

WASHBURN UNIVERSITY FACULTY HANDBOOK

Current Through: May 20, 2026

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Section 1: Administrative Structure

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I. The Board of Regents

The management and control of Washburn University is vested in a Board of Regents. Members serve four year terms and are selected as follows:

1. Three Members: appointed by the Mayor with approval of the governing body of the city of Topeka, one from each of the three Topeka state senatorial districts.
2. Three members: appointed by the Governor. The appointees must be residents of Kansas.
3. One member: The Mayor of Topeka or one of the members of the governing body of the city designated by the Mayor.
4. One member: from the State Board of Regents selected annually by the State Board.
5. One member: appointed by the County Commission. The appointee must be a resident of the county but not of the city.

The Board of Regents has all powers and authority, express and implied to govern the University subject to applicable federal and state law. The specific enabling statutes applicable to the membership of the Board of Regents and its duties are found at K.S.A. 13-13a03.

II. Officers of the University

The primary academic officers of the University are the President, who is the chief executive officer of the University, and the Provost & Vice President of Academic Affairs. The Provost & Vice President of Academic Affairs is responsible to the President and supervises and coordinates all academic programs.

III. University Organization Structure and Definitions

(See Appendix I (p. 77) for University Organizational Charts.)

A. Definitions - Faculty Appointment Categories (excluding School of Law)

1. Tenure-track Faculty (Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; eligible for tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for a tenure-track appointment.

2. Tenured Faculty (Assistant Professor, Associate Professor, Professor)

Faculty with continuing appointment; have received tenure as outlined elsewhere in the Handbook. Normally a terminal degree is required for an appointment of tenure.

3. Lecturer

Faculty hired to this position do not have the possibility of tenure. Normal workload is determined by the major academic unit, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. May be full-time or part-time appointments.

4. Senior Lecturer

Faculty appointed to this position do not have the possibility of tenure. Normal workload is determined by the major academic unit. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. This promotion may occur after eight years of service. In addition to eight years of service, the candidate must have completed at least seven years of service with evaluations at the level of "meets expectations" or higher. No person who is on a performance improvement plan at the time of application shall be eligible for promotion to Senior Lecturer. Compensation is by annual contract, with eligibility for raises. May be full- or part-time appointments.

5. Esteemed Lecturer

Faculty appointed to this position do not have the possibility of tenure. Normal workload is determined by the major academic unit. Normally, a minimum of ½ of the assigned workload responsibility must be devoted to teaching. This promotion may occur after the candidate has completed at least seven years of service since promotion to Senior Lecturer with evaluations at the level of "meets expectations" or higher. No person who is on a performance improvement plan at the time of application shall be eligible for promotion to Esteemed Lecturer. For promotion to Esteemed Lecturer, units will define criteria for their areas that demonstrate a distinguished and sustained record of excellence in teaching in addition to leadership in service. Compensation is by annual contract, with eligibility for raises. May be full- or part-time appointments.

6. Distinguished Lecturer would remain an appointment type and remain in current form and use. Faculty hired on an annual appointment without the possibility of tenure. Normal workload is determined by units, typically in the areas of teaching and service and are defined through contractual language. Normally, a minimum of 1/2 of the assigned workload responsibility must be devoted to teaching. Compensation is by annual contract, with eligibility for raises. Individuals may be immediately appointed as a Distinguished Lecturer. Distinguished service and experience in business, industry, and/or higher education as determined by the academic unit and the Provost & Vice President of Academic Affairs is required.

Amendment of Processes (Faculty Handbook Section 3 - new section entitled University Policy on Non-Tenured Faculty Promotion):

A. Purpose: The Lecturer promotion process is a part of a continuing effort to maintain the quality of academic programs by supporting and rewarding sustained excellence for Lecturers. This process ensures that Lecturers who demonstrate consistent, high-level performance in teaching and service, (and other defined responsibilities as applicable) have a clear pathway for professional advancement. By providing opportunities for promotion, the university affirms its commitment to supporting non-tenure track faculty, fostering long-term engagement,

and maintaining academic continuity. Promotion to Senior Lecturer or Esteemed Lecturer is never automatic; it must be earned.

B. Eligibility: For promotion to Senior Lecturer, the candidate must have completed 8 years of service with at least 50% of their assigned workload activity devoted to teaching. For promotion to Esteemed Lecturer, the candidate must have completed at least seven years of service at the rank of Senior Lecturer with at least 50% of their assigned workload devoted to teaching. Pursuant to the Faculty Handbook, Section: 5.C.2.4., Sabbatical policy provides that faculty continue to accrue years of service.

