or regional conference.

F.) An invited mathematics presentation at another college or university.

Note: If a presentation includes co-presenters, the faculty member should write a brief description of her or his contribution to the presentation.

Rationale: By presenting at conferences or at other colleges or universities, King's College faculty provide members of the academic community with firsthand knowledge of the quality of the education that is provided by King's College. Not only do our faculty share their professional expertise, but they demonstrate evidence of their ability to deliver a high quality presentation. In addition, these activities provide the faculty member with opportunities to interact and learn from others. Evidence again suggests that other comparable colleges and universities have a somewhat more modest expectation with respect to presentation. Most of the conferences at which mathematicians present are held by national organizations (American Mathematical Society or Mathematical Association of America) or highly recognized groups of experts in various fields within mathematics. It is a substantial achievement for a faculty member to give a presentation before one of these groups. It is also a great and rare honor to be asked to speak at another college or university. Presentation has its own merits, and so it should not be replaced entirely by publication. However, since publication is generally more difficult to achieve, it seems reasonable that a faculty member could replace one presentation with a publication.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

1) <u>Conference Attendance</u>

Requirement: *Attend at least two conferences (regardless of whether or not one gives a presentation) or workshops.*

Rationale: The commitment to a life of learning is well demonstrated when one takes time to learn from others in the academic community. Attendance at conferences provides faculty members with the opportunity to reflect on what they are doing and how they might enhance their efforts.

2) <u>Speaking at the Department Colloquium</u>

Requirement: *Speak at least once before the mathematics department colloquium.*

Rationale: One should be able to share some of her or his own ideas and interests with the mathematics students and faculty of King's College. Speaking before the mathematics department colloquium enables members of our College's mathematical community to continue learning and give feedback to the speaker on her or his ideas.

3) <u>Additional Activity</u>

Requirement: *At least two additional items from Categories A-N.*

G.) Guiding or sponsoring a conference presentation by a King's College student or students.

H.) Earning an internal or external grant.

I.) Authoring a textbook for use at King's College.

J.) Refereeing an article for a peer reviewed journal.

K.) Serving as a recognized consultant for a project.

L.) Serving on a professional panel.

M.) Applying professional expertise to make a presentation to the larger community.

N.) Other activities deemed credible by members of the mathematics department.

Rationale: While faculty should produce strong evidence that they are active scholars and that they seek to continue to develop professionally, they should be allowed flexibility to tailor their activities to their talents and interests. While faculty may wish to engage in additional activities from Categories A-F, they might also engage in activities from within Categories G-N.

4) Plan for Continued Scholarship

Requirement: *The faculty member should be able to provide a one-page description of a project or projects on which she or he is working.*

Rationale: We seek faculty who are committed to a lifetime of scholarship. It is then reasonable to expect a faculty member to be able to describe a project on which she or he is rigorously involved.

C. Scholarship Standards for Promotion to Full Professor

The activities and accomplishments of a successful candidate for promotion to professor during the time period after advancement to the rank of associate professor would generally meet or exceed the scholarship standards listed in Part A.

D. Professional Development Standards for Promotion to Professor

The activities and accomplishments of a successful candidate for promotion to professor during the time period after advancement to the rank of associate professor would generally meet or exceed the professional development standards listed in Part B.

Standards for Scholarship and Professional Development for Professional Specialists in Mathematics Who Are Seeking Promotion

Scholarship is encouraged but not required for the promotion of a professional specialist in mathematics who is seeking promotion. Standards for professional development are:

1) Conference Attendance

Requirement: *Attend at least two conferences (regardless of whether or not one gives a presentation) or workshops.*

2) Speaking at the Mathematics Department Colloquium

Requirement: *Speak at least once before the mathematics department colloquium.*

Standards for Computer Science Faculty

Preamble: Circumstances surrounding and rationale behind standards for scholarship and professional development for computer science faculty are similar to those that have been articulated for mathematics faculty. As a result, such standards for computer science faculty are nearly identical to those for mathematics faculty, with computer science naturally replacing mathematics as the primary focus of the faculty member's efforts and achievements. The standards are stated here in detail for completeness.

The activities and accomplishments of a successful candidate for tenure and promotion to associate professor would generally meet or exceed the following guidelines.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

1.) <u>Publication</u>

Requirement: *At least one item from Category A or Category B*
OR
At least two items from Category C
OR
At least one item from Category C and at least one item from Category D

A.) A publication in a peer reviewed computer science journal.

B.) Peer reviewed publication of a book or chapter or chapters of a book.

C.) Publication of a peer reviewed journal article that involves computer science, but is not centrally a computer science publication. This would include articles on computer science education or articles that include the interdisciplinary application of computer science.

D.) Peer reviewed publication by a King's College student or students of an article that is sponsored or guided by the faculty member.

Note: If an article includes co-authors, the faculty member should write a brief description of her or his contribution to the article.

2) <u>Presentation</u>

Requirement: *A total of at least three items from Categories E and F*
OR
Two items from Categories E and F plus one additional item from Categories A-D.

E.) A computer science presentation at a national, international, or regional conference.

F.) An invited computer science presentation at another college or university.

Note: If a presentation includes co-presenters, the faculty member should write a brief description of her or his contribution to the presentation.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

1) Conference Attendance

Requirement: *Attend at least two conferences (regardless of whether or not one gives a presentation) or workshops.*

2) Speaking at the Department Colloquium

Requirement: *Speak at least once before the mathematics and computer science department colloquium.*

3) Additional Activity

Requirement: *At least two additional items from Categories A-N.*

G.) Guiding or sponsoring a conference presentation by a King's College student or students.

H.) Earning an internal or external grant.

I.) Authoring a textbook for use at King's College.

J.) Refereeing an article for a peer reviewed journal.

K.) Serving as a recognized consultant for a project.

L.) Serving on a professional panel.

M.) Applying professional expertise to make a presentation to the larger community.

N.) Other activities deemed credible by members of the mathematics and computer science department.

4) Plan for Continued Scholarship

Requirement: *The faculty member should be able to provide a one-page description of a project or projects on which she or he is working.*

C. Scholarship Standards for Promotion to Professor

The activities and accomplishments of a successful candidate for promotion to professor during the time period after advancement to the rank of associate professor would generally meet or exceed the scholarship standards listed in Part A.

D. Professional Development Standards for Promotion to Professor

The activities and accomplishments of a successful candidate for promotion to professor during the time period after advancement to the rank of associate professor would generally meet or exceed the professional development standards listed in Part B.

Standards for Scholarship and Professional Development for Professional Specialists in Computer Science Who Are Seeking Promotion

Scholarship is encouraged but not required for the promotion of a professional specialist in computer science who is seeking promotion. Standards for professional development are:

1) Conference Attendance

Requirement: *Attend at least two conferences (regardless of whether or not one gives a presentation) or workshops.*

2) Speaking at the Department Colloquium

Requirement: *Speak at least once before the mathematics and computer science department colloquium.*

Department of Nursing

Preamble: The Nursing Program expects doctoral prepared faculty to be actively engaged in scholarship and professional development. For non-tenure track faculty scholarship is voluntary and is encouraged, however not necessarily a required condition for promotion.

A. Scholarship Standards for Tenure and Promotion to Associate Professor
To earn tenure and be eligible for promotion to Associate Professor of Nursing in the Department of Nursing, a tenure track faculty member is expected to have accepted for publication, a **minimum** of:

1. One book length work, chapter contribution, or co-authorship of book by an academic press, **OR o**ne scholarly article, in a peer-reviewed journal. Co-authorship of articles in peer-reviewed journals requires demonstration of significant contribution.

2. One podium or poster presentation at a peer reviewed professional conference.

3. Other forms of public scholarship, which can substitute for #2, must make a significant contribution to the profession and demonstrate a consistent pattern of scholarship. These include but are not limited to:

- Provides expert review for books or scholarly articles
- Disseminates practice-based findings at invited regional, national or international meetings
- Establishes and evaluates quality improvement initiatives
- Develops clinical practice guidelines
- Leads interprofessional teams to improve health and transform health care
- Redesigns or develops curriculum to effectively prepare students as practitioners, researchers, and educators of the future
- Develops evidenced-based educational strategies that promote critical thinking
- Incorporates and evaluates the use of instructional technology in nursing education
- Significantly contributes to the written preparation of a self-study report for accreditation to improve student outcomes

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor, a tenure track faculty member must demonstrate a consistent pattern of engagement within the discipline of Nursing beyond King's College. In addition to maintenance of RN licensure (30 CEU's/2 years) the faculty member must participate in at least one additional activity related to professional development. Such activities should include:

- Attends at a minimum of two regional or national Nursing conferences over the course of the pre-tenure period
- Pursues advanced or additional degrees in one's field or in a related field
- Acquires certificates in one's field
- Volunteers doing clinical practice hours (pro-bono)
- Enrolls in post-doctoral study
- Participates in an accreditation site visit as a team member
- Organizes discussions, panels, or conferences, including organizing and/or presiding over conference sessions, etc.
- Develops an internal or external grant proposal
- Engages in interdisciplinary activity
- Organizes or presents faculty development programs
- Participates in healthcare policy at state or national level
- Participates as a site-evaluator for a regional or professional accrediting agency

C. Scholarship Standards for Promotion to Professor

To be eligible for promotion to Full Professor of Nursing in the King's College Department of Nursing, a tenure track faculty member, since advancement to the rank of Associate Professor, is expected to have published, or have had accepted for publication a minimum of:

1. One book length work, chapter contribution or co-authorship of book by an academic press, **OR** one scholarly article, in a peer-reviewed journal. Co-authorship of articles in peer-reviewed journals requires demonstration of significant contribution.

2. One podium or poster presentations at a peer reviewed professional conference.

3. Other forms of public scholarship, which can substitute for #2, must make a significant contribution to the profession and demonstrate a consistent pattern of scholarship. These include but are not limited to:

- Receives regional, national or international awards or recognition by peer professional group
- Provides expert review for books or scholarly articles
- Disseminates practice-based findings at invited regional, national or international meetings
- Establishes and evaluates quality improvement initiatives
- Develops clinical practice guidelines
- Leads interprofessional teams to improve health and transform health care
- Redesigns or develops curriculum to effectively prepare students as practitioners, researchers, and educators of the future
- Develops evidenced-based educational strategies that promote critical thinking
- Incorporates and evaluates the use of instructional technology in nursing education
- Significantly contributes to the written preparation of self-study report for accreditation to improve student outcomes

- Develops a new course or conversion of a course to new format

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to Full Professor, a doctoral prepared tenure track faculty member must demonstrate a consistent pattern of engagement with the discipline of Nursing beyond King's College since advancement to the rank of Associate Professor. In addition to maintenance of RN licensure (30 CEU's/2 years) the faculty member must participate in at least one additional activity related to professional development. Such activities should include but not limited to:

- Attends at a minimum of two regional or national Nursing conferences over the course of the pre-tenure period
- Pursues advanced or additional degrees in one's field or in a related field
- Acquires certificates in one's field
- Volunteers doing clinical practice hours (pro-bono)
- Enrolls in post-doctoral study
- Participates in an accreditation visit as a team member
- Organizes discussions, panels, or conferences, including organizing and/or presiding over conference sessions, etc.
- Develops an internal or external grant proposal
- Engages in interdisciplinary activity
- Organizes or presents in faculty development programs
- Participates in healthcare policy at state or national level
- Participates as a site-evaluator for a regional or professional accrediting agency

Nutrition Science (Graduate Program)
Department of Sports Medicine

Standards for Scholarship and Professional Development

The Nutrition Science Program expects **teaching/technical, clinical, and research/scholarly faculty** to be continuously engaged in varied types of scholarly activity and professional development. The Department of Sports Medicine recognizes that there are different opportunities for the spectrum of Nutrition Science faculty to publish and present peer-reviewed science, clinical practice methods, and pedagogy (this being an innovative, online program). **The Department also acknowledges that Nutrition Science faculty are professionally involved in a variety of teaching, clinical/practice and research settings.** Thus, freedom is given to individual faculty in regard to achieving the specific standards for scholarship and professional development, per their career development goals. In Nutrition Science, an Educator vs. Clinical vs. Researcher should all be held to the same standards for scholarship, albeit that scholarship is different. They can all be "Presenting" at different types of conferences, Writing different types of chapters or papers or manuals or curricula, etc.

Scholarship Standards for tenure and/or promotion from Assistant Professor to Associate Professor (includes Clinical/Technical/Professional Specialists): To earn tenure and be promoted to Associate Professor within the Nutrition Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed below in **Table 1.**

Table 1. Scholarship point scale for tenure and promotion of Assistant Professors to Associate Professor (includes Clinical/Technical/Professional Specialists) in Nutrition Science *(points required for tenure and/or promotion = 20)*

Work	Author Position	Points
Original, peer-reviewed* article, includes Systematic Review, Meta-analysis	Primary or Senior Author	10
	Co-Author	5
Book or Lab Manual or other type of Text (editor of text w/multiple authors equivalent to author of single text)	Primary or Senior Author / Editor	20
	Co-Author or Editor	10
Book or Manual Chapter^	Primary or Senior Author	10
	Co-Author	5
Review Article, peer-reviewed (non-systematic review)	Primary or Senior Author	5
	Co-Author	2
Peer-reviewed Abstract accepted for Poster or Oral Presentation, published in Supplement*	Primary or Senior Author	5
	Co-Author	2

*This is required for Tenure-Track Faculty. For the purpose of these standards, a peer-reviewed publication is defined as any work that was published in a peer-reviewed education, scientific or other clinical journal as 1) an original article; 2) an abstract from a poster or oral presentation that underwent peer-review prior to acceptance for presentation (this abstract needs to be published as a supplement in a scientific or clinical journal). ^Books, lab manuals, and book chapters need to be evidence-based, clinical or scientific or pedagogical in nature (e.g. make references to original and peer-reviewed research) for consideration.

Professional Development Standards for tenure and/or promotion from Assistant Professor to Associate Professor (includes Clinical/Technical/Professional Specialists): To earn tenure and be promoted to Associate Professor within the Nutrition Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed below in **Table 2**.

Table 2. Professional development standards for tenure and/or promotion of Assistant Professors to Associate Professors (includes Clinical/Technical/Professional Specialists) in Nutrition Science *(points required for tenure and/or promotion = 20)*

Work	Points
Successful external grant application	20
Oral or poster presentation at a national or international conference	10
Oral or poster presentation at a regional or state conference	10
Presenter at professional workshop or seminar	10
Successful internal grant application	10
Submission of external grant application (not funded)	10
Holding office in national or international professional societies / organizations	10
Attendance at national or international conference	5
Obtaining upper-level (≥BS required) professional certification w/in field or related field*	5
Submission of internal grant application (not funded)	5
Attendance at regional or state conference	5
Holding office in regional or state professional societies / organizations	5
Attendance at professional workshop or seminar	5

*This includes online teaching, advancing skills as Educator, Clinician, Researcher.

Scholarship Standards for promotion from Associate Professor to Professor (includes Clinical/Technical/Professional Specialists): To be promoted to Professor within the Nutrition Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed below in **Table 3**.