C. Criteria: The nature of lecturer activities varies across the university; therefore, promotion is granted based on successfully fulfilling unit guidelines and responsibilities defined within their position and normal workload as determined by the major academic unit.

D. Procedures for Self-Nomination for Promotion: On or before November 1, Lecturers meeting the eligibility requirements may nominate themselves as a candidate for promotion. The candidate will notify their direct supervisor (department chair, director, Dean, or other) and Dean of their readiness for promotion review. On or before March 1, eligible candidates will submit to their direct supervisor a curriculum vitae, teaching evaluations, yearly departmental evaluations, any letters of support from colleagues, a brief written statement summarizing their fulfillment of unit guidelines, and any other materials required by the academic unit.

E. Procedures for Evaluation for Promotion: The Dean or designee will ensure a committee is formed to evaluate the application for promotion. A committee of at least three Senior Lecturers and/or tenured faculty shall review the application for promotion. On or before April 15, the committee and unit supervisor will review the application and submit written recommendations to the College/School level administrator (Dean or equivalent) for approval. On or before May 1, the College/School level administrator will submit a written recommendation to the Provost. On or before May 15, the Provost will make a final decision on the application for promotion. The promotion will take effect on (date recommended by HR).

F. Any individual promoted to Senior Lecturer prior to September 1, 2026 is not required to meet the length of service requirement at the level of Senior Lecturer for promotion to Esteemed Lecturer. However, they must have a combined 15 years of service at the rank of Lecturer and/or Senior Lecturer to qualify for promotion to Esteemed Lecturer.

G. A candidate who has been denied a promotion may apply again in any subsequent year.

6. Librarians

Faculty with continuing appointment, without possibility of tenure. Compensation is by annual contract, with eligibility for raises.

7. Visiting Faculty

Temporary faculty with ranks and duties similar to tenure-track faculty; not eligible for tenure; appointment renewable up to 6 years.

8. Adjunct Faculty

Temporary instructional personnel, hired by department chair or dean on a one-semester contract. Compensation is per equated credit hour.

Maximum load per semester is 6 equated hours of teaching or 2 courses, whichever is greater (or equivalent as assigned).

9. Senior Adjunct Faculty/Clinical Faculty/Emeritus Adjunct Faculty

Temporary instructional personnel, hired by dean on a one-year contract. Compensation is per equated credit hour, but may be guaranteed for the entire year. Maximum load per semester is 9 equated hours of teaching (or equivalent as assigned).

B. Definitions - Faculty Appointment Categories (School of Law)

1. Tenured Faculty (Professor of Law) or Tenure-track Faculty (Generally designated as Associate Professor of Law. Designation of Professor of Law may be granted by dean in exceptional cases.)

Faculty with continuing appointment; eligible for tenure as outlined elsewhere in the Handbook.

2. Non-tenure-track Faculty (Generally designated as Visiting Assistant Professor of Law, Visiting Associate Professor of Law, or Visiting Professor of Law. Designation of Associate Professor of Law (without the qualifier of "visiting") may be granted by dean in exceptional cases.)

Hired on annual or semester contract with no possibility of tenure. Appointment renewable. Scholarship not expected.

3. School of Law Librarians

Hired on annual contract with no possibility of tenure. Appointment renewable. May have teaching responsibilities. Scholarship not expected. School of Law Librarians are not considered members of the law faculty, but they are voting faculty members of the University General Faculty.

IV. General Faculty

A. Membership. The General Faculty shall consist of the President, Vice Presidents, Deans, Librarians, and those members of the University with the rank of Lecturer on a full-time annual contract, Instructor, Assistant Professor, Associate Professor, or Professor and other persons appointed by the Board.

B. Authority. The General Faculty has the authority to recommend to the President who shall transmit to the Board of Regents with his/her recommendations, on the following:

- Changes in graduation requirements
- New degrees
- Academic majors or programs
- Elimination of existing degrees or major programs
- Creation of new academic departments
- General Faculty Governance.

The General Faculty may review, revise, recall, and endorse actions of the Faculty Senate.

On these matters the power of review or final decision lodged in the governing board or delegated by it to the President should be exercised adversely only in exceptional circumstances and for reasons communicated to the general faculty. It is desirable that the general faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the President or Board. Budgets, manpower limitations, the time element, and the

policies of other groups, bodies, and agencies having jurisdiction over the institution may set limits to realization of faculty advice.