Table 3. Scholarship point scale for promotion of Associate Professors to Professor (includes Clinical/Technical/Professional Specialists) in Nutrition Science *(points required for promotion = 20)*

Work	Author Position	Points
Original, peer-reviewed* article, includes Systematic Review, Meta-analysis	Primary or Senior Author	10
	Co-Author	5
Book or Lab Manual or other type of Text (editor of text w/multiple authors equivalent to author of single text)	Primary or Senior Author / Editor	20
	Co-Author or Editor	10
Book or Manual Chapter^	Primary or Senior Author	10
	Co-Author	5
Review Article, peer-reviewed (non-systematic review)	Primary or Senior Author	5
	Co-Author	2
Peer-reviewed Abstract accepted for Poster or Oral Presentation, published in Supplement*	Primary or Senior Author	5
	Co-Author	2

*This is required for Tenure-Track Faculty. For the purpose of these standards, a peer-reviewed publication is defined as any work that was published in a peer-reviewed education, scientific or other clinical journal as 1) an original article; 2) an abstract from a poster or oral presentation that underwent peer-review prior to acceptance for presentation (this abstract needs to be published as a supplement in a scientific or clinical journal). ^Books, lab manuals, and book chapters need to be evidence-based, clinical or scientific or pedagogical in nature (e.g. make references to original and peer-reviewed research) for consideration.

Professional Development Standards for promotion from Associate Professor to Professor (includes Clinical/Technical/Professional Specialists): To be promoted to Professor within the Nutrition Science Program, the faculty member is expected to accumulate at least 20 points by completing work listed below in **Table 4.**

Table 4. Professional development standards for promotion of Associate Professors to Professors (includes Clinical/Technical/Professional Specialists) in Nutrition Science *(points required for promotion = 20)*

Work	Points
Successful external grant application	20
Oral or poster presentation at a national or international conference	10
Oral or poster presentation at a regional or state conference	10
Presenter at professional workshop or seminar	10
Successful internal grant application	10
Submission of external grant application (not funded)	10
Holding office in national or international professional societies / organizations	10

Attendance at national or international conference	5
Obtaining upper-level (≥BS required) professional certification w/in field or related field*	5
Submission of internal grant application (not funded)	5
Attendance at regional or state conference	5
Holding office in regional or state professional societies / organizations	5
Attendance at professional workshop or seminar	5

*This includes online teaching, advancing skills as Educator, Clinician, Researcher.

Department of Occupational Therapy
Standards for Scholarship and Professional Development

Preamble: The Faculty of the Department of Occupational Therapy (OT) can apply for promotion to the ranks of Associate Clinical Professor and Clinical Professor or, if on the Tenured Track, Associate Professor or Professor (depending on the track agreed upon during the hiring process). The OT Department expects faculty to be continuously engaged in scholarly activity, professional development, service, and teaching excellence in addition to maintenance of Professional Licensure. The department recognizes the different opportunities for faculty to demonstrate these activities. As such, liberty is given to individual faculty in achieving these discipline-specific standards with documentation, explanation, and OT department approval. In order to help the OT Department faculty prepare to meet the responsibilities associated with the promotion, the following specific standards, at a minimum, must be met within the timelines outlined in the faculty handbook.

A. Scholarship Standards for Tenure and/or Promotion (dependent on agreed upon track)

To be granted tenure and/or be promoted within the OT Department, the faculty member is expected to accumulate ***at least*** the points indicated below by their respective track by completing work listed in the table below. It is highly encouraged that faculty demonstrate a variety of scholarly work based on the chart below. For these standards, a peer-reviewed publication is defined as any work that was published in a peer-reviewed scientific journal, or presentation that underwent peer-review prior to the presentation.

Scholarship Point Scale **Assistant to Associate and/or Associate to Full Professor**					
Clinical Track Faculty			***Tenure Track Faculty***		
Work	**Author Position**	**Points**	**Work**	**Author Position**	**Points**
Original Research Article	Primary	30	Original Research Article	Primary	20
	Co-author	20		Co-author	15
Original Professional Article	Primary	15	Original Professional Article	Primary	10
	Co-author	10		Co-author	5
Book	Primary	40	Book	Primary	30
	Co-author	30		Co-author	25
Book Chapter	Primary	25	Book Chapter	Primary	20
	Co-author	15		Co-author	10

Review Article	Research	10	Review Article	Research	5
	Professional	5		Professional	3
Oral Presentation at WFOT, AOTA, POTA or equivalent	Primary	10	Oral Presentation at WFOT, AOTA, POTA or equivalent	Primary	5
	Co-author	5		Co-author	3
Poster Presentation at WFOT, AOTA, POTA or equivalent	Primary	7	Poster Presentation at WFOT, AOTA, POTA or equivalent	Primary	7
	Co-author	3		Co-author	3
Develops/converts a new or significant restructure of a course		10	Develops/converts a new or significant restructure of a course		5
Significantly contributes to the preparation of accreditation		10	Significantly contributes to the preparation of accreditation		5
Other scholarly activities- please describe in detail		5-10	Other scholarly activities- please describe in detail		5-10
Points required for Promotion		30	***Points required for Promotion*** **at least one item must be points related to an Original Research Article for Tenured Track Faculty		30

B. Professional Development Standards for Tenure and/or Promotion (dependent on agreed upon track)

To be granted tenure and/or be promoted within the OT Department, the faculty member is expected to accumulate ***at least*** the points as specified below by their respective track by completing work listed in the table below. It is highly encouraged that faculty demonstrate a variety of professional development work based on the chart below. In addition, all faculty must maintain professional requirements necessary for the clinical practice of occupational therapy in the state of PA. Finally, all faculty must maintain memberships in national and state OT associations, with the World Federation of Occupational Therapy (WFOT) encouraged.

Professional Development Point Scale Assistant to Associate and/or Associate to Full Professor			
Clinical Track Faculty		***Tenure Track Faculty***	
Work	**Points**	**Work**	**Points**
External Grant: • Submission • Awarded	 5 15	*External Grant:* • Submission • Awarded	 5 15
Internal Grant: • Submission • Awarded	 3 10	*Internal Grant:* • Submission • Awarded	 3 10
Attend a Conference: • International • National • State	 7 6 5	*Attend a Conference:* • International • National • State	 7 6 5
Attend CEU workshop: • At least 4 hours	 3	*Attend CEU workshop:* • At least 4 hours	 3

• 5-10 hours • Over 10 hours	5 7	• 5-10 hours • Over 10 hours	5 7
Obtaining: • Professional Certification • Advanced Degree	 15 20	*Obtaining:* • Professional Certification • Advanced Degree	 15 20
Holding an office: • national organization • state organization	 15 10	*Holding an office:* • national organization • state organization	 15 10
Organizes or presents an Interdisciplinary activity or faculty/student development program	5	Organizes or presents an Interdisciplinary activity or faculty/student development program	5
Professional Practice: • 3 hours per week/150 hours per year • 6 hours per week/300 hours per year	 5 10	*Professional Practice:* • 3 hours per week/150 hours per year • 6 hours per week/300 hours per year	 5 10
Other PD activities- please describe in detail	5-10	Other PD activities- please describe in detail	5-10
Points for Promotion	**25**	***Points for Promotion***	**25**

C. Service Standards for Tenure and/or Promotion (dependent on agreed upon track)
To be granted tenure and/or be promoted within the OT Department, the faculty member is expected to accumulate ***at least*** the points indicated below by their respective track by completing work listed in the table below. It is highly encouraged that faculty demonstrate a variety of service work based on the chart below.

Service Point Scale **Assistant to Associate and/or Associate to Full Professor**			
Clinical Track Faculty		***Tenure Track Faculty***	
Work	**Points**	**Work**	**Points**
Consulting Activities (accreditation reviewer, board exam writing, advocacy/policy, etc.)	10	Consulting Activities (accreditation reviewer, board exam writing, advocacy/policy, etc.)	7
Significantly contributes to the preparation of accreditation documents	5-10	Significantly contributes to the preparation of accreditation documents	5-10
Guest lecture/workshops	7	Guest lecture/workshops	5
Service/Mission Trips: • 1-2 days • 3-5 days • 6+ days	 5 7 10	*Service/Mission Trips:* • 1-2 days • 3-5 days • 6+ days	 5 7 10
College and/or departmental committees	7	College and/or departmental committees	7
Leadership role on college or departmental committees	10	Leadership role on college or departmental committees	10
Engages in interdisciplinary activity	3	Engages in interdisciplinary activity	3
Organizes or presents in Interdisciplinary activity or faculty/student development program	7	Organizes or presents in Interdisciplinary activity or faculty/student development program	7

Advising more than 15 students Grad/Undergrad	5	Advising more than 15 students Grad/Undergrad	5
Holding an office: • national organization • state organization	 15 10	*Holding an office:* • national organization • state organization	 15 10
Volunteer Professional Practice: • 1 hour per week/30 hours per year • 2 hours per week/30+ hours per year	 5 10	*Volunteer Professional Practice:* • 1 hour per week/30 hours per year • 2 hours per week/30+ hours per year	 5 10
Other service activities- please describe in detail	5-10	Other service activities- please describe in detail	5-10
Points for Promotion	**20**	***Points for Promotion***	**20**

Accreditation Work: Accreditation is a vital aspect of the OT Department. Reviewers are asked to keep in mind the heavy service requirements associated with the ACOTE accreditation processes. To develop one of the annual reports requires 300-500 hours, while Self Study or Onsite requires 800 to 1500 hours. This process is repeated every 5-10 years in addition to annual reports.

D. Teaching Standards for Tenure and/or Promotion (dependent on agreed upon track)

Teaching Excellence is expected in the OT Department and will be evaluated based on the Chair's evaluation of faculty, the SEEQs, and the Dean's Summary. The expectation is to be at least "meets expectation" or above.

Department of Philosophy

Standards for Scholarship and Professional Development

Preamble: Members of the Philosophy Department aspire first and foremost to be outstanding learning-centered teachers and mentors. Scholarship is thus viewed primarily as a means of fostering effective teaching and learning. At the same time, Philosophy faculty recognize their obligation as members of a learned profession to maintain currency in their field, to foster an intellectual community of inquirers, to advance the academic reputation of the College, and to be visible exponents and exemplars of liberal learning for its own sake. To further these ends, the Department has established the following standards of scholarship and professional development.

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor of Philosophy, a tenure-track faculty member is expected to have published or have had accepted for publication either (a) a scholarly book published with a university or commercial press or (b) a minimum of two scholarly articles in refereed journals. In addition, the faculty member must have presented at least three papers at scholarly conferences.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor of Philosophy, a tenure-track faculty member must demonstrate a consistent pattern of professional development and engagement since his or her appointment to the rank of Assistant Professor. Activities that can document such a pattern include but are not limited to:

- Attendance at scholarly conferences, workshops, or other professional meetings
- Holding office in professional societies
- Designing and conducting seminars or workshops for professional meetings
- Creating and teaching new courses
- Devising and implementing new teaching tools and methods

C. Scholarship Standards for Promotion to Professor

To be eligible for promotion to Professor of Philosophy, a faculty member must, since his or her advancement to the rank of Associate Professor, have published or have had accepted for publication either (a) a scholarly book published with a university or commercial press or (b) a minimum of two scholarly articles in refereed journals. In addition, the faculty member must have presented at least three papers at scholarly conferences.

D. Professional Development Standards for Professor

To be eligible for promotion to Professor of Philosophy, a faculty member must demonstrate a consistent pattern of professional development and engagement since his or her advancement to the rank of Associate Professor. Activities that can document such a pattern include but are not limited to:

- Attendance at scholarly conferences, workshops, or other professional meetings
- Holding office in professional societies
- Designing and conducting seminars or workshops for professional meetings
- Creating and teaching new courses
- Devising and implementing new teaching tools and methods

Department of Physician-Assistant Studies

Standards for Scholarship and Professional Development

Preamble: The Faculty of the Department of Physician Assistant Studies are Professional Specialists and have the option of applying for promotion to the ranks of Associate Clinical Professor and Clinical Professor. The Faculty of the Department of Physician Assistant Studies recognize that active engagement in Professional Development is necessary to maintain currency in both the didactic and clinical aspects of our discipline and is a requirement for promotion. We also recognize the benefit of voluntary participation in scholarship, which, according to Section II.D.2.a of the 2008 King's College Faculty Handbook, "…is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor."

In order to help the Department of Physician Assistant Studies faculty prepare to meet the responsibilities associated with the promotion to the ranks of Associate Clinical Professor and Clinical Professor, the following specific standards must be met.

A. Scholarship Standards for Promotion to Associate Clinical Professor

Because the PA Program runs continuously 12 months a year and faculty have additional responsibilities outside of teaching, research and publication is limited. Due to these limitations, we have established minimum requirements in additional categories to assure excellence in our department.

Promotion to Associate Clinical Professor requires the candidate to fulfill one (1) activity from the scholarship category and ten (10) from the professional development category
OR
A minimum of twelve (12) activities from the professional development category if there are no (0) activities from the scholarship category.

Items that would serve as scholarship activities include but are not limited to the following:

- Present papers or posters at professional conferences
- Give invited lectures on scholarly subjects on or off campus
- Publish in books, journals, or other scholarly publications
- Serve as a reviewer or editor for books, journals, or other scholarly publications
- Design and conduct lectures, seminars and/or workshops for professional meetings

B. Professional Development Standards for Promotion to Associate Clinical Professor

Items that would serve as professional development activities include but are not limited to the following:

- Develop and/or significantly revise major courses in keeping up with the current standard of medicine
- Develop and/or significantly revise clinical laboratory exercises in keeping up with the current standard of medicine
- Continuously update and revise the program in accordance with ARC-PA standards
- Evaluate and potentially incorporate new or relevant technology for educating physician assistants
- Participate in workshops, seminars or courses that provide new information for teaching, PA education and/or medical education/technology
- Attend workshops, seminars, etc. about the development and application of assessment strategies or tools that enhance student learning and/or design and application of tools that provide documentation (measures) of enhanced student learning
- Maintain certification by the National Commission on the Certification of Physician Assistants (NCCPA) and recertify every 6 years
- Earn 100 hours of continuing medical education (CME) credits every two years
- Maintain memberships in at least one national or state professional association

  Examples include but are not limited to the following:

  American Academy of Physician Assistants (AAPA)
  Pennsylvania Society of Physician Assistants (PSPA)
  Physician Assistant Education Association (PAEA)
  American Medical Association (AMA)
  American Osteopathic Association (AOA)
  Pennsylvania Medical Association (PMA)
  Pennsylvania Osteopathic Medical Association (POMA)
  Specialty Medical Associations
  Higher Education Societies
- Attend faculty development activities at King's College. These activities should be geared toward increasing the faculty member's expertise or to provide knowledge within the department that would improve the students' education

  Examples include but are not limited to the following:

  King's College Faculty Development Day
  King's College Technology Workshops

King's College Faculty Mentoring Program
King's College CELT workshops
Grant writing workshops
Research writing workshops
Faculty development workshops

- Attend development activities that advance their expertise
  Examples include but are not limited to the following:
  Physician Assistant Education Association (PAEA) conferences
  American Association of Physician Assistant conferences
  Pennsylvania State Physician Assistant Society conferences
- Pursue additional activities that promote professional development
  Examples include but are not limited to the following:
  Clinical Practice as a physician assistant
  Precept students at clinical rotation sites
  Hold a leadership position in professional societies in one's discipline
  Obtain further education in a relevant field
  Obtain/maintain certification /instructor certification in specific areas (i.e., CPR, Advanced Cardiac Life Support, Advanced Trauma Life support, etc.)
  Serve as an expert witness
  Serve as a professional consultant in one's area of expertise to business, government, medical or academic institutions

C. Scholarship Standards for Promotion to Clinical Professor

D. Professional Development Standards for Promotion to Clinical Professor

The list of Scholarship and Professional Development Standards remains the same as above, except that promotion to Clinical Professor requires the candidate to fulfill one (1) activity from the scholarship category and fifteen (15) from the professional development category since promotion to the rank of Associate Clinical Professor.

Department of Political Science

Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor of Political Science in the Department of Political Science, a tenure track faculty member is expected to have or have had accepted for publication, a minimum of:

1. one book length work by an academic press, **OR**
2. two scholarly articles, in peer-reviewed journals.