C. Meetings. There will be a minimum of two scheduled General Faculty meetings each academic year, one early in the fall semester and one just prior to Spring Commencement. Between meeting times, the authority of the General Faculty shall be exercised by the Faculty Senate subject to the rights of the General Faculty as set forth in Section II.c. of the Bylaws. The General Faculty may be called together by the President of the University, by majority vote of the Faculty Senate, or upon petition by twenty members of the General Faculty. Action items on any topic may be placed on the Agenda of the General Faculty by majority vote of the Faculty Senate, provided that they are distributed to members of the General Faculty at least seven days prior to the meeting of the General Faculty. The Secretary of the General Faculty shall be elected from the members of the General Faculty at its first meeting in the Fall Semester, and shall serve for one academic year. The Faculty Senate at its last meeting in the Spring Semester shall nominate at least one candidate for the office; additional nominations may be made from the floor of the General Faculty meeting. The Secretary may select tellers from the membership of the General Faculty as he or she shall deem necessary, or upon request from at least 10 members of the General Faculty present and voting. A quorum for all General Faculty meetings shall be at least 33% of the General Faculty. The President shall preside at meetings of the General Faculty. If he or she is absent or vacates the chair, the Provost & Vice President of Academic Affairs shall preside.

D. Electronic Voting for Curricular Items

At the discretion of the Faculty Senate, curricular action items placed on the agenda of the General Faculty can be voted on electronically. Electronic voting will use the same basic protocols as General Faculty votes, and voting rights will extend to all members of the General Faculty as defined in section IV-A. Washburn staff and faculty who are not eligible to vote will have the opportunity to participate in online debates.

On the seventh business day following a Faculty Senate meeting, the General Faculty Secretary will notify all faculty and staff of any approved curricular changes via e-mail. The e-mail notice will provide directions to an online forum for debate of these items. The period of online debate will be seven days, although postings will remain viewable by the General Faculty throughout the subsequent voting period. Upon request, a student or member of the public may obtain guest login to a particular debate forum; those guests may view the debate, but may not contribute to it.

When the debate period ends, the General Faculty Secretary will announce by e-mail to members of the General Faculty that voting has begun. The General Faculty Secretary will assemble a list of eligible voting faculty at the beginning of each academic term and provide it to the ITS staff. The announcement message will include instructions for accessing a single online ballot for all curricular items requiring a vote. This ballot will display each curricular item, as worded by the Faculty Senate. For each item, the voter will answer two questions, the first regarding whether the item is deemed appropriate for online voting, and the second regarding whether, if online voting is approved by the faculty, the item should pass as worded. If a faculty member does not approve of online voting, he or she is opting to delay debate and voting until the next in-person General Faculty meeting. A quorum (greater than 33%) of the General Faculty must participate in the vote. The voting period will be seven days. If a quorum is not met, then a vote on the curricular items in question will be delayed until the next General Faculty meeting. To

prevent double votes, the hyperlink and ballot page will be accessible to each eligible faculty member only once.

At the end of the voting period, the General Faculty Secretary and the Faculty Senate Secretary, will obtain, tally, and confirm the results, then report those results to the General Faculty. In addition, the General Faculty Secretary will retain a record of individual faculty votes, but only for verification purposes. Individual voting data will not be shared unless a request is made via the Kansas Open Meeting Act.

If a majority of respondents vote to permit online voting, then their contingent votes on whether to approve the item as currently worded will be tallied. If a majority of respondents vote to approve the item as worded, then the curricular change is approved, and the process is complete. If a majority of respondents vote against online voting, the item will be placed on the agenda for the next General Faculty meeting.

V. Major Academic Units

The instruction offered in the University shall be given in the College of Arts and Sciences, the School of Business, the School of Law, the School of Nursing, and the School of Applied Studies.

A. Members. The faculty of each major academic unit shall consist of the President, the Provost & Vice President of Academic Affairs, the Dean and all full-time faculty members within the College/school with the rank of Lecturer, Instructor, Assistant Professor, Associate Professor, or Professor. Adjunct and part-time faculty members in such schools shall not have voting privileges.

B. Authority. Each faculty of a major academic unit shall recommend to the Board, through the President, requirements for admission, except for open admission to the University, standards for retention, courses of study, the implementation of approved degrees to be conferred, rules and methods for conducting the educational program, and the candidates from its respective school for the degrees conferred. Recommendation for changes in graduation requirements, new degrees, and new majors will be recommended to the President and Board through the General Faculty.