Other public scholarship, which does not substitute for the above, but which may demonstrate a consistent pattern of scholarship for the purposes of tenure and promotion, includes those activities detailed in the Faculty Handbook on public scholarship.

B. Professional Development Standards for Tenure and Promotion to Associate Professor

To earn tenure and be eligible for promotion to Associate Professor, a tenure track faculty member must demonstrate a consistent pattern of engagement with the discipline of Political Science beyond King's College. Such activities should include:

1. attendance at a minimum of two regional or national Political Science conferences over the course of the pre-tenure period

Other professional development activities, which do not substitute for the above, but which may demonstrate a consistent pattern of professional development to be considered favorably in the application for tenure and promotion, may include:

2. mentoring student participation in regional or national Political Science conferences
3. applying for internal or external research grants
4. serving the regional or national Political Science organizations, including organizing and/or presiding over conference sessions, serving as officer, etc.
5. serving as an expert or consultant in the field on external projects
6. organizing discussions, panels, or conferences.
7. other efforts at professional development delineated in the Faculty Handbook intended to improve teaching, expand the faculty member's knowledge, and maintain currency and contact with the standards of the discipline.

C. Scholarship Standards for Promotion to Professor

To be eligible for promotion to Full Professor of Political Science in the King's College Department of Political Science, a faculty member since advancement to the rank of Associate Professor is expected to have published, or have had accepted for publication a minimum of:

1. one book length work by an academic press **OR**
2. two scholarly articles, in peer reviewed journals

Other public scholarship, which does not substitute for the above but may demonstrate a continuing pattern of scholarship and should be considered favorably in the application for promotion include those activities delineated in the Faculty Handbook on public scholarship. .

D. Professional Development Standards for Promotion to Professor

To be eligible for promotion to Full Professor, a faculty member must demonstrate a consistent pattern of engagement with the discipline of Political Science beyond King's College since advancement to the rank of Associate Professor. Such activities should include:

1. attendance at a minimum of two regional or national Political Science conferences.

Other professional development activities, which do not substitute for the above, but which may demonstrate/establish a continuing engagement in scholarship activities to be considered favorably in the application for promotion, may include:

2. mentoring student participation in regional or national Political Science conferences

3. applying for internal or external research grants
4. serving the regional or national Political Science organizations, including organizing and/or presiding over conference sessions, serving as officer, etc.
5. serving as expert or consultant in the field on external projects
6. organizing discussions, panels, or conferences.
7. other efforts at professional development delineated in the Faculty Handbook intended to improve teaching, expand the faculty member's knowledge, and maintain currency and contact with the standards of the discipline.

Department of Psychology

Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor

To qualify for tenure and promotion to associate professor, the department expects the faculty member to show sustained scholarship by publishing in peer-reviewed, scholarly journals in the discipline or related fields. Additional activities that are valued and that enhance the application include:

Presentation at professional conferences (by invitation and refereed)
Participation in selective seminars or conferences
Participation on panels which comment on and evaluate the papers of others
Receiving grants in support of research and scholarly activity
Giving invited lectures on scholarly subjects both on and off campus

B. Professional Development Standards for Tenure and Promotion to Associate Professor

For tenure and promotion to associate professor, the department expects the faculty member to maintain currency and contact with the standards of psychology or neuroscience. Such activities are listed below. Whereas not all activities are required, the tenure/promotion application is enhanced as activities increase.

Designing and conducting seminars and/or workshops for professional meetings
Holding office in professional societies
Attending meeting of professional societies
Attending professional workshops
Obtaining further education in the relevant field
Obtaining professional certification/licensing
Professional practice of psychology
Serving as a referee for journals or other scholarly publications
Reviewing books
Writing and submitting grants in support of scholarly activity
Obtaining continued education required for maintenance of professional certification/licensing
Professional consulting in one's area of expertise to business, government, or academic institutions
Devising and implementing new teaching tools and methods
Collaborating with students in research projects
Receiving professional awards and honors
Serving as site visit team member

C. Scholarship Standards for Promotion to Professor

To qualify for promotion to professor, the department expects the faculty member, since promotion to associate professor, to have established an ongoing pattern of research activity as part of a significant pattern of scholarship. Examples of such activity include publications in peer-reviewed, scholarly journals, significant contributions to other scholarly publications (such as book chapters), and book-length publications, all in the discipline. Additional activities that are valued and that enhance the application include:

Presentation at professional conferences (by invitation and refereed)
Participation in selective seminars or conferences
Participation on panels which comment on and evaluate the papers of others
Receiving grants in support of research and scholarly activity
Giving invited lectures on scholarly subjects both on and off campus

D. Professional Development Standards for Promotion to Professor

For promotion to professor, the department expects the faculty member to maintain currency and contact with the standards of psychology or neuroscience and establish a clear pattern of professional activities in the field. Such activities are listed below. Whereas not all activities are required, the application is enhanced as activities increase.

Designing and conducting seminars and/or workshops for professional meetings
Holding office in professional societies
Attending meeting of professional societies
Attending professional workshops
Obtaining further education in the relevant field
Obtaining professional certification/licensing
Professional practice of psychology
Serving as a referee for journals and other scholarly publications
Reviewing books
Writing and submitting grants in support of scholarly activity
Obtaining continued education required for maintenance of professional certification/licensing
Professional consulting in one's area of expertise to business, government, or academic institutions
Devising and implementing new teaching tools and methods
Collaborating with students in research projects
Receiving professional awards and honors
Serving as site visit team member

Department of Sociology and Criminal Justice

Standards for Scholarship and Professional Development

A. Scholarship Standards for Tenure and Promotion to Associate Professor of Sociology

To earn tenure and be eligible for promotion to Associate Professor of Sociology in the Department of Criminal Justice and Sociology, a tenure track faculty member is expected to have or have had accepted for publication a minimum of:

a. one book length work by an academic press **OR** two scholarly articles in peer-reviewed journals, and

b. one presentation at a regional or national sociology conference.

Other public scholarship, which does not substitute for the above but may demonstrate/establish a consistent pattern of scholarship to be considered favorably in the application for tenure and promotion, includes those activities delineated in the Faculty Handbook on public scholarship.

B. Professional Development Standards for Tenure and Promotion to Associate Professor of Sociology

To earn tenure and be eligible for promotion to Associate Professor of Sociology, a tenure track faculty member must demonstrate a consistent pattern of engagement with the sociological community beyond King's College. Such activities should include attendance at a minimum of two regional or national sociology conferences.

Other professional development activities which do not substitute for the above, but which may demonstrate/establish of a consistent pattern of scholarship to be considered favorably in the application for tenure and promotion, may include:

a. mentoring student participation in regional or national sociology conferences
b. applying for internal or external research grants
c. serving the regional or national sociology organizations, including organizing and/or presiding over conference sessions, serving as officer, etc.
d. serving as sociological expert or consultant on external projects
e. organizing discussions, panels, or conferences.
f. other efforts at professional development delineated in the faculty handbook intended to improve teaching, expand the faculty members knowledge, and maintain currency and contact with the standards of the discipline.

C. Scholarship Standards for Promotion to Professor of Sociology

To be eligible for promotion to Professor of Sociology in the King's College Department of Criminal Justice and Sociology, a tenure track faculty member since advancement to the rank of Associate Professor is expected to have published or have had accepted for publication a minimum of:

a. one book length work by an academic press **OR** two scholarly articles in peer-reviewed journals, and

b. one presentation at a regional or national sociology conference.

Other public scholarship, which does not substitute for the above but may demonstrate/establish a continuing pattern of scholarship and should be considered favorably in the application for promotion include those activities delineated in the faculty handbook on public scholarship.

D. Professional Development Standards for Promotion to Professor of Sociology

To be eligible for promotion to Professor of Sociology, a tenure track faculty member must demonstrate a consistent pattern of engagement with the sociological community beyond King's College. Such activities should include attendance at a minimum of two regional or national sociology conferences.

Other professional development activities, which do not substitute for the above, but which may demonstrate/establish a continuing engagement in scholarship activities to be considered favorably in the application for promotion, may include:

a. mentoring student participation in regional or national sociology conferences
b. applying for internal or external research grants
c. serving the regional or national sociology organizations, including organizing and/or presiding over conference sessions, serving as officer, etc.
d. serving as sociological expert or consultant on external projects
e. organizing discussions, panels, or conferences.
f. other efforts at professional development delineated in the faculty handbook intended to improve teaching, expand the faculty members knowledge, and maintain currency and contact with the standards of the discipline.

E. Scholarship Standards for Tenure and Promotion to Associate Professor of Criminal Justice

To earn tenure and be eligible for promotion to Associate Professor of Criminal Justice in the Department of Criminal Justice and Sociology, a tenure track faculty member is expected to have or have had accepted for publication a minimum of:

a. one book length work by an academic press **OR** two scholarly articles in peer-reviewed journals, and

b. one presentation at a regional or national criminal justice conference.

Other public scholarship, which does not substitute for the above but may demonstrate/establish a consistent pattern of scholarship to be considered favorably in the application for tenure and promotion, includes those activities delineated in the faculty handbook on public scholarship.

F. Professional Development Standards for Tenure and Promotion to Associate Professor of Criminal Justice

To earn tenure and be eligible for promotion to Associate Professor of Criminal Justice, a tenure track faculty member must demonstrate a consistent pattern of engagement with the criminal justice community beyond King's College. Such activities should include attendance at a minimum of two regional or national criminal justice conferences.

Other professional development activities, which do not substitute for the above, but which may demonstrate/establish a consistent pattern of scholarship to be considered favorably in the application for tenure and promotion, may include:

a. mentoring student participation in regional or national criminal justice conferences
b. applying for internal or external research grants
c. serving the regional or national criminal justice organizations, including organizing and/or presiding over conference sessions, serving as officer, etc.
d. serving as criminal justice expert or consultant on external projects
e. organizing discussions, panels, or conferences.

f. other efforts at professional development delineated in the faculty handbook intended to improve teaching, expand the faculty members knowledge, and maintain currency and contact with the standards of the discipline.

G. Scholarship Standards for Promotion to Professor of Criminal Justice

To be eligible for promotion to Professor of Criminal Justice in the King's College Department of Criminal Justice and Sociology, a tenure track faculty member since advancement to the rank of Associate Professor is expected to have published or have had accepted for publication a minimum of:

a. one book length work by an academic press **OR** two scholarly articles in peer reviewed journals, and

b. one presentation at a regional or national criminal justice conference.

Other public scholarship, which does not substitute for the above but may demonstrate/establish a continuing pattern of scholarship to be considered favorably in the application for promotion include those activities delineated in the faculty handbook on public scholarship.

H. Professional Development Standards for Promotion to Professor of Criminal Justice

To be eligible for promotion to Professor of Criminal Justice, a tenure track faculty member must demonstrate a consistent pattern of engagement with the criminal justice community beyond King's College. Such activities should include attendance at a minimum of two regional or national criminal justice conferences.

Other professional development activities, which do not substitute for the above, but which demonstrate/establish a continuing engagement in scholarship activities to be considered favorably in the application for promotion, may include:

a. mentoring student participation in regional or national criminal justice conferences
b. applying for internal or external research grants
c. serving the regional or national criminal justice organizations, including organizing and/or presiding over conference sessions, serving as officer, etc.
d. serving as criminal justice expert or consultant on external projects
e. organizing discussions, panels, or conferences.
f. other efforts at professional development delineated in the faculty handbook intended to improve teaching, expand the faculty members knowledge, and maintain currency and contact with the standards of the discipline.

I. Standards for Promotion for Professional Specialists

Scholarship is encouraged but not required for promotion to the ranks of Associate Technical Professor or Technical Professor in the department of Sociology and Criminal Justice. Professional Development standards for promotion to these ranks are identical to those for tenure-track or tenured faculty.

Department of Sports Medicine

Standards for Scholarship and Professional Development

Preamble: The faculty of the Athletic Training Program are Professional Specialist Faculty and have the option of applying for promotion to the ranks of Associate Clinical Professor and Clinical Professor. Professional Specialist Faculty are not eligible for tenure.

A. Scholarship Standards for Promotion to Associate Clinical Professor

The faculty of the AT Program recognize the benefit of voluntary participation in scholarship, which, according to Section II.D.2.a of the 2008 King's College Faculty Handbook, "…is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor." There are, therefore, no scholarship standards for promotion to Associate Clinical Professor.

B. Professional Development Standards for Promotion to Associate Clinical Professor

The faculty of the AT Program recognize that active engagement in Professional Development is necessary to maintain currency in both the didactic and clinical aspects of our discipline and is a requirement for promotion. In order to help AT Program faculty prepare to meet the responsibilities associated with promotion to the ranks of Associate Clinical Professor and Clinical Professor, the following specific standards must be met in the category of Scholarship and Professional Development:

1. Maintain professional certifications necessary for the clinical practice of athletic training.
    A. Maintain Board of Certification, Inc. (BOC) Athletic Trainer certification in good standing.
    B. Maintain Commonwealth of Pennsylvania Athletic Trainer certification in good standing.
    C. Maintain American Red Cross CPR/AED for the Professional Rescuer certification.

Rationale: National and state board certifications are necessary for the clinical practice of athletic training, which is essential to the clinical education/preceptorship of athletic training students. CPR/AED for the Professional Rescuer certification is required to maintain national board certification.

2. Maintain memberships in national and state athletic training organizations.
    A. Maintain National Athletic Trainers' Association (NATA) membership in good standing.
    B. Maintain Pennsylvania Athletic Trainers' Society (PATS) membership in good standing.

Rationale: Unlike many professions, there is only one national organization for athletic trainers and only one commonwealth-wide organization for athletic trainers in Pennsylvania. Membership in these two organizations provides a critical connection to our peer practitioners and to the current trends in athletic training. Additionally, membership insures access to essential research and information regarding the current role of athletic trainers in health care, which is determined by the NATA. This data is used by the BOC to determine the content of the national board exam that AT Program students/graduates take to become certified athletic trainers. Finally, active engagement in these professional organizations provides a model for students to follow as they become entry-level certified athletic trainers.

3. Maintain Approved Clinical Instructor (ACI) certification by attending a minimum of three hours of ACI workshops every three years.

Rationale: ACI certification is a requirement of our national accrediting agency, the Commission on Accreditation of Athletic Training (CAATE). Only AT Program faculty who are ACIs are allowed to fully evaluate students' knowledge and skills in the didactic and clinical settings. ACI workshops provide the

opportunity for the AT Program faculty to engage in peer teaching and learning, to critically evaluate current techniques of instruction and assessment, and to learn new techniques.

4. Maintain American Red Cross Instructor certification.
Rationale: Instructor certification makes it possible for faculty of the AT Program to instruct American Red Cross courses that provide certifications such as CPR and First Aid. These courses can be taught for athletic training students, Intercollegiate Athletics personnel, the King's College community, and the citizens of northeastern Pennsylvania. Additionally, Instructors are informed whenever the American Red Cross makes changes in policy and practice, which allows faster implementation of those changes in the AT Program curriculum.

5. Maintain American Red Cross First Aid certification.
Rationale: The skills one learns by becoming certified in American Red Cross First Aid are indicated as essential for all athletic trainers by the NATA and the BOC. In addition, the CAATE requires that all athletic training students be certified in First Aid before participating in clinical rotations/assignments. AT Program faculty who are certified in First Aid will remain fluent in the latest emergency care knowledge and skills and can instruct and certify athletic training students

Attend a minimum of nine continuing education activities. These activities must result from meeting the requirements listed for all four categories (A, B, C, and D) in the following table:

Category	Number of Activities Required	Continuing Education Activities	Additional Criteria
A	2	• NATA Annual Meeting • NATA Educator's Conference	Does not have to be one of each
B	3	• PATS Annual Meeting & Clinical Symposium • Eastern Athletic Trainers' Association Meeting & Clinical Symposium	Must have a minimum of one of each
C	1	• NATA Annual Meeting • NATA Educator's Conference • PATS Annual Meeting & Clinical Symposium • Eastern Athletic Trainers' Association Meeting & Clinical Symposium • Any annual meeting of any state athletic training organization • Any annual meeting of any district/regional athletic training organization • Any activity similar in length and rigor to the activities listed above for this category; must be agreed upon by the faculty member, the department chair, and the senior faculty members of the department	To be chosen by the faculty member based on his/her interests and the resources of the department
D	3	Any activity that meets all of the following criteria: ▪ Sponsored by an organization *other than* King's College	None of the activities specifically listed in categories A-C can be used to meet this requirement

Category	Number of Activities Required	Continuing Education Activities	Additional Criteria
		▪ Provides Continuing Education Units through the BOC (note that this could include activities such as academic courses and quizzes) ▪ Must be in addition to the activities attended to meet the requirements for categories A-C	

Rationale: Continuing education is essential to maintaining currency in the field of athletic training. Certified athletic trainers are required to earn 75 hours of continuing education every three years to maintain national certification through the BOC. Annual meetings of national, regional, and state athletic training organizations and the Educator's Conference provide specific course content for the didactic and clinical aspects of athletic training. This content is provided in varying formats such as workshops, lectures, free communications of current research, and poster presentations. In addition, attending these meetings/conferences provides valuable networking opportunities that lead to research collaboration, opportunities for service in state/regional/national athletic training organizations, and post-graduate placement for AT Program graduates. This rubric provides faculty with the flexibility to pursue their own specific interests in continuing education and professional development.

6. Following attendance at any of the nine continuing education activities delineated in the requirements for Standard 6 (see above), do one of the following:
   A. Design and conduct a formal presentation containing the information presented at the continuing education activity for the AT Program faculty who did not attend.
   B. Create a written document containing the information presented at the continuing education activity for distribution to the AT Program faculty who did not attend.

   A presentation must be given for a minimum of <u>three</u> of the nine activities, but can be done for more than three if desired. A written document must be created for <u>six</u> of the nine activities unless more than three presentations are given. For each presentation over the minimum of three, the number of written documents required will decrease by one. For example, if a faculty member chooses to give five presentations, they only need to create four written documents.

Rationale: Faculty will continue the life-long process of reinforcing their presentation and writing skills by targeting a peer audience. Faculty who did not attend the continuing education activity gain the knowledge that was presented at the activity, which can then be incorporated into didactic and/or clinical practice.

7. Attend a minimum of three faculty development activities in addition to activities attended or participated in to satisfy the requirements for Standard 6 (see above). Each activity should focus on one or more of the following areas: teaching effectiveness; scholarship and professional development; and college and community service. In order for an activity to be used to satisfy this standard, the faculty member, the department chair, and the senior faculty members of the department must agree on the activity's suitability and appropriateness. Examples of possible activities that would satisfy this standard include, but are not limited to, the following:
   - King's College Faculty Development Day
   - King's College Technology for Teaching Day
   - King's College SERVE events (CitySERVE, FallSERVE, SpringSERVE, etc.)
   - King's College faculty mentoring program

- Grant writing workshops
- Research writing workshops

Rationale: A productive and engaged AT Program faculty member will strive to fortify the three cornerstones of faculty development. It is reasonable to expect faculty to seek out opportunities for development while still offering them the flexibility to choose activities that will address their specific needs and areas of interest.

8. Provide clinical athletic training services for King's College Intercollegiate Athletics as assigned by the Chair of the Department of Sports Medicine and the Head Athletic Trainer.

Rationale: As indicated in the Faculty Handbook, performing clinical work with fellow professionals helps ATEP faculty to maintain currency in the discipline. AT Program faculty will collaboratively learn, share, and critically evaluate clinical practice and clinical education techniques while serving the medical needs of King's College student-athletes and the clinical education needs of athletic training students.

C. Scholarship Standards for Promotion to Clinical Professor

The faculty of the AT Program recognize the benefit of voluntary participation in scholarship, which, according to Section II.D.2.a of the 2008 King's College Faculty Handbook, "…is encouraged but not a necessary condition for the promotion from Assistant to Associate Clinical/Technical Professor or from Associate to Clinical/Technical Professor." There are, therefore, no scholarship standards for promotion to Full Clinical Professor.

D. Professional Development Standards for Promotion to Clinical Professor

Standards for promotion to Full Clinical Professor are identical to the standards for promotion to Associate Clinical Professor.

Department of Theology

Discipline Specific Standards for Scholarship and Professional Development

The membership of the Department of Theology at King's College understands the progress of faculty members toward tenure and promotion as an organic process that exceeds simple quantification. More, we understand the significance of scholarship and professional development within that process to be both greater and more complex than can be expressed by specifying numbers or types of publications or presentations. Having said this, it is the Department's position that a candidate for tenure and/or promotion should remain current in his/her field and *document a habitual commitment to both scholarship and professional development*. Such habitual commitment should include:

For Tenure and Promotion to Associate Professor

Scholarship:

- *Publication*: Applicants for tenure and promotion to Associate Professor will have published or have accepted for publication prior to application at least: 1) one article in a refereed academic journal; or 2) one chapter in an edited collection published by a reputable academic press; or 3) a monograph published by a reputable academic press; or 4) two scholarly articles in popular publications (e.g., *Commonweal*).

- *Editorial Work*: Editing or co-editing a collection of essays published by a reputable academic press will be regarded as the rough equivalent of an article in a peer-reviewed academic journal.

- *Papers presented at professional conferences*: Applicants will have presented at least one paper at a regional or national meeting of a scholarly society.

- *Other participation at professional conferences*: Applicants are encouraged to engage in some active participation on academic panels at professional conferences, workshops, and symposia (e. g., chairing/moderating or organizing a conference session; organizing a conference or serving as a referee of papers presented for publication at such conferences).

Professional Development shall be defined as participation in any of the following activities:

- *Service to professional societies* and discipline related organizations, including editorial boards.

- *Reviewing manuscripts* for journals and presses.

- *Attendance at conferences*, professional society meetings, workshops, and symposia

- *Grant proposals*, including proposals for internal grants from the college

- Participating in the *creation of new courses*

For Promotion to Professor

Scholarship

- Candidates for promotion to professor should document significant scholarly activity that includes some additional formal academic publication in scholarly journals or books (or book chapters) by academic presses.

Professional Development

- Candidates for promotion to professor should demonstrate continued participation in the activities listed above under qualifications for Tenure and promotion to Associate Professor.

King's College
APPENDIX E: Classroom Pre-Observation Form

Instructor: _____

Course Number/Title: _____

Date: _____ **Time:** _____

Building/Room #: _____

1. **What are the objectives for the class meeting to be observed?**

2. **What teaching/learning activities will take place in order to meet the objectives?**

3. **What have students been asked to do in preparation for this class meeting?**

4. **Will this class meeting be typical of your teaching style? If not, why?**

5. **What might you prefer to be an area of focus for this observation?**

6. **Are there other things about which to be aware prior to the observation?**

APPENDIX F: Faculty Evaluation Form for Class Observation

FACULTY EVALUATION FORM FOR CLASS OBSERVATION

Faculty Member: _____

Course Number/Title:_ _____ Class Size: _____

Evaluator: _____ Date: _____-
_____

Part 1. Methods of Instruction

Briefly describe the teaching methods used in this session (direct instruction, flipped classroom, "hands-on" learning or lab, inquiry-based learning, etc.) and the degree to which they aligned with the objectives of the session. Methods may include high-impact practices (ex. Linked courses activities, writing-intensive instruction, capstone activities, collaborative learning, supervised research, e-portfolio activities, and service and community-based learning).

Part 2. Effective Teaching Criteria

The evaluator will use the following scale: 1-unsatisfactory, 2-below average, 3-average, 4-very good, 5-superior. Evaluators should explain each rating with a brief comment.

1. 1 2 3 4 5 Instructor displays expert knowledge, preparation, and organization.

2. 1 2 3 4 5 Lesson is rigorous and academically challenging.

3. 1 2 3 4 5 N/A Materials distributed or displayed in class are learning-centered.

4. 1 2 3 4 5 N/A Technology enhances delivery of course content & contributes to student comprehension.

5. 1 2 3 4 5 Instructor involves students in the learning process.

6. 1 2 3 4 5 Instructor commands the attention and respect of students.

7. 1 2 3 4 5 Instructor presents the subject clearly and precisely.

8. 1 2 3 4 5 Instructor displays enthusiasm for the subject and for the practice of teaching and learning.

9. 1 2 3 4 5 Instructor establishes and maintains a productive level of rapport.

10. 1 2 3 4 5 N/A Instructor answers questions clearly and effectively.

11. 1 2 3 4 5 Student behavior and responses to questions and tasks indicate that learning is taking place.

Part 3. General Observations

1. Areas (expertise, delivery, rapport, etc.) in which especially notable strengths were demonstrated?

2. Areas in which improvement is encouraged or warranted?

APPENDIX G: Evaluation of Teaching Effectiveness Resource—Criteria and Representative Descriptors

TOPIC	Teaching Effectiveness Criterion	Language on Classroom Observation Form	Descriptors
Expertise	1. Displays expert knowledge, preparation, and organization	*Instructor displays expert knowledge, preparation, and organization.*	Instructor's command of subject matter is evident in ability to deliver and interpret information, answer questions, reformulate explanations, present background on and contrast various theories, present divergent viewpoints, and discuss current developments. Objective and purpose of lesson are clear. Lesson is organized logically, and content is sequenced effectively. Pace is appropriate to level of course.
Rigor	2. Develops rigorous and academically challenging courses	*Lesson is rigorous and academically challenging.*	Instructor engages students in serious intellectual work, which may include analyzing processes, experiences, ideas, or arguments; applying facts, theories, or discipline-specific methods to practical problems and new situations; evaluating points of view, decisions, or information sources; creating new ideas or interpretations from information and evidence. Instructor stimulates critical thinking by asking open-ended questions, encouraging students to support opinions with logical arguments, and asking them to recognize biases and assumptions that affect their thinking. Class session provides appropriate level of challenge and is designed to help students grow intellectually and to foster their intellectual curiosity.
Materials	3. Composes learning-centered materials	*Materials distributed or displayed in class are learning-centered.*	Reading assignments, handouts, projected texts and images and other materials are clear, current (when warranted), and plainly supportive of the lesson. Materials are intended to spark students' interest and inspire their engagement.

Technology	4. Uses technology to enhance teaching and learning	*Technology enhances delivery of content and contributes to student comprehension*	Technology, when used, clearly supports learning objectives and helps deepen students' understanding of course content. Technological materials are clear, readable/audible, and accessible to all students in the room. Technology may be used to provide instructor with real-time measure of student comprehension and to provide students with enhanced opportunities to actively participate in their learning. Technology does not distract from learning or substitute for more effective pedagogies. For all classes taught in a semester, the instructor maintains a page (including syllabus) on the College's learning management system and posts grades electronically and regularly; provides for routine and timely communication with students; uses online academic management system to verify rosters, post mid-term and final grades, and submit retention documents; uses technological strategies in an intentional and professional manner that contributes in definable ways to student learning.
Active Learning	5. Involves students in the learning process	*Instructor involves students in the learning process.*	Instructor asks questions and encourages students to participate in class discussions, to share their ideas and knowledge with the instructor and one another, to ask questions, and to question the instructor. Student feedback allows the instructor to assess whether students are understanding the lesson. Active learning strategies (e.g., in-class exercises, group work, peer review) center on important questions and issues, reinforce the methods and logic of inquiry in the field, and challenge students to reach above their previous level of understanding.
HIP	6. Provides high-impact educational experiences when appropriate (e.g., linked courses, writing-intensive courses, capstone courses, collaborative assignments, supervised research, e-portfolio, service learning, and community-based learning)	*Activities are effectively aligned with objectives of high-impact educational experience.*	If class is part of a high-impact educational experience, the day's lesson clearly fits with overall structure and advances the objectives of the course.
Presence	7. Commands attention and respect	*The instructor commands the attention and respect of students.*	Instructor communicates in a manner that holds students' interest across the classroom: speaks in a clear, audible, modulated voice; maintains eye contact; directs questions to a variety of students. Humor, if used, is appropriate to the subject and audience. Distractions (phones, side talking, etc.) are minimal and addressed when necessary. Students' conduct (note taking, body language, participation, etc.) suggests that they are actively engaged.

Clarity	8. Presents subject clearly and precisely	*The instructor presents the subject clearly and precisely.*	Clarity and precision are evident in a number of ways: terms, concepts and principles are carefully defined and illustrated; processes, techniques and formulas are fully explained; new ideas and concepts are related to more familiar ones; key ideas are occasionally summarized or restated. Goals and objectives of the class period are clear, and main points may be outlined. Instructor adjusts pace of delivery to complexity of information, avoids excessive digression, and uses visuals (including whiteboard) in an effective manner. When lecturing, instructor is cognizant of students' efforts to take notes.
Enthusiasm	9. Displays enthusiasm	*The instructor displays enthusiasm for the subject and for the practice of teaching and learning*	Level of preparation and style of delivery suggest that the instructor considers the material to be worthy of study. Any displays of enthusiasm are appropriate for the subject matter.
Rapport	10. Maintains productive rapport	*The instructor establishes and maintains a productive level of rapport.*	Instructor interacts well with students and seems interested in helping them learn. Instructor listens attentively to students' ideas, answers, opinions and questions, and responds in encouraging, supportive manner. Instructor treats students with respect, is sensitive to classroom diversity, and avoids exclusionary language.
Response to Questions	11. Answers questions clearly and effectively	*The instructor answers questions clearly and effectively.*	Instructor encourages students to ask questions and gives meaningful, clear responses. Ensures that entire class has heard any questions or answers, directs questions to the entire class when warranted, responds tactfully to confusing or repeated questions.
Learning	12. Facilitates student learning	*Student behavior and responses to questions and tasks indicate that learning is taking place.*	The quality of student participation (answering and asking questions, offering illustrations and definitions, making connections to previously covered material, performing adequately on in-class exercises, responding accurately to quizzes, etc.) provides some evidence that learning is taking place.
Exams/ Assignments	13. Aligns exams, assignments, and other materials with course goals and outcomes		Instructional activities are designed to develop and reinforce stated learning outcomes; assessments measure progress toward stated outcomes. How activities, assessments and outcomes align is evident or clearly communicated to students. Activities and assessment are scheduled in a manner (scaffolding, interleaving, etc.) that effectively helps students master and demonstrate outcomes.

Feedback	14. Provides timely and constructive feedback on exams, papers, and other course assignments		Feedback (written or oral) on substantive assessments is provided in a timeframe most useful and meaningful to students (e.g., during drafting stages of an essay, before the next assignment is due, within two weeks of exam date). Feedback is relevant to assignment and course goals, useful, specific, and neutral or positive in tone. Rubrics, when used, are clear and contribute to student learning.
Development	15. Displays commitment to reflecting on and refining course design and delivery		Commitment maybe be demonstrated in any number of ways: syllabi in often-taught courses evolve to reflect changes in discipline, pedagogy, and assessment; instructor participates in College-sponsored or external faculty development workshops; instructor convincingly describes (in self-reflective essay, annual activity report, etc.) efforts at continuous improvement.