C. Meetings. Each Faculty of a major academic unit shall meet at the times designated in the rules and procedures adopted by it. Each faculty shall elect a secretary who shall keep a permanent record of all proceedings.

D. The Dean

The Academic Deans are directly responsible to the Provost & Vice President of Academic Affairs. They are to direct and supervise the academic programs under their responsibility, and they are responsible for the staffing, budget, and faculty development of the departments within their jurisdiction. The Deans will work directly with the Provost & Vice President of Academic Affairs on long-range planning and budget allocations concerning their respective areas of responsibility. It is intended for the Deans of major academic units to have principal administrative responsibility for the operation of their programs.

E. The Department Chairperson

1. Program Maintenance, Development, and Evaluation
2. Personnel Management
3. Fiscal Management

4. Responsibilities to Students
5. Other Responsibilities

The Chairperson is a faculty member and an administrator whose major responsibility is academic leadership of the faculty. This leadership is exercised through constructive concern for the academic performance of the department in light of goals and missions set by the disciplines, the school or college and the university. The Chairperson must be vitally involved in all aspects of academic planning and faculty development to ensure the continued academic vitality of the department. Specific among the administrative responsibilities of the Chairperson are:

1. Program Maintenance, Development and Evaluation

The Chairperson will:

- a. Initiate and coordinate short- and long-term planning for the department, including enrollment management and defining program outcomes, in consultation with the faculty.
- b. Develop and evaluate in conjunction with the faculty curricula for majors, minors, non-majors and others who have interests in the department's offerings.
- c. Arrange for procurement, inventory and maintenance of department equipment and ensure that all plant and physical facilities assigned to the department are kept in a clean, well-ordered manner.
- d. Coordinate procurement of library materials, textbooks, audio-visual aids and other learning resources.
- e. Maintain regular communication with the administration on the progress of various programs in the department.
- f. Implement course schedules which maximize the opportunity for enrollment by all students, regardless of their educational objectives.

2. Personnel Management

The Chairperson will:

- a. Make recommendations for tenure, promotion and termination to the dean, following procedures outlined in Section Three of this handbook.
- b. Assume primary responsibility for the recruitment of all new full-time, part-time and adjunct faculty in accordance with procedures outlined in this handbook.
- c. Evaluate needs for additional faculty and report those results to the dean, along with appropriate justifications for the request for new faculty.
- d. Provide leadership in the development of professional goals of the faculty, the department, the college and the university.
- e. Make faculty aware of the opportunities and services available through the Center for Teaching Excellence and Learning. When appropriate or necessary refer faculty to the Center.
- f. Encourage faculty to engage in scholarly and creative research and service, and pursue excellence in teaching.
- g. Encourage faculty to undertake and maintain ongoing activities for updating their instructional and professional programs.
- h. Promote involvement among the faculty in related professional organizations at the local, state and national levels, as well as service within the department, college/school, the university and community.
- i. Provide community contact as the representative of the department before civic and professional organizations and in hosting on- and off-campus community-related functions
- j. Inform faculty about college/school and university policies and implement and monitor such policies.
- k. Hear and assess faculty concern on university matters; present those faculty concerns and problems to the administration.

l. Conduct annual performance and professional development review for all faculty in accordance with criteria developed in consultation with the faculty.

- m. Assign faculty loads and coordinate the preparation of course, teaching and other work schedules.
- n. Convene department meetings as necessary.
- o. Orient new full, part-time and adjunct faculty to services and policies of the university and of the community.
- p. Coordinate all departmental activities associated with accreditation.
- q. Manage the formulation of departmental self-studies and coordinate program reviews
- r. Evaluate needs for non-faculty staff and recommend the hiring of such personnel to the dean.
- s. Maintain efficient and professional clerical operations.
- t. Conduct annual performance and professional development reviews for all department staff.

3. Fiscal Management

The Chairperson will:

- a. Prepare annual budget recommendations, including faculty and staff salaries, in accordance with university budget requirements.
- b. Administer and modify budgets according to changing priorities.

4. Responsibilities to Students

The Chairperson will:

- a. Coordinate the department's advising program in conformity with "The Core of Academe" in Appendix II and provide for its periodic evaluation.
- b. Evaluate student requests for independent study or course substitution and coordinate intern, clinical or co-op programs.
- c. Make information on employment and graduate program opportunities available to students.
- d. Ensure that majors and others are informed of changes in courses and curricula.
- e. Ensure that faculty members are aware of the policies in the Washburn University Student Handbook, especially those sections relating to appeal in academic matters.

5. Other Responsibilities of Chairpersons

The Chairperson will:

- a. Encourage and set an example of professional conduct for members of the faculty and staff.
- b. Provide office and other work space for faculty in consultation with the dean.
- c. Attend or send a representative to meetings and conferences which relate to departmental concerns and interests.
- d. Conduct elections or appoint departmental representatives to committees.
- e. Prepare an annual report in accordance with guidelines supplied by the dean.
- f. Coordinate the preparation of departmental copy for the catalog, the schedule of classes and other university publications.

VI. The Faculty Senate

(The following is I. A. of the Faculty Senate Constitution)

The Faculty Senate, as the agent of the General Faculty of Washburn University, speaks on behalf of that body to the University community

and is empowered by the General Faculty as confirmed by WUBOR to act on behalf of the General Faculty of Washburn University in matters described in this constitution.

Click on the following link to access the full Faculty Senate Constitution (<https://www.washburn.edu/faculty-staff/faculty-resources/governance/faculty-senate/faculty-senate-constitution.html>).

VII. Committees

In addition to the Executive Committee, the Faculty Senate will establish from its own membership the following committees: an Electoral Committee, to oversee elections of the Faculty Senate; an Academic Affairs Committee, to review and make recommendations on matters of curricula and programs; and a Faculty Affairs Committee, to review and make recommendations on faculty issues. The Graduate Council will report to Faculty Senate and make recommendations on graduate curricula, excluding those of the School of Law.

The Executive Committee of the Faculty Senate, in its capacity as Committee on Committees, will be empowered to create, as deemed necessary, ad-hoc committees, and to oversee faculty representation on faculty committees.

A. Faculty Senate Committees

Committees established by the Faculty Senate from its own membership. Each Committee selects its own chairperson.

-----1. Electoral Committee

The Committee will oversee elections of the Faculty Senate. The Electoral Committee will oversee elections of at-large members to the Faculty Senate and will maintain oversight of the electoral units' mechanisms of voting for the Faculty Senate. In addition, the Committee will be responsible for any necessary modifications of designated voting units to reflect changing faculty numbers. Faculty representatives on this Committee must be members of the Faculty Senate.

-----2. Academic Affairs Committee

The Academic Affairs Committee is charged with evaluating carefully and making recommendations to the Faculty Senate regarding: (1) all new undergraduate programs (majors, degrees, certificates and emphasis/concentration areas) or major revisions (those that fall into categories 3-5 below) proposed by any Major Academic unit of the University; (2) new undergraduate academic programs or major revisions (those that fall into categories 3-4 below) to such programs that originate from units other than Major Academic Units (e.g., Interdisciplinary, Leadership, Honors program, etc.); (3) policies that redefine standing university criteria (e.g., minimum number of hours to graduate 119 vs. 120 hour degree, 6 hour vs. 12 hour minor, General Education criteria); and (4) academic or programmatic changes to undergraduate programs requiring financial investments beyond the unit (i.e., new university funding). (5) Changes that directly affect other units (e.g., deleting/adding correlated courses) at the undergraduate level will be reviewed by the Academic Affairs Committee as action or informational items. The primary concern of the committee shall be consistency of the proposed program with applicable University-wide guidelines and regulations, potential impact of the program on other established programs in the University, and financial implications of such new or revised programs. The Executive Committee may also delegate other matters to this committee. Faculty representatives on this Committee must be members of the Faculty Senate.

The following items should be channeled through the ACADEMIC UNIT's faculty governance process and would not come through the General Faculty Governance process (i.e., Academic Affairs, Senate, General Faculty and the Washburn Board of Regents) unless at least one of the five criteria is also present:

- A. Changes to the minor
- B. New courses, course modifications, changing of course descriptions, credit hours or course numbers
- C. Deleting unused course numbers
- D. Changes to certificates
- E. Changing prerequisites
- F. Number of credits in the major (within the University established minimum/maximum levels)
- G. Changing the advising process
- H. List of potential electives within the unit for a major

The Academic Affairs Committee shall consist of two (2) Faculty Senate members from each Major Academic Unit other than the School of Law, and a Senate representative of University Library. Each member will be elected to a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. Decisions of the Academic Affairs Committee require the affirmative vote of six of the nine members; six members shall constitute a quorum to conduct business. The Provost & Vice President of Academic Affairs or his/her designee will serve as an ex-officio, non-voting member. If possible, all faculty members of the Academic Affairs Committee should be senators. However, if a Major Academic Unit has three or fewer senators, or University Library has only one senator, the Faculty Senate President may ask the relevant unit(s) to elect a non-senator to the Academic Affairs Committee to ensure adequate representation from this (these) unit(s). If appointments of non-senators must be made, the minimum proportion of the faculty members of the Academic Affairs Committee that will be senators is 2/3.