Appendix H: Expectations for the Use of Technology in Teaching

Expectations for the use of technology in teaching should be understood in the context of student needs as well as student expectations. What technology is needed to educate students in an effective manner? Minimally, those that help students locate, understand, and retain information, those that develop essential skills, and those that help students acquire, demonstrate, and apply knowledge. What technology do students entering college expect instructors to use? As technology changes, answers to this question will similarly change. Many lessons can be conducted successfully without the use of modern technologies. However, the technological savvy of high school graduates is undeniable. Students now arrive at college with life-long exposure to the Internet, interactive video games, smart phones, and streaming services, and they also arrive at college with educational experiences that have included smartboards, presentation software, videoconferencing, learning management systems, cloud computing, in-class polling and response systems, study and note-taking apps, open content (e-textbooks, for example), and virtual laboratories. Towards effectively teaching students, instructors should be adept at using a wide range of educational technologies, many of which will be informed by the specific teaching and learning goals in individual courses and disciplines. Broadly, faculty determine what technology best suits their pedagogy and course content, though all faculty should possess and demonstrate basic technological proficiency in areas that ensure adequate respond to the basic needs and expectations of modern students and that are fundamental to effective teaching in a digital age. Elaborations follow.

Expectations for teaching faculty at King's College include the following:

1. Maintain a page on the College's learning management system (currently Moodle) for all courses taught in a semester. Each page must include the syllabus and might also serve as both a source of supplemental educational materials (websites links, videos, audio tracks, additional readings, and so on), and an electronic storehouse for course-related documents and presentations (lectures, slides, reading and writing assignments, and so on). The page should be well organized and easy to navigate.

2. Maintain a secure manner of electronically posting grades so that students can track their progress throughout the semester. Moodle Gradebook is one, and perhaps the best, method for posting grades. Whatever method an instructor uses, grades should be posted regularly and should be easily accessible so that students can determine their standing in a course at any point in the semester.

3. Provide for routine, timely communication with students, using whatever means is most convenient for the instructor and students: email, videoconferencing, Moodle Forums, instant messaging or digital distribution platforms, and so on. Instructors might choose also to provide a means for students to communicate with one another. Whatever the means, instructors should ordinarily respond to student inquiries within 48 hours during the semester.

4. Use the College's online academic management system (currently Self-Service) to access class schedules and rosters, record mid-term and final grades as policy dictates, and submit retention documents when warranted.

5. When using technological strategies, do so an intentional and professional manner that contributes in definable ways to student learning. Slide presentations, for example, should be clear and understandable and should serve to complement and reinforce spoken lectures. Instructors should be able to demonstrate how chosen technologies improve pedagogy and enhance student learning.

Ideally, faculty at King's College should be familiar with the variety of technological strategies and instructional materials made available at the College through IITS and elsewhere (Microsoft Teams, Office 365 applications, OneDrive, Hoonuit, Mahara, Panopto, Poll Everywhere, Turnitin, Zoom Web Conferencing, WordPress, library databases, wireless presentation software, Windows Virtual Desktop applications, and so on).

APPENDIX I: Faculty Activity Annual Summary

FACULTY ACTIVITY ANNUAL SUMMARY

Academic Year: September 1, _____ to August 31, _____

Name:

Department/Program:

The Faculty Activity Annual Summary provides each full-time faculty member with a formal means of inventorying the previous academic year's professional work. Per the *Full-Time Faculty Handbook*, summaries have an evaluative function (reviewed by chairpersons, included in tenure/promotion dossiers, etc.). Complete this summary and submit it to your chairperson (and, where appropriate, to your program director) and to the Office of Academic Affairs by September 1st.

I. TEACHING

A. Workload (required)
- Courses Taught (for each course/lab, list prefix & number, semester, teaching credits, & number of students enrolled; identify new preparation courses).
- Supervised Experiences (for each experience, list—where appropriate—course prefix & number, semester, number of students supervised, type of supervision—research, independent study, internship, etc.).
- Academic advisement (identify number of students advised & semester).

B. Innovations/Modifications (optional)
- Courses Taught (for each course/lab, list prefix & number, semester, teaching credits, & number of students enrolled; identify new preparation courses).
- Supervised Experiences (for each experience, list—where appropriate—course prefix & number, semester, number of students supervised, type of supervision—research, independent study, internship, etc.).
- Academic advisement (identify number of students advised & semester).

C. Other (optional)
- List or detail other significant teaching-related information (HIPs, service-learning course components, changes in teaching philosophy, pedagogical professional development, or public scholarship, etc.).

II. PROFESSIONAL ACTIVITIES

A. Additional degree or university course work undertaken or completed
B. Other educational experiences (workshops, institutes, and conferences)
C. Ongoing research (papers under editorial review, in draft stage, etc.)
D. Publications
E. Presentations (local, regional, state, national, international)

F. Offices or committees in professional societies, reviewer of material, service on accrediting teams, etc.
G. Grant applications submitted or funded.

III. COLLEGE AND COMMUNITY SERVICE

A. Department (administration and committees, advisement, moderating clubs, developing curriculum, reports, evaluations, screening prospective facility, recruiting majors, etc.)
B. College (committees, developing or administering programs or events, recruiting students, fundraising, etc.)
C. Community (consulting or professional services to organizations, developing or administering workshops or institutes sponsored by King's, lectures, service on boards or community advisory groups, publications in popular journals or newspapers, etc.)
D. Other

IV. AWARDS/HONORS

V. GENERAL

List additional activities, which you believe are professionally significant but do not fall under previous categories.

APPENDIX J: Chairperson's / Program Director's Evaluation of Faculty

Chairperson's / Program Director's Evaluation of Faculty

Academic Year: _____ Department / Program: _____
Faculty member: _____
Rank/Status: _____ Date of Review: _____
Chairperson/Program Director Name: _____

Intent: (1) To provide official feedback to the faculty member on his/her teaching, professional development, and service. (2) To provide an opportunity for coaching the faculty member in any or all of the 3 areas mentioned in number 1. (3) To provide documentation for the faculty member's tenure and/or promotion dossier.

Directions: For the first section (teaching effectiveness), complete the table below. For each teaching effectiveness criterion, indicate with a checkmark an overall assessment rating, and indicate with a checkmark the forms of evidence that, upon review, apply as evidence. For the sections on professional development/public scholarship, provide an overall assessment rating. For all three sections please use the comment sections to highlight **specific behaviors/events** related to that section. Submit to Academic Affairs completed evaluations for all regular appointment full-time faculty members in your department/program no later than October 1st.

Teaching Effectiveness										
This faculty member…	**Assessment**				**Evidence**					
	Inadequate	Approaches Expectations	Meets Expectations	Exceeds Expectations	Annual Activity Summary	Classroom Observation Reports	SEEQs	Syllabi	Course Materials	Discussion/ Observation / Testimony
1. Displays expert knowledge, preparation, and organization.										
2. Develops rigorous and academically challenging courses.										
3. Composes learning-centered materials										
4. Uses technology to enhance teaching and learning										
5. Involves students in the learning process.										
6. Provides high-impact educational experiences										

7. Commands attention and respect.										
8. Presents subject clearly and precisely.										
9. Displays enthusiasm.										
10. Maintains productive rapport in and out of the classroom.										
11. Answers questions clearly and effectively.										
12. Facilitates student learning.										
13. Aligns exams, assignments, and other materials with course goals and outcomes.										
14. Provides timely and constructive feedback on exams, papers, and other course assignments.										
15. Displays commitment to reflecting on and refining course design and delivery.										
16. Fulfills faculty teaching responsibilities as outlined in the *Full-Time Faculty Handbook.*										
Chairperson's Overall Evaluation & Comments: Did Not Meet Expectations Met Expectations Exceeded Expectations										
Faculty Member's Comments (optional):										

Professional Development & Public Scholarship:
For my department, "meeting expectations" would be best described as:
In comparison to the above standard, this faculty member meets or exceeds these expectations: (circle)

Agree	Disagree	Unable to judge
Chairperson's comments:		
Faculty member's comments:		
College & Community Service:		
In terms of college & community service, this faculty member meets or exceeds the guidelines in the *Faculty Handbook*: (circle)		
Agree	Disagree	Unable to judge
Chairperson's comments:		
Faculty member's comments:		

Evaluative Summary by the Chairperson:

_____ _____

Signature of Faculty Member* Signature of Department Chairperson/Program Director

*Signing this form indicates that the above areas were discussed at a performance review meeting. It does not necessarily indicate agreement with each of the assessments.

APPENDIX K: FACULTY EVALUATION OF DEPARTMENT CHAIRPERSON/PROGRAM DIRECTOR FORM

Faculty Evaluation of Department Chairperson/Program Director

Academic Year: _____ Department / Program: _____

Chairperson/Program Director: _____

Faculty member completing this form:_____

Intent: (1) To officially recognize the valuable contributions of one's department chair; and (2) To identify, if necessary, any areas in which the department chairperson can improve.

Directions: Check the appropriate category for each statement. The five sections of this review correspond to the policy on department chairs/program directors found in the *Faculty Handbook*. **Please mention specific behaviors/events in the comment sections to highlight exceptional chair performance or areas of concern.**

NB: **UTJ** = unable to judge

Administrative Responsibilities:	**Agree**	**Disagree**	**UTJ**
represents departmental concerns & needs to the administration			
prepares agenda for and presides over regular department meetings			
maintains appropriate department records including course syllabi			
consults with department faculty in preparing a written departmental budget			
prepares the department for accreditation and/or Major Program review			
Comments:			

Faculty Responsibilities:	**Agree**	**Disagree**	**UTJ**
ensures that new faculty members have received adequate orientation to the College and the department/program			
mentors faculty in the areas of teaching, scholarship and service			
consults with department faculty on staffing decisions, including the hiring of new faculty members & retention			
consults with department faculty about the scheduling of courses and the assignment of independent studies and internships			
supports and enhances instructional and professional collaboration among department members			
promotes and encourages effective resolution of faculty concerns			
Comments:			

Evaluation of Faculty Responsibilities:	**Agree**	**Disagree**	**UTJ**
conducts classroom visitation and evaluates faculty in a timely manner			
provides constructive criticism for improvement of teaching and facilitates opportunities for peer coaching			
monitors students' responses from classes & provides effective feedback to the faculty			
reviews Faculty Activity Annual Summary and makes recommendation for long range planning			
completes Chairperson's Form for Faculty Evaluation & clearly states areas of accomplishments and concerns for each member of the department			
participates in Annual Review Conference for Pre-Tenure Faculty			
Chairs in McGowan School of Business- Conducts Annual Review and completes evaluation form in a timely manner			
Comments:			

Curriculum Responsibilities:	**Agree**	**Disagree**	**UTJ**
consults with departmental faculty to determine the design of the major sequence			
consults with departmental faculty to determine the nature of courses offered			
initiates revisions of departmental curricula			
coordinates collegial selection of textbooks in courses taught by more than one faculty member			
coordinates bookstore orders with the departmental faculty			
prepares revisions of sections of the College Catalog and other College publications describing the department			
coordinates with departmental faculty and the librarian for the improvement of library holdings			
Comments:			

Student Responsibilities:	**Agree**	**Disagree**	**UTJ**
establishes qualifications for admission into the major in a collaborative manner.			
provides, with the aid of department faculty, efficient and helpful academic advisement to department majors			
fosters departmental support of students' growth in disciplinary and co-curricular activities			
manages "Open House" and departmental recruitment activities effectively			
Comments:			

Overall satisfaction with your chairperson: (please circle)

Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied

Final comments:

APPENDIX L: Evaluation of Teaching Effectiveness Resource—Correlation of Teaching Effectiveness Criteria to Evaluative Tools

FTFHB Criteria	SEEQ Statement(s)	Classroom Observation Report	Chair's Annual Evaluation	Faculty Annual Activity Summary
1. Displays expert knowledge, preparation, and organization	Contrasted implications of theories (21) Presented background of ideas (22) Presented various points of view (23) Discussed current developments (24)	Instructor displays expert knowledge, preparation, and organization (1)	Displays expert knowledge, preparation, and organization (1)	
2. Develops rigorous and academically challenging courses	Intellectually challenging and stimulating (1)	Lesson is rigorous and academically challenging (2)	Develops rigorous and academically challenging courses (2)	Innovations/Modifications Other
3. Composes learning-centered materials (syllabi, handouts, etc.)	Materials well prepared and explained (10)	Materials distributed or displayed in class are learning-centered (3)	Composes learning-centered materials (syllabi, handouts, etc.) (3)	Innovations/Modifications Other
4. Uses technology to enhance teaching and learning (Moodle, Turnitin, Panopto, etc.)		Technology enhances delivery of content and contributes to student comprehension (4)	Uses technology to enhance teaching and learning (Moodle, Turnitin, Panopto, etc.) (4)	Innovations/Modifications Other
5. Involves students in the learning process	Encouraged class discussion (13) Invited to share ideas and knowledge (14) Express own ideas to instructor (16)	Instructor involves students in the learning process (5)	Involves students in the learning process (5)	Innovations/Modifications Other
6. Provides high-impact educational experiences when appropriate (e.g., linked courses, writing-intensive courses, capstone courses, collaborative assignments, supervised research, e-portfolio, service learning, and community-based learning)		Method of Instruction	Provides high-impact educational experiences when appropriate (e.g., linked courses, writing-intensive courses, capstone courses, collaborative assignments, supervised research, e-portfolio, service learning, and community-based learning) (6)	Other
7. Commands attention and respect	Interest in subject increased (3) Instructor's humor enhanced presentations (7) Presentation style held interest (8)	Instructor commands the attention and respect of students (6)	Commands attention and respect (7)	

8. Presents subject clearly and precisely	Explanations were clear (9) Lectures facilitated note-taking (12)	Instructor presents the subject clearly and precisely (7)	Presents subject clearly and precisely (8)	
9. Displays enthusiasm	Instructor was enthusiastic (5) Dynamic and energetic (6)	Instructor displays enthusiasm for the subject and for the practice of teaching and learning (8)	Displays enthusiasm (9)	
10. Maintains productive rapport in and out of the classroom	Instructor interacted well with students (17) Students welcomed to seek help/advice (18) Instructor genuinely interested in students (19) Instructor accessible to students (20)	Instructor establishes and maintains a productive level of rapport (9)	Maintains productive rapport (10)	
11. Answers questions clearly and effectively	Encouraged to ask questions and given meaningful answers (15)	Instructor answers questions clearly and effectively (10)	Answers questions clearly and adequately (11)	
12. Facilitates student learning	Learned something valuable (2) Learned and understood subject materials (4) Required readings/text were valuable (28) Readings, homework, etc. contributed to appreciation and understanding of subject (29)	Student behavior and responses to questions and tasks indicate that learning is taking place (11)	Facilitates student learning (12)	
13. Aligns exams, assignments, and other materials with course goals and outcomes	Proposed objectives agreed with actual (11) Exams tested course material as emphasized (27)		Aligns exams, assignments, and other materials with course goals and outcomes (13)	Innovations/Modifications Other
14. Provides timely and constructive feedback on exams, papers, and other course assignments	Feedback on exams and grades was valuable (25) Evaluating work fair & appropriate (26)		Provides timely and constructive feedback on exams, papers, and other course assignments (14)	
15. Displays commitment to reflecting on and refining course design and delivery			Displays commitment to reflecting on and refining course design and delivery (15)	Innovations/Modifications Other
16. Fulfills teaching responsibilities as outlined in the FTFHB			Fulfills faculty responsibilities regarding syllabi as outlined in the FTFHB (16)	

APPENDIX M: MSB FACULTY EVALUATION FORMS

MSB Faculty Evaluation Form
To be completed by Dean

Faculty Member: _____

Academic Year being reviewed: _____

Performance Review Meeting Date: _____

Part 1: Teaching

Section 1: Student-Teacher Evaluations (STE)

Process: The **Dean of the MSB** receives STE results for the given year for each faculty member. Based upon the reported average STE rating, the Dean determines which level reflects your STE results.