-----3. Faculty Affairs Committee

The Faculty Affairs Committee is charged with promoting the general welfare of faculty members. While the scope of the committee is general in nature, the more prominent interests are:

- a. Teaching loads and extracurricular duties
- b. Retirement, tenure, and sabbatical leaves
- c. Faculty grievances
- d. Dismissal criteria
- e. Salary and faculty benefits
- f. The academic sabbatical program

Membership of the committee consists of one Faculty Senate member from each Division within the College of Arts and Sciences, one from the School of Business, one from the School of Law, one from the School of Nursing, one from the School of Applied Studies, and one member from the University libraries, each elected for a one-year term by the Faculty Senate from its ranks. The committee selects its own chairperson. If possible, all faculty members of the Faculty Affairs Committee should be senators. However, if a Major Academic Unit has three or fewer senators, or University Library has only one senator, the Faculty Senate President may request the relevant unit(s) elect a non-senator to the Faculty Affairs Committee to ensure adequate representation from this (these) unit(s). If appointments of non-senators must be made, the minimum proportion of the faculty members of the Faculty Affairs Committee that will be senators is 2/3.

B. Faculty Committees

Committee membership consists of faculty elected by the academic units. Students or staff might also be added to these committees at the discretion of the Faculty Senate. At least one faculty representative on each faculty committee must be a member of the Faculty Senate, by special appointment of the Executive Committee, if necessary. The Faculty Senate has the right to receive, review, remand, approve, or disapprove recommendations from these committees. Changes to the charge or membership structure of these committees will be made by action of the Faculty Senate. Faculty Committees will report their membership and their action to the Faculty Senate on a regular basis. Each Faculty Committee shall elect a chair from among its own members. Faculty Committees include, but are not limited to:

-----**1. Research Committee**

a. Purpose and Function

The purpose of this Committee is to allocate funds for the support of scholarly activities of the full-time faculty of Washburn University. In this capacity the Committee will review requests for funds to cover all reasonable expenses associated with scholarly activities.

- 1) Scholarly activity refers to original research that results in the advancement of the arts, humanities, sciences, social sciences, or professions.
- 2) Reasonable expenses may include the following types of items: reassigned time, travel, equipment, materials, supplies, services, and a variety of publication costs including the purchase of reprints.
- 3) The Committee will not review requests for the support of graduate course work or dissertation research, for the development of new courses or course materials, or for expenses augmenting Sweet Sabbatical funds.

An application for funds should be submitted to the chairperson of the Committee. This application should include a short but clear description of the activities and their significance, as well as a detailed account of the financial support requested. In some cases the Committee may request the applicant to be present at the review meeting so that questions may be answered.

b. Membership

The Committee will consist of three faculty members actively engaged in research or other scholarly pursuits elected by the College of Arts and Sciences, a faculty member actively engaged in research or other scholarly pursuits elected by the various schools and colleges involved, a member of the University Library faculty, a member of the Treasurer's office and the Provost & Vice President of Academic Affairs.

c. Major Research Grants and the Review Committee

(For more details, see Appendix III.) A research fund for more extensive activities has been established to provide support for the research and scholarly activities of the full-time faculty of Washburn University. A Review Committee will be elected by the academic units to review proposals and to recommend to the Research Committee allocations from the research fund. The membership will consist of one representative from each academic unit. The Review Committee will then recommend allocations to the Research Committee.

1) Functions of the Review Committee

- a) The Review Committee will provide application forms to full-time members of the Washburn faculty seeking financial support for their research or scholarly activity. These applications will require a clear description of the purpose, nature, method of evaluation, and significance

of the activity to be supported, as well as a detailed account of the expenses to be incurred.

- b) The Review Committee shall act on proposals twice annually: in October and in April. The spring meeting will review projects to commence during the following summer and fall semester, while the fall meeting will be concerned with projects planned for the following spring semester.
- c) The Review Committee will develop and publish criteria for the evaluation of proposals.
- d) The Review Committee will evaluate and rank as to merit all the requests received at each of its meetings.