____ Exceeds expectations (average STE rating 4.50 or higher)
____ Meets expectations (average STE rating between 4.0 to 4.49)
____ Falls below expectations (average STE rating below 4.0)

Comments by the MSB Dean:

Comments by the Faculty member:

Part 2: Scholarship

Process: The **Dean of the MSB** assesses each MSB faculty member on scholarship based upon collected documentation over the past 5 years.

____ Exceeds expectations (Over the past 5 years this MSB faculty member has exceeded the 5-5-2 AACSB guideline)
____ Meets expectations (Over the past 5 years this MSB faculty member has met the 5-5-2 AACSB guideline)
____ Falls below expectations (Over the past 5 years this MSB faculty member has not met the 5-5-2 AACSB guideline)

Comments by the Dean:

Comments by the Faculty member:

Final comments by the MSB Dean:

_____ _____
Signature of MSB Dean Date

_____ _____
Signature of Chair Signature of Faculty

*By signing this form it indicates all of the above areas were discussed at the performance review meeting. It does not necessarily mean that you agree with every or any of the assessments.
4/07

MSB Faculty Evaluation Form
To be completed by Faculty Member

Faculty Member: _____

Part 3: College & Community Service

Process: Each **MSB faculty member** assesses himself/herself based upon the three levels below and in conjunction with the **Dean of MSB** at the time of this performance review meeting.

____ Exceeds expectations (I served as a committee chair or on more than 1 committee, which may include MSB or college-wide committees or as a faculty coordinator to student organizations &/or showed involvement professionally in the community (e.g., consultant) and/or to my profession (e.g., reviewer))

____ Meets expectations (I served on 1 committee, which may include MSB or college-wide committees or as faculty coordinator to student organizations or showed some involvement professionally in the community and/or my profession)

____ Falls below expectations (I did not serve on any committees and I was not involved professionally in the community or my profession in any way).

Comments by the MSB Dean:

Comments by the Faculty member:

_____

Signature of Faculty Member* Date

*By signing this form it indicates all of the above areas were discussed at the performance review meeting. It does not necessarily mean that you agree with every or any of the assessments.

4/07

MSB Faculty Evaluation Form
To be completed by Chairperson

Chair: _____

Faculty Member: _____

Section 2: Chair's Assessment of Teaching Effectiveness

Process: The **chair of the faculty member's department** assesses the faculty member using the three levels below. The chair will base this assessment on discussions with the faculty member regarding teaching, reviewing the faculty member's syllabi and/or other documents, and/or classroom observations. If the faculty member is a chair, then the faculty member may select another MSB chair or any full professor in the MSB to provide this assessment.

In addition, if a faculty member so chooses, he/she can ask a MSB colleague to provide feedback on his/her teaching. The colleague's comments will then be attached to this form for review and discussion.

____ Exceeds expectations (This faculty member is a highly effective teacher)
____ Meets expectations (This faculty member is an effective teacher)
____ Falls below expectations (This faculty member needs to improve his/her teaching)

Comments by the Chair:

Comments by the Faculty member:

Signature of Chair Date

4/07

1. Please indicate the important characteristics of this instructor/course which have been most valuable to your learning experience.

2. Please indicate characteristics of this instructor/course which you felt are most important for him/her to work on improving (particularly aspects not covered by the rating items).

3. Please use the additional space to clarify any of your responses or to make other comments.

College Survey Services, Inc. - 800-755-9065.

Student Evaluation of Educational Quality SEEQ

Title of «CRS_TITLE» Course:

Discipline, Number, and Section: «DNS»

Department: «DEPT»

Instructor: «INSTR»

Current Semester and Year: «SEM»

Date: «SEQ»

«DNS1»

MARKING INSTRUCTIONS

- USE A PENCIL or DARK INK PEN, NO MARKERS
- Completely fill the oval
- Erase cleanly any changes you wish to make
- Erase any stray marks

Correct Mark

Incorrect Marks

To the Student at: **King's College**

Student evaluation is one of the methods used for improving the quality of teaching at King's College. This survey will provide this instructor with valuable feedback on teaching effectiveness. Your name is NOT required and all information is confidential. Please complete as accurately and honestly as possible. You should base your responses on this instructor's teaching in this course.

Please read each question very carefully and fill in the ovals using this scale:

Statement	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided or Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)	Unable To Judge (N/A)
LEARNING								
You found the course intellectually challenging and stimulating.	O	O	O	O	O	O	O	O
You have learned something which you consider valuable.	O	O	O	O	O	O	O	O
Your interest in the subject has increased as a consequence of this course.	O	O	O	O	O	O	O	O
You have learned and understood the subject materials in this course.	O	O	O	O	O	O	O	O
ENTHUSIASM								
Instructor was enthusiastic about teaching the course.	O	O	O	O	O	O	O	O
Instructor was dynamic and energetic in conducting the course.	O	O	O	O	O	O	O	O
Instructor enhanced presentations with the use of humor.	O	O	O	O	O	O	O	O
Instructor's style of presentation held your interest during class.	O	O	O	O	O	O	O	O

Developed by Dr. Herbert W. Marsh

(OVER, please) ➔

Statement	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided or Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)	Unable To Judge (N/A)
ORGANIZATION								
Instructor's explanations were clear.	○	○	○	○	○	○	○	○
Course materials were well prepared and carefully explained.	○	○	○	○	○	○	○	○
Proposed objectives agreed with those actually taught so you knew where the course was going.	○	○	○	○	○	○	○	○
Instructor gave lectures that facilitated taking notes.	○	○	○	○	○	○	○	○
GROUP INTERACTION								
Students were encouraged to participate in class discussions.	○	○	○	○	○	○	○	○
Students were invited to share their ideas and knowledge.	○	○	○	○	○	○	○	○
Students were encouraged to ask questions and were given meaningful answers.	○	○	○	○	○	○	○	○
Students were encouraged to express their own ideas and/or question the instructor.	○	○	○	○	○	○	○	○
INDIVIDUAL RAPPORT								
Instructor interacted well with students individually.	○	○	○	○	○	○	○	○
Instructor made students feel welcome in seeking help/advice in or outside of class.	○	○	○	○	○	○	○	○
Instructor had a genuine interest in individual students.	○	○	○	○	○	○	○	○
Instructor was adequately accessible to students during office hours or after class.	○	○	○	○	○	○	○	○
BREADTH								
Instructor contrasted the implications of various theories.	○	○	○	○	○	○	○	○
Instructor presented the background or origin of ideas/concepts developed in class.	○	○	○	○	○	○	○	○
Instructor presented points of view other than his/her own when appropriate.	○	○	○	○	○	○	○	○
Instructor adequately discussed current developments in field.	○	○	○	○	○	○	○	○

(Next Page) ➔

Statement	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Undecided or Neutral (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)	Unable To Judge (N/A)
EXAMINATIONS								
Feedback on examinations/graded materials was valuable.	○	○	○	○	○	○	○	○
Methods of evaluating student work were fair and appropriate.	○	○	○	○	○	○	○	○
Examinations/graded materials tested course content as emphasized by instructor.	○	○	○	○	○	○	○	○
ASSIGNMENTS								
Required readings/texts were valuable.	○	○	○	○	○	○	○	○
Readings, homework, etc., contributed to appreciation and understanding of the subject.	○	○	○	○	○	○	○	○

OVERALL	Very Poor (1)	Poor (2)	Somewhat Poor (3)	Neutral (4)	Somewhat Good (5)	Good (6)	Very Good (7)
How does this course compare with other courses you have had at King's College?	○	○	○	○	○	○	○
How does this instructor compare with other instructors you have had at King's College?	○	○	○	○	○	○	○

STUDENT AND COURSE CHARACTERISTICS	1	2	3	4	5
Course difficulty, relative to other courses, is: (1) very easy, (2) easy, (3) medium, (4) hard, (5) very hard	○	○	○	○	○
Course workload, relative to other courses, is: (1) very light, (2) light, (3) medium, (4) heavy, (5) very heavy	○	○	○	○	○
Course pace, relative to other courses, is: (1) too slow, (2) slow, (3) about right, (4) fast, (5) too fast	○	○	○	○	○
Hours **per week** required outside of class:	0-2 ○	3-5 ○	6-8 ○	9-11 ○	Over 11 ○
Your level of interest in the subject prior to this course: (1) very low, (2) low, (3) medium, (4) high, (5) very high	○	○	○	○	○
Your overall grade point average: (1) below 2.5, (2) 2.5 - 2.9, (3) 3.0 - 3.4, (4) 3.5 - 3.7, (5) above 3.7	○	○	○	○	○

This course is: ○ an elective ○ required for major/minor ○ required for the core

Student's Class Year: ○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Special/Post-Grad/Other

Student's Expected Grade: ○ A ○ B ○ C ○ D ○ Fail ○ Pass

(OVER, please) ➔

APPENDIX O: GUIDELINES FOR DIFFERENTIAL WORKLOAD REQUEST

Part 1: Applicant information and date of request

Part 2: Project Title

Part 3.: Project Purpose and Description

a. Purpose of the proposed activity.
b. Description of the proposed activity.

Part 4: Justification of Project Merit for Differential Workload

a. How does the proposed activity promote the mission and institutional goals of the College and/or the goals of a department or program?
b. How does the proposed activity promote the advancement of faculty in their efforts to be outstanding teachers, accomplished scholars, and/or engaged citizens?

Part 5: Expected Outcomes

a. What are the expected outcomes of the project?

Part 6: Timeframe

a. What is the complexity of the activity and the time commitment involved? (Differential workloads are temporary and are most frequently awarded for one semester.)
b. When will the Differential Workload be needed?
c. How will the project be completed in this timeframe?

Part 7: Justification of Timeframe

a. Why does the proposed project require a differential workload?
b. Define the required reduction in terms of the number of credits being requested for reduction.
c. Will the differential workload affect the College and community service normally expected of a faculty member (as described in Part Two, Chapter IV, Section F. 3, "College and Community Service")? A differential workload is designed to reduce the course workload, not the service requirement to the College.
d. If the applicant has received a differential workload in the past, submit a copy of the progress report from that project.

Part 8: Department Chair Support

a. Submit a letter of support from the department chair.

APPENDIX P: ACADEMIC PROGRAM REVIEW

A. Suggested Timetable for Academic Program Review

Phase	Task	Department should initiate this task (relative to due date):	Task should be completed (relative to due date):
Data Retrieval[1]			
	Retrieve departmental and interdepartmental documentation, e.g., mission statement, vision statement, program goals, and other relevant reports.	2 years prior	12 months prior
	Collect additional data as needed	2 years prior	9-12 months prior
	Receive external data (meaning data collected by the Offices of the Registrar, Institutional Research, Admissions, and similar)	n/a [2]	12 months prior[3]
Self-Study			
	Evaluate data	12 months prior	9 months prior
	Write report	9 months prior	6 months prior
External Review			
	Site visit	6-8 months prior [4]	5 months prior
	Delivery of external reviewer reports		5 months prior
	Written response of department to external review report	5 months prior	4 months prior
Action Plan			
	Written response of the P&VPAA to self-study and external review reports	4 months prior	3 months prior
	Development of action plan in consultation with the P& VPAA and submission to the President for approval.	3 months prior	Completion of this step concludes the Academic Program Review

[1] The retrieved data need not be more current than twelve months prior to the APR completion date.
[2] These data will be collected and delivered by the P&VPAA to formally initiate the review.
[3] The completion date of the Academic Program Review is determined by the date on which the P&VPAA delivers the external data (and defined as one year later than the external data delivery).
[4] The external review can be initiated during the self-study phase, but the report of the external reviewer cannot be completed until the department's self-study report is complete.

Schedule for Academic Program Reviews (programs *not* subject to external accreditation review):

B. Academic Program Review Cycle.

Reviews will occur approximately once every seven years according to the cycle established below or, in unusual circumstances, at the instigation of the VPAA. No reviews will occur during the year preceding a Middle States site visit.

Schedule for programs NOT subject to external accreditation review:

2023-2024: Biology, Physics*, Languages, Economics

2024-2025: Neuroscience, Computer Science*, CIS, Criminal Justice/Sociology, Psychology

2025-2026: Education, Exercise Science, Philosophy, Environmental Science/Studies*

2026-2027: History, Theology, Political Science, Communications

2027-2028: Mathematics, English, Theatre

* The Engineering 3+2 Program is assessed by the four major departments/programs in which it is housed (i.e., Chemistry, Computer Science, Environmental Science/Studies, and Physics) as part of their scheduled Academic Program Reviews.

C. Guidelines and Suggestions for Conducting an Academic Program Review

The following suggestions are made to outline the process of conducting an Academic Program Review.

1. Receive institutional data from the Office of the Provost & Vice President for Academic Affairs, (including data from Institutional Research, College Registrar, Career Planning and Placement, and Office of Admissions and the Alumni Office (unless it is Institutional Research that conducts the surveys of alumni, but the Alumni Office may also have useful information to share with departments).
2. Obtain internal program-specific data documenting the program and curriculum.
3. Obtain any relevant external data (i.e., grants, service learning outcomes, etc.)
4. Conduct a SWAT (strengths, weaknesses, opportunities, and threats) analysis and solicit feedback from colleagues.
5. Share with colleagues the available materials (mentioned above) and assess program viability, productivity, and quality.
6. Create the Self-Study report that summarizes all relevant information and its interpretation.
7. Conduct an external review. An external reviewer will read the Self-Study report, conduct their own investigation, and provide a written summary of findings to the Department Chair and Provost & Vice President for Academic Affairs.
8. The department will create a written response to the external review acknowledging acceptance or rejection of the recommendations provided by the external reviewer.
9. A finalized report will be sent to the Provost & Vice President for Academic Affairs.

10. After receiving a written response from the Provost & Vice President for Academic Affairs, and in consultation with the P&VPAA, the department will develop an Action Plan that enhances program viability, productivity, and quality and submit this plan to the President for approval.

D. Self-Study Report Review Form

Instructions: Before submitting the Self Study Report to the Office of the Provost & Vice President for Academic Affairs, each member of the department should be allowed an opportunity to review the report, and should indicate that they have reviewed the document by signing below. This form MUST be signed by each full time faculty member appointed to the department, and MAY be signed by additional department members (e.g. adjuncts, part time faculty, faculty appointed to other departments, etc.). Please submit this document with the Self Study Report.

PLEASE NOTE: Any department member may submit a written addendum to the Self Study Report, which may be either included with the report OR sent under separate cover to the Office of the Provost & Vice President for Academic Affairs.

Name	**I was granted an opportunity to review the report**	**Signature**	**Date**
	□ Yes □ No		
	□ Yes □ No		
	□ Yes □ No		
	□ Yes □ No		
	□ Yes □ No		

_____ _____

(Signature of Chair) (Date)

E. Suggested Format for a Self-Study Report

The following are the major sections suggested for a Self-Study Report:

1. Introduction
2. Department Mission, Vision, and Goals
3. Academic Content and Structure
    a. Program Viability.
        i. Students
        ii. Curriculum
        iii. Resources
    b. Program Productivity
        i. Students
        ii. Faculty
        iii. Governance
        iv. Resources
    c. Program Quality
        i. Student learning
        ii. Curriculum
        iii. Resources
4. Recommendations
5. Appendices

APPENDIX Q: ACADEMIC INTEGRITY PLEDGE (2008)

The mission of King's College is to provide students with a broad based liberal education in the Catholic tradition, to offer intellectual, moral and spiritual preparation for satisfying and purposeful lives, and to develop mutually beneficial and cooperative ties to the wider society.

In light of this mission, and motivated by a deep concern for the welfare of its students, King's College expects its students to observe, both on and off campus, the conventional standards which are derived from the Judeo-Christian-Catholic tradition, which are in accord with the sound reasoning of traditional philosophy and have been respected by countless persons of good will, regardless of their religious beliefs. The College finds that some of these standards of behavior need to be articulated explicitly. These are set forth in the College's Academic Integrity Policy. The College is convinced that these standards are in the best interest of individuals and the entire King's community. They are meant to make King's a just and orderly place where men and women strive to realize ideals that are at the same time humane and Christian.

It should be noted that the norms presented in the College's Academic Integrity Policy are minimum standards of behavior. As educated individuals, however, students are expected to endeavor to exceed the minimum.

Offenders of the Academic Integrity Policy will be dealt with patiently and personally, more to help and correct than to punish. The process of imposing sanctions is always intended to be educational and animated by an unconditional concern for students.

As a King's College student, I acknowledge that I have read and understand the College's Academic Integrity Policy. Further, I pledge to value my education and the integrity of our College community. I promise to maintain high academic standards in my own work and interaction with others, and I expect the same high standards from every other member of our academic community.

_____/_____ _____

(Signature/ Print) (Date)

APPENDIX R: KING'S COLLEGE
ACADEMIC INTEGRITY FACULTY REPORT

Student's Name:_____ID Number:_____

Faculty Member (print/sign): _____/_____

Course: _____ Date: _____

This report documents the alleged violation of the Academic Integrity Policy of the College as published in the Student Handbook.
Faculty member's assessment of the severity of the violation (select one):

□ **Low-Level violation**: minimally affects a student's final grade, because the assignment value and/or penalty imposed (such as lowering of a student's grade on the work in question) consist of a small portion of the overall work required for the course.

□ **Mid-level violation**: substantially affects a student's final grade, because the assignment value and/or penalty imposed (such as giving the student no credit for the work in question) consist of a considerable portion of the overall work required for the course.

□ **High-level violation**: results in a student receiving a grade of F in the course; possible further sanctions may be determined by the Academic Integrity Officer.

Summary of the Violation: (Include, in addition to describing the violation, the date of violation, and reason(s) for severity selected above)

Sanction Issued:

Student Section:

I am aware of my rights with the College Judicial System including the right to a hearing by the Academic Integrity Officer or the Academic Integrity Hearing Board.

_____ I admit to violating the Academic Integrity Policy as stated above and accept the above sanction issued by the faculty member.

_____ I admit to violating the Academic Integrity Policy as stated above but I do not accept the above sanction issued by the faculty member.

_____ I do not admit to violating the Academic Integrity Policy as stated above and I do not accept the above sanction issued by the faculty member.

_____ I do not admit to violating the Academic Integrity Policy as stated above but I do accept the above sanction issued by the faculty member.

_____ _____

Student's Signature Date

APPENDIX S: ACADEMIC INTEGRITY OFFICER REPORT

The student met with the Academic Integrity Officer on (date) _____

due to (indicate number and type of violations):

Sanction:

Acting Academic Integrity Officer: _____ Date _____

Appeal of above sanction

This case was heard by the following on (date)_____ (Check One):

☐ _____as the Academic Integrity Officer or

☐ Academic Integrity Hearing Board

The decision of the hearing is:

☐ *In violation* of the Academic Integrity Policy

☐ *Not in violation* of the Academic Integrity Policy

Sanction issued to the student if found *in violation* of the Academic Integrity Policy:

☐ Academic Integrity Probation through (date):_____

☐ Suspension from the College until (date):_____

☐ Dismissal from the College

☐ Sanction, in addition to, or different from, the above:_____

_____ _____

Academic Integrity Officer or Chair of Academic Integrity Hearing Board — Date

---

Final Appeal Process

The student has the right to appeal this decision to the Provost &Vice President for Academic Affairs in writing, no later than 4 p.m. on _____. Please refer to the Student Handbook for further information on the appeal process.

A copy of the report is to be issued to the student and faculty member and will be kept in the student's file in the Associate Vice President for Student Affairs & Dean of Students' Office.

APPENDIX T: DISTANCE (ONLINE) AND HYBRID (BLENDED) EDUCATION POLICIES AND PROCEDURES

POLICIES

The following policies and procedures ensure that distance and hybrid courses will provide educational outcomes and experiences that are equivalent to traditional courses.

Definitions

- In **traditional courses**, instructors and students meet face-to-face for the majority of instructional contact hours. Students may be required to access material online or interact with the instructor and other students online, but these requirements are minimal.
- In **distance courses**, instructors and students meet seldom, if at all; instructional content hours are delivered/accessed exclusively online.
- In **hybrid courses**, instructors and students meet face-to-face regularly, but at least 50% (and less than 100%) of the instructional contact hours are delivered/accessed online.

Distance Education and The King's College Mission (C&T Committee Position Statement)

C&T encourages faculty and administrators to remember the King's College Mission when designing and proposing online courses. Specifically, the liberal arts mission of King's College emphasizes personal engagement, placing a premium on "educating the whole person" and entrusting us all with the responsibility to advise, mentor, coach, counsel, and develop the intellectual and moral character of students.

FIRST-TIME INSTRUCTORS

An instructor teaching in a distance/hybrid environment for the first time must complete the self-paced "Techniques for Teaching Online" course in Moodle, in addition to filing a Course Equivalency Report (if applicable). First-time instructors will begin developing their courses as part of this training.

As training expands, instructors may be asked to re-visit this training course.

COURSE EQUIVALENCY REPORT

All instructors must submit a Course Equivalency Report for each distance/hybrid course they teach.

1. The person(s) responsible for preparing a master syllabus will submit the CER to the appropriate Department Chair, or Program Director at least thirty days before the term begins. The Chair or Director will review the course content/pedagogy. Any course without a CER submitted thirty days in advance of the term's start date is subject to cancellation.

2. Once the Department Chair/Program Director approves the course content/pedagogy, the Report will go to the Managing Director of Academic and Instructional Technology Services (IITS) for review of the technology required by the course and that training has been completed.

3. IITS will forward the Report to the Dean of Faculty, Dean of Health Sciences, or Dean of the School of Business for final approval and will communicate any concerns to the Department Chair/Program Director and the instructor.

All distance/hybrid courses involving consortial partners or contractors will follow this approval process.

ACADEMIC INTEGRITY

King's ensures academic integrity in its distance/hybrid courses by requiring each student to verify his or her identity and sign (electronically) an Academic Integrity Pledge.

Student Verification/ID and Password

Students follow the same process to register for distance/hybrid courses as they follow to register for traditional courses. The resulting course roster is used by IITS to populate the Moodle section for a distance/hybrid course.

Students who have registered for a distance/hybrid course must be enrolled at King's; each student's enrollment information is stored in the Datatel system. IITS will create network accounts for all students enrolled at King's, assigning a unique user ID and password by extracting information about each student from Datatel. IITS will then transfer each student's network account information to the College's Active Directory system, which authenticates all users accessing subsystems such as Moodle and WebAdvisor.

Students access Moodle courses by entering their ID and password, which is verified through the College's Active Directory system. Student access to the Moodle course expires at the end of the semester in which the course is scheduled.

These policies and procedures are an extension of the Responsible Use of Information Technologies policies and guidelines developed by IITS. They are applied at no additional cost to the student and serve to protect each student's right to privacy.

Academic Integrity Pledge

In addition to logon verification, students must sign (electronically) an Academic Integrity Pledge for each distance/hybrid course they take at King's. Students must pledge to adhere to the policy (as illustrated below) before they are allowed access to course content in Moodle.

STUDENT COURSE ASSESSMENT

Undergraduate students who complete a distance/hybrid course are asked to evaluate the course and instructor using a version of the SEEQ form currently used in traditional classes College-wide. The distance/hybrid version of the SEEQ allows students to evaluate:

- Student online course expectations
- Faculty-student engagement.
- Student-student engagement
- Technology used
- Instructor monitoring of/feedback on student progress
- Course content delivery method(s)
- Homework and case assignment

Graduate students who complete a distance/hybrid course are asked to evaluate the course and instructor using an online version of the traditional, printed graduate course evaluation form. The distance/hybrid version of this form allows students to evaluate:

- The course instructor
- The course
- The online components of the course
- Asks students what can be done to improve online services at King's College

STUDENT ACCESS TO KING'S COLLEGE SERVICES

Students in distance/hybrid courses have access to academic services through the same College offices used by students in traditional courses:

Academic Advisors

All King's College students enrolled in an online course should have an academic advisor. Academic advisors are assigned to students by the Academic Advisement Office, and offer guidance to students ranging from course selection to finding the appropriate office to address student concerns. Students may also find contact information for the various offices on the College web site.

Library

Students can access the College Library online; students in distance/hybrid courses have access to the same range of learning resources that are available to traditional students; these resources enable students in distance/hybrid courses to conduct research appropriate to the program in which they are enrolled and equivalent in content and rigor to the traditional courses in that program.

DISTANCE/HYBRID COURSE SYLLABI AND INFORMATION

In addition to the requirements for all traditional course syllabi, course syllabi for distance/hybrid courses should address the following:

Distance/Hybrid Education Format

Students should be informed explicitly that Moodle will be the primary delivery and communication system for a distance/hybrid course. Students should be instructed to access the course and check their King's email regularly in order to participate fully in the learning process.

Student-Faculty and Student-Student Interaction

Students should be informed at the beginning of the course how they will be expected to interact with the instructor and with other students.

- In a **synchronous** online course, the students and instructor will be online at the same time; lectures and discussion occur at a specific time on specific day(s).
- In an **asynchronous** online course, students are not expected to be online at specific times. Students may still be required to meet deadlines for completing homework, submitting comments to discussion forums, etc.

Instructors should specify a targeted timeframe for responding to student inquiries, emails, and assignments.

Technical Requirements

Instructors should identify the specific software and/or hardware requirements of the course. Examples of software include Adobe Connect or Panopto; examples of hardware include webcams or headsets.

Group Assignments
If a course may include group assignments, students should be told how they are expected to communicate and collaborate with each other. Due dates should be clear and scheduled to give students and instructors enough time to coordinate their efforts.

Grading Rubrics
Instructors should make their grading rubrics available to students when assignments are first posted.

TRAINING AND SUPPORT
Training and support for faculty and students is maintained by IITS; instructors should make students aware of the various helps available to them. In addition to training sessions offered throughout the year, the following sites are available:

- The IITS Learning Hub (https://sharepoint.kings.edu/sites/learninghub/default.aspx) provides direct access to Atomic Learning online tutorials as well as guides to using campus resources.
- "Techniques for Teaching Online," a self-paced Moodle training course that offers technological and pedagogical guidance to instructors developing a distance/hybrid course.
- "Introduction to Moodle," an overview that introduces students to Moodle, provides interactive samples of Moodle's most common activities, and identifies the technology requirements.
- Email support from instruction designers at moodle@kings.edu

KING'S COLLEGE
DISTANCE (ONLINE) AND HYBRID (BLENDED) EDUCATION
COURSE EQUIVALENCY REPORT[5]

The person(s) responsible for preparing a master syllabus will submit the CER to the appropriate Department Chair or Program Director at least thirty days before the term begins. The Chair or Director will review the course content/pedagogy. Any course without a CER submitted thirty days in advance of the term's start date is subject to cancellation.

Instructor Name: _____ Date: _____

Department and Course Number (ex. CORE199): _____

1. In which format will you teach this course?

☐ Online ☐ Hybrid (Blended)

2. Course objectives should ordinarily be the same, regardless of delivery mode (traditional face-to-face, distance (online), or hybrid (blended)). If the course objectives are different list the reasons for the difference and how they are equivalent to the traditional face-to-face delivery method.

3. Course learning outcomes should ordinarily be the same, regardless of delivery method (traditional face-to-face, distance (online), or hybrid (blended)). If the course objectives are different list the reasons for the difference and how they are equivalent to the face-to-face delivery method.

4. As you answer the following questions, consider how distance (online) or hybrid (blended) instruction will substitute for traditional face-to-face meetings. Hybrid (blended) courses are considered to have greater than 50%, but less than 100%, of the delivery of the instructional contact hours required by College policy for a traditional face-to-face course delivered using one or more technologies.

a. College policy for traditional face-to-face courses requires 45 educational contact hours, how will you achieve course objectives and learning outcomes in the distance (online) or hybrid (blended) format equivalent to the traditional contact hours?

b. How will instructor-led material be delivered (i.e., lectures, learning activities, reading reviews)?

☐ Recorded lecture (asynchronous) ☐ Discussion forums
☐ Live virtual classroom (synchronous) ☐ Chat
☐ Other:

[5] Adapted from University of California Santa Barbara Division. https://senate.ucsb.edu/course.request.forms/forms/Supplemental.Information.for.Online.Courses.pdf August 17, 2014

c. What avenues will be available to facilitate individualized student-faculty communication?

☐ Phone ☐ Email
☐ Video chat (office hours) ☐ Text chat (office hours)
☐ Other:

d. How will student-to-student interaction be facilitated?

☐ Discussion forums ☐ Text chat
☐ Video chat ☐ Peer learning exercises
☐ Other:

e. How will feedback be communicated to students?

☐ Marked-up files ☐ Moodle's feedback area
☐ Individual conferences ☐ Discussion
☐ Other:

f. How will student progress be monitored?

☐ Review quizzes ☐ Reflection papers
☐ Discussion forums ☐ Phased projects
☐ Other:

Note: Student activity/attendance should always be monitored through Moodle logs and other logging capabilities in selected systems (ex. Panopto).

Instructor signature: _____

Appropriate program supervisor name (print): _____

Appropriate program supervisor signature: _____

Academic Dean signature: _____

Manager of Academic & Instructional Technology signature: _____

Graduate Course Evaluation – XX/Fall

The purpose of this form is to seek your considered opinion about the instructor and the content of your graduate course this semester. Completion of this evaluation is voluntary. The final responses will be delivered to the Graduate Division. Your instructor will not see the results of the evaluations until after the final grades for your course are submitted. The results of these graduate evaluations may be used for internal administrative decisions, and aggregate data may be utilized in research projects.

Dr. John Doe

Business 520-A

Course Title: Introduction to Business Concepts

Gender:

- Male
- Female

Number of graduate credits completed prior to this semester/session:

- 1-6
- 9-12
- 15-21
- 24 or more

Program:

- HCA
- Reading
- C&I
- ESL
- PA
- Other/PDC

Student Status:

- Degree
- Non-Degree
- Certificate
- Visiting

EVALUATION OF INSTRUCTOR

For each item below, select the bubble that corresponds to the response which you feel is most descriptive of this instructor.

		Strongly Disagree	Disagree	Somewhat Disagree	Undecided or Neutral	Somewhat Agree	Agree	Strongly Agree	Unable to Judge
1.	The instructor's objectives for this course were clearly stated	1	2	3	4	5	6	7	0
2.	The stated objectives were carried out during the course.	1	2	3	4	5	6	7	0
3.	The instructor was prepared for class.	1	2	3	4	5	6	7	0
4.	Students were informed how their performance would be evaluated, and these procedures were followed.	1	2	3	4	5	6	7	0
5.	The instructor was responsive to student questions and interests.	1	2	3	4	5	6	7	0
6.	The instructor was available for discussions with students outside of class time.	1	2	3	4	5	6	7	0
7.	The instructor was enthusiastic about teaching this course.	1	2	3	4	5	6	7	0
8.	The instructor showed thorough knowledge of the subject matter.	1	2	3	4	5	6	7	0
9.	Overall, the instructor related positively and effectively with students.	1	2	3	4	5	6	7	0
10.	Overall, the instructor is an effective teacher in this course.	1	2	3	4	5	6	7	0
11.	Because of this instructor, I have a better understanding of the subject matter.	1	2	3	4	5	6	7	0
12.	Overall, I was satisfied with this instructor.	1	2	3	4	5	6	7	0

EVALUATION OF COURSE

For each item, select the bubble that corresponds to the response which you feel is most descriptive of this course.