2) Structure of the Review Committee

- a) The Review Committee shall be composed of five full-time tenured Associate or Full Professors who shall serve staggered two-year terms. The Committee will consist of three faculty members actively engaged in research or other scholarly pursuits, elected by the College of Arts and Sciences, a faculty member actively engaged in research or other scholarly pursuits elected by the various schools and colleges involved.
- b) The Provost & Vice President of Academic Affairs will be an ex-officio member without vote.
- c) The Review Committee will report to the Research Committee.
- d) Members shall be required to recuse themselves from deliberations of any grant they are proposing.

-----**2. Interdisciplinary Studies Committee**

The Interdisciplinary Studies Committee serves in the role of an academic department for administering University approved courses in Interdisciplinary studies. The committee is responsible for making recommendations for development and review of interdisciplinary curricula, approving the scheduling of Interdisciplinary Studies courses, formulating academic guidelines for implementation of the Interdisciplinary Studies program, and reporting its actions and recommendations to the Faculty Senate.

Membership consists of the Provost & Vice President of Academic Affairs, one faculty member elected by each Division of the College of Arts and Sciences, and one faculty member each elected by the Schools of Business, Applied Studies, and Nursing, and two students selected by the Washburn Student Government Association.

-----**3. Promotion and Tenure Standards Committee** (See Section Three, part I.D. for details)

-----**4. Honors Advisory Board**

The purpose of the Honors Advisory Board is to encourage faculty participation in and foster a diversified honors program for Washburn students. Its responsibilities are to advise the Director of Honors in developing policies relating to administration of the honors program, to devise seminars, colloquia and special course sections for honor students, to coordinate efforts of faculty members, department heads and appropriate deans to implement courses, and to approve selection of courses to be offered. The Board reports its recommendations to the Director of University Honors.

Membership includes the Director of University Honors, one University Library faculty member appointed by the Dean of Libraries, one faculty member representing each of the Schools, one faculty member from each division in the College, and three students involved in Honors appointed by the Washburn Student Government Association in consultation with the Honors Advisory Board. Members shall serve a term of two calendar years, beginning in the fall semester, but may be reappointed. Terms shall

expire at the beginning of the fall semester of the years indicated below in parentheses and every two years thereafter.

School of Business, CAS - Humanities Division, Social Sciences Division, Mass Media and Kinesiology Division (2025)
School of Applied Studies, School of Nursing, University Library, CAS - Natural Sciences Division, Creative and Performing Arts Division (2026)

-----5. *General Education Committee*

The function of the General Education Committee is to assist faculty members to develop or modify courses that facilitate the acquisition of university student learning outcomes listed in the General Education Statement, to approve courses for general education based on the criteria established by the General Faculty, and to review transfer courses as necessary (e.g., technical course transfers, courses not approved for general education by the transferring institution) to determine whether they meet the spirit and intent of the Washburn University general education criteria.

If a Washburn course is disapproved by the Committee, the rationale for such action will be written with reference to the adopted standards and communicated to the Provost & Vice President of Academic Affairs and the sponsor. Once a course is approved by the Committee, it will be the responsibility of the sponsoring department to review its implementation and assess its effectiveness at least every five years. The results of the review and assessment will be forwarded to the General Education Committee. Any change in the course's targeted university student learning outcome or in its general content or format must be submitted to the General Education Committee for approval.

Decision of the Committee concerning course approval and five-year course review will be reported by the Provost & Vice President of Academic Affairs or his/her designee to the deans. Decisions of the committee concerning course approval and five-year course review may be appealed to the Faculty Senate with further appeal to the General Faculty.

Members of the Committee are: the Provost & Vice President of Academic Affairs or his/her designee, one faculty member from each division of the College, one faculty member each from the Schools of Applied Studies, Business and Nursing, and one library faculty member. Faculty members are elected by their constituent units.

C. Presidential Committees

Committee members are selected by the President of the University, though the President may choose to consult with the Faculty Senate when selecting faculty members to serve on Presidential Committees. These committees report their actions to the University President.

Presidential Committees do not report to the Faculty Senate. Changes to the charge or membership structure of these committees are made at the discretion of the University President. Presidential Committees include, but are not limited to:

-----1. *Athletic Committee*

The Committee serves to advise the President, the Athletic Director and the Faculty on the University's athletic program. Its responsibilities are to assist in the formulation of athletic program policy, to advise the Athletic Director and President on athletic program policy and operation, to recommend athletic program policy, to review the status of the athletic program, and to report to the Faculty Senate on the status of the athletic program.