		Strongly Disagree	Disagree	Somewhat Disagree	Undecided or Neutral	Somewhat Agree	Agree	Strongly Agree	Unable to Judge
1.	Overall, the depth and breadth of materials covered were consistent with my expectations of graduate-level education.	1	2	3	4	5	6	7	0
2.	Overall, the level of analysis was consistent with my expectations of graduate-level education.	1	2	3	4	5	6	7	0
3.	This course will prove useful in attaining my career goals.	1	2	3	4	5	6	7	0
4.	Research was an integral part of this course	1	2	3	4	5	6	7	0
5.	The research component of this course was consistent with my expectations of research at the graduate level.	1	2	3	4	5	6	7	0
6.	Overall, I was satisfied with this course.	1	2	3	4	5	6	7	0

EVALUATION OF ONLINE COMPONENTS

For each item below, select the bubble that corresponds to the response which you feel is most descriptive of the online components.

		Strongly Disagree	Disagree	Somewhat Disagree	Undecided or Neutral	Somewhat Agree	Agree	Strongly Agree	Unable to Judge
1.	My expectations for the distance (online) education portion of this course were met.	1	2	3	4	5	6	7	0
2.	Faculty-student engagement/interaction was what I expected for an online course.	1	2	3	4	5	6	7	0
3.	Overall, I was satisfied with the technology used for this course.	1	2	3	4	5	6	7	0
4.	Instructor monitoring and feedback of student progress was delivered using appropriate technology.	1	2	3	4	5	6	7	0
5.	The technology used for course content delivery, lectures, PowerPoint, etc. was acceptable.	1	2	3	4	5	6	7	0
6.	Homework and case assignments were what I expected for an online, graduate-level course.	1	2	3	4	5	6	7	0
7.	Presentation of homework and cases by the student, as part of the course requirements, were made using appropriate technology.	1	2	3	4	5	6	7	0
8.	I felt connected to the instructor and other students in this course.	1	2	3	4	5	6	7	0

What can be done to improve online services at King's College?

Additional comments and suggestions are greatly appreciated:

King’s College

Student Evaluation of Educational Quality (SEEQ)

Developed by Dr_ Herbert W. Marsh

Title Of Course:
Discipline, Number, and Section:
Department:
Instructor:
Current Semester and Year:
Date:

Student evaluation is one of the methods used for improving the quality of teaching at King’s College. This survey will provide this instructor with valuable feedback on teaching effectiveness. Your name is NOT required, and all information is confidential. Please complete this survey as accurately and honestly as possible. You should base your responses on this instructor's teaching in this course.

Please read each statement very carefully before making your selection.

LEARNING

1. You found the course intellectually challenging and stimulating.
   - 0 Strongly Disagree
   - 0 Disagree
   - 0 Somewhat Disagree
   - 0 Undecided or Neutral
   - 0 Somewhat Agree
   - 0 Agree
   - 0 Strongly Agree
   - 0 Unable to Judge
2. You have learned something which you consider valuable.
   - 0 Strongly Disagree
   - 0 Disagree
   - 0 Somewhat Disagree
   - 0 Undecided or Neutral
   - 0 Somewhat Agree
   - 0 Agree
   - 0 Strongly Agree
   - 0 Unable to Judge

3. Your interest in the subject has increased as a consequence of this course.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable to Judge

4. You have learned and understood the subject materials in this course.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable to Judge

ENTHUSIASM

5. Instructor was enthusiastic about teaching the course.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable to Judge

6. Instructor was dynamic and energetic in conducting the course.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable to Judge

7. Instructor enhanced presentations with the use of humor.
   - 0 Strongly Disagree
   - 0 Disagree
   - 0 Somewhat Disagree
   - 0 Undecided or Neutral
   - 0 Somewhat Agree
   - 0 Agree
   - 0 Strongly Agree
   - 0 Unable to Judge
8. Instructor's style of presentation held your interest.
   - 0 Strongly Disagree
   - 0 Disagree
   - 0 Somewhat Disagree
   - 0 Undecided or Neutral
   - 0 Somewhat Agree
   - 0 Agree
   - 0 Strongly Agree
   - 0 Unable to Judge

ORGANIZATION

9. Instructor's explanations were clear.
   - 0 Strongly Disagree
   - 0 Disagree
   - 0 Somewhat Disagree
   - 0 Undecided or Neutral
   - 0 Somewhat Agree
   - 0 Agree
   - 0 Strongly Agree
   - 0 Unable to Judge
10. Course materials were well prepared and carefully explained.
   - 0 Strongly Disagree
   - 0 Disagree
   - 0 Somewhat Disagree
   - 0 Undecided or Neutral
   - 0 Somewhat Agree
   - 0 Agree
   - 0 Strongly Agree
   - 0 Unable to Judge

11. Proposed objectives agreed with those actually taught so you knew where the course was going.
    - 0 Strongly Disagree
    - 0 Disagree
    - 0 Somewhat Disagree
    - 0 Undecided or Neutral
    - 0 Somewhat Agree
    - 0 Agree
    - 0 Strongly Agree
    - 0 Unable to Judge
12. Instructor gave lectures that facilitated taking notes.
    - 0 Strongly Disagree
    - 0 Disagree
    - 0 Somewhat Disagree
    - 0 Undecided or Neutral
    - 0 Somewhat Agree
    - 0 Agree
    - 0 Strongly Agree
    - 0 Unable to Judge

GROUP INTERACTION

13. Students were encouraged to participate in class discussions.
    - 0 Strongly Disagree
    - 0 Disagree
    - 0 Somewhat Disagree
    - 0 Undecided or Neutral
    - 0 Somewhat Agree
    - 0 Agree
    - 0 Strongly Agree
    - 0 Unable to Judge
14. Students were invited to share their ideas and knowledge.
    - 0 Strongly Disagree
    - 0 Disagree
    - 0 Somewhat Disagree
    - 0 Undecided or Neutral
    - 0 Somewhat Agree
    - 0 Agree
    - 0 Strongly Agree
    - 0 Unable to Judge

15. Students were encouraged to ask questions and were given meaningful answers.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge
16. Students were encouraged to express their own ideas and/or question the instructor.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge

INDIVIDUAL RAPPORT

17. Instructor interacted well with students individually.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge
18. Instructor made students feel welcome in seeking help/advice.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge

19. Instructor had a genuine interest in individual students.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge
20. Instructor was adequately accessible to students.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge

BREADTH

21. Instructor contrasted the implications of various theories.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge
22. Instructor presented the background or origin of ideas/concepts developed in class.
    0 Strongly Disagree
    0 Disagree
    0 Somewhat Disagree
    0 Undecided or Neutral
    0 Somewhat Agree
    0 Agree
    0 Strongly Agree
    0 Unable to Judge

23. Instructor presented points of view other than his/her own when appropriate.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

24. Instructor adequately discussed current developments in field.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

EXAMINATIONS

25. Feedback on examinations/graded materials was valuable.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

26. Methods of evaluating student work were fair and appropriate.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

27. Examinations/graded materials tested course content as emphasized by instructor.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

ASSIGNMENTS

28. Required readings/texts were valuable.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

29. Readings, homework, etc., contributed to appreciation and understanding of the subject.

0 Strongly Disagree
0 Disagree
0 Somewhat Disagree
0 Undecided Or Neutral
0 Somewhat Agree
0 Agree
0 Strongly Agree
0 Unable To Judge

OVERALL

30. How does this course compare with other courses you have had at King's College?

0 Very Poor
0 Poor
0 Somewhat Poor
0 Neutral
0 Somewhat Good
0 Good
0 Very Good

31. How does this instructor compare with other instructors you have had at King's College?

0 Very Poor
0 Poor
0 Somewhat Poor
0 Neutral
0 Somewhat Good
0 Good
0 Very Good

STUDENT AND COURSE CHARACTERISTICS

32. Course difficulty, relating to other courses, is:

0 Very Easy
0 Easy
0 Medium
0 Hard
0 Very Hard

33. Course workload, relating to other courses, is:

0 Very Light
0 Light
0 Medium
0 Heavy
0 Very Heavy

34. Course pace, relative to other courses, is:

0 Too Slow
0 Slow
0 About Right
0 Fast
0 Too Fast

35. Hours **per week** required:

0 0-2
0 3-5
0 6-8
0 9-11
0 Over 11

36. Your level of interest in the subject prior to this course:

0 Very Low
0 Low
0 Medium
0 High

37. Your overall grade point average:

0 Below 2.5

0 2.5 – 2.9

0 3.0 – 3.4

0 3.5 – 3.7

0 Above 3.7

38. This course is:

0 An Elective

0 Required for major/minor

0 Required for core

39. Student's Class Year:

0 Freshmen

0 Sophomore

0 Junior

0 Senior

0 Special/Post-Grad/Other

40. Student's Expected Grade:

0 A

0 B

0 C

0 D

0 Fail

0 Pass

ONLINE COMPONENTS

41. My expectations for the distance (online) education portion of this course were met.

0 Strongly Disagree

0 Disagree

0 Somewhat Disagree

0 Undecided Or Neutral

0 Somewhat Agree

0 Agree

0 Strongly Agree

0 Unable to Judge

42. Faculty-student engagement/interaction was what I expected for an online course.

0 Strongly Disagree

0 Disagree

0 Somewhat Disagree

0 Undecided or Neutral

43. Overall, I was satisfied with the technology used for this course.

0 Strongly Disagree

0 Disagree

0 Somewhat Disagree

0 Undecided Or Neutral

0 Somewhat Agree

0 Agree

0 Strongly Agree

0 Unable To Judge

44. Instructor monitoring and feedback of student progress was delivered using appropriate technology.

0 Strongly Disagree

0 Disagree

0 Somewhat Disagree

0 Undecided Or Neutral

0 Somewhat Agree

0 Agree

0 Strongly Agree

0 Unable To Judge

45. The technology used for course content delivery, lectures, PowerPoint, etc. was acceptable.

0 Strongly Disagree

0 Disagree

0 Somewhat Disagree

0 Undecided Or Neutral

0 Somewhat Agree

0 Agree

0 Strongly Agree

0 Unable To Judge

46. Homework and case assignments were what I expected for an online course.

0 Strongly Disagree

0 Disagree

0 Somewhat Disagree

0 Undecided Or Neutral

0 Somewhat Agree

0 Agree

0 Strongly Agree

0 Unable To Judge

47. Presentation of homework and cases by the student, as part of the course requirements, were made using appropriate technology.

- 0 Strongly Disagree
- 0 Disagree
- 0 Somewhat Disagree
- 0 Undecided Or Neutral
- 0 Somewhat Agree
- 0 Agree
- 0 Strongly Agree
- 0 Unable To Judge

48. I felt connected to the instructor and other students in this course.

- 0 Strongly Disagree
- 0 Disagree
- 0 Somewhat Disagree
- 0 Undecided Or Neutral
- 0 Somewhat Agree
- 0 Agree
- 0 Strongly Agree
- 0 Unable To Judge

What can be done to improve online services at King's College?

Please indicate the important characteristics of this instructor/course which have been most valuable to your learning experience.

Please indicate characteristics of this instructor/course which you felt are most important for him/her to work on improving (particularly aspects not covered by the rating items).

Please use the additional space to clarify any of your responses or to make other comments.

The Middle States Commission on Higher Education Standards[6] (Redacted)

An accredited institution is expected to possess or demonstrate the following attributes or activities:

- Distance education or correspondence education offerings (including those offered via accelerated or self-paced time formats) that meet institution-wide standards for quality of instruction, articulated expectations of student learning, academic rigor, and educational effectiveness. If the institution provides parallel on-site offerings, the same institution-wide standards should apply to both;
- consistency of the offerings via distance education or correspondence education with the institution's mission and goals, and the rationale for the distance education delivery;
- planning that includes consideration of applicable legal and regulatory requirements;
- demonstrated program coherence, including stated program learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded;
- demonstrated commitment to continuation of offerings for a period sufficient to enable admitted students to complete the degree or certificate in a publicized time frame;
- assurance that arrangements with consortial partners or contractors do not compromise the integrity of the institution or of the educational offerings;
- validation by faculty of any course materials or technology-based resources developed outside the institution;
- a system of student identity verification that ensures that the student who participates in class or coursework is the same student who registers and receives academic credit; that students are notified at the time of registration or enrollment of any additional student charges associated with the verification of student identity; and that the identity verification process protects student privacy;
- available, accessible, and adequate learning resources (such as a library or other information resources) appropriate to the offerings at a distance;
- an ongoing program of appropriate orientation, training, and support for faculty participating in electronically delivered offerings;
- adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support electronic offerings; and
- Periodic assessment of the impact of distance education on the institution's resources (human, fiscal, physical, etc.) and its ability to fulfill its institutional mission and goals. Institutions and evaluators must consider the totality that is created by the fundamental elements and any other relevant institutional information or analysis. Fundamental elements and contextual statements should not be applied separately as checklists. Where an institution does not possess or demonstrate evidence of a particular Fundamental Element, the institution may demonstrate through alternative information and analysis that it meets the standard.

Optional Analysis and Evidence

In addition to the evidence inherent within or necessary to document the fundamental elements above, the following, although not required, may facilitate the institution's own analysis relative to this accreditation standard:

- Review of institutional support for faculty participation in the design, development, and delivery of academic offerings at a distance;
- analysis of partnerships with other institutions to offer or accept offerings at a distance, to assure consistency with the institution's general policies regarding such partnerships or consortia and to assure the integrity of the degree-granting institution;

- evidence that students have appropriate hardware and the technology skills and competencies needed to succeed in the distance education environment of the institution;
- analysis of the appropriateness and effectiveness of student services available to students at a distance (admissions, financial aid, registration, advisement, counseling, tutoring, placement, etc.);
- review of published materials, including analysis of the extent to which there is a complete and accurate description of the instructional delivery systems utilized, learning formats, prerequisites for participation, expected learning, and completion and any other requirements;
- analysis of the adequacy of the institution's technological infrastructure to support the resource needs of distance education activities, and consideration of how learning outcomes determine the technology being used;
- analysis of the adequacy of technological assistance and support to both student and faculty in distance education;
- evidence of how the institution assures that students and faculty have sufficient technological skills and those information literacy skills that are necessary to access and to use effectively the information resources available at a distance;
- analysis of institutional processes to evaluate the appropriateness, efficiency, and effectiveness of its distance education operations; or
- Review of articulated expectations for and the effectiveness of interaction between faculty and students and among students.

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[1] **CHARACTERISTICS *of* EXCELLENCE *in* HIGHER EDUCATION, REQUIREMENTS OF AFFILIATION AND STANDARDS FOR ACCREDITATION**

Fundamental Elements of Distance Education, Distributed Learning, and Correspondence Education (pp. 58 – 60). © 2006, Copyright by the Middle States Commission on Higher Education Revised March 2011 to reflect the new distance education and correspondence education requirements of the Higher Education Opportunity Act of 2008.

Appendix U: E-Dossier Instructions for candidates seeking Tenure and Promotion

Candidates for Tenure and/or Promotion can submit the dossier as either a hard copy or in an electronic form. Upon finalizing the list of candidates for Tenure and/or Promotion (by the second Monday of September), Academic Affairs will notify IITS so that e-dossier space will be created for each candidate. Candidates can build the contents of their dossier from a suggested template after receiving the URL to their specific e-dossier space. If candidates elect to submit in hard copy, rather than electronically, **they** must notify IITS to delete the e-dossier space created for **them**.

The following link will display a tutorial of the e-dossier building process:

http://wp.kings.edu/learninghub/2016/07/13/tenure-promotion-e-dossier-training/

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