Membership consists of the Faculty Athletic Representative to the NCAA & MIAA Conferences (Chairperson), the Vice President for Administration and Treasurer, the Director of Alumni Relations, the President of the Alumni Association, two representatives from the Athletic Department, two students selected by the Washburn Student Government Association, and one full-time faculty member appointed by each of the major academic unit heads.

-----2. *Honorary Degree Committee*

The Committee shall recommend persons to receive honorary degrees from the University. The Committee will assist in identifying individuals who are worthy of consideration for honorary degrees by virtue of their community service or professional accomplishments, assemble data in support of nominations, and assist in hosting honorees during commencement weekend activities. The Committee reports its recommendations to the President.

Membership consists of the President, Provost & Vice President of Academic Affairs, one faculty member from each School and the College, and at least one student appointed by the President. The Committee selects its Chairperson.

-----3. *Institutional Review Board*

(For more details see Appendix IV) The Institutional Review Board was established by the Board of Regents and is charged with assuring that all research activities conducted under the auspices of Washburn University involving human subjects conform to University policies. The Board reviews all proposals involving human subject research and conducts continuing review appropriate to the degree of risk involved in the research. It reports its findings to the Faculty Research Committee and to the Faculty Senate.

While the IRB is a subcommittee of the Faculty Research Committee, the Board members are appointed by the President. Board members cannot be of the same professional discipline, nor can they all be of the same sex. Membership includes at least one member appointed from each major academic area (the number of members from one academic area may not vary by more than one from any other area), at least one member not associated with the University and at least one member of the student body who is a full-time upper-division or graduate student with a 3.00 grade average or better. The President and Provost & Vice President of Academic Affairs serve as ex officio members. The Board selects its own Chairperson.

-----4. *University Facilities Planning Committee*

The University Facilities Planning Committee functions to ensure that the physical development of the entire campus proceeds in accordance with and in response to University goals, educational objectives and policies, and within the financial capabilities of the institution.

The University Facilities Planning Committee is responsible for receiving educational program objectives, translating objectives into a campus facilities plan, reviewing specific building plans received from the individual building committees, evaluating building and other physical facility proposals and alternatives, preparing planning conclusions and recommendations, modifying and revising the campus facilities plan, recommending building and physical facilities proposals to the President and the Board of Regents, and reporting action and recommendations to the President.

The President establishes the committee and appoints its members. The committee is composed of the Executive Director of Planning, Vice President for Administration, Provost & Vice President of Academic Affairs, Director of Physical Plant, and President of the Washburn Alumni

Association and Foundation. The Executive Director of Strategic Analysis, Research & Reporting, and Staff Architect serve as support. The Vice President for Administration serves as chairperson.

-----5. Institutional Animal Care and Use Committee

(For more details see Appendix V) Washburn University has established an Institutional Animal Care and Use Committee which shall evaluate the care, treatment, housing and use of animals and certify compliance of applicable federal laws, regulations and policies.

i. Committee Membership

The President shall appoint five (5) persons to serve on the Institutional Animal Care and Use Committee (Committee). Four of the members shall be faculty, three of whom have experience working with vertebrate animals and one who is not affiliated in any way with the research involving animals other than as a member of the committee. One member shall be a Doctor of Veterinary Medicine.

ii. Term of Membership

The Term of membership on such committee shall be three (3) years; provided, however, the initial appointment of members to the Committee shall have two members appointed to a three year term, one for a two year term and one for a one year term.

iii. Committee Chair

The Committee shall elect its chair from among the members; provided, however, the Veterinarian is not eligible to serve as Chair.

iv. Committee Duties

The Committee shall:

1. Review, at least once every six months, the research facility's program for the humane care and use of animals using the Guide for the Care and Use of Laboratory Animals (Guide) as a basis for evaluation.
2. Inspect, at least once every six months, all of the University's animal facilities using the Guide as a basis for the evaluation.
3. Prepare reports of the Committee evaluations and submit the reports to the Institutional Official. Such reports must contain a description of the nature and extent of adherence to the Guide and Public Health Service Policy on Humane Care and Use of Laboratory Animals (PHS Policy) and state reasons for each departure. The report must distinguish significant deficiencies from minor deficiencies and must contain a reasonable and specific plan and schedule for correcting each deficiency. The reports must be made available to the Office of Laboratory Animal Welfare on request.
4. Review concerns involving the care and use of animals at the University.
5. Make recommendations to the Institutional Official regarding any aspect of the animal program, facilities or personnel training.
6. Review and approve, require modifications in, or withhold approval of components of proposed activities related to the care and use of animals.
7. Review and approve, require modifications in, or withhold approval of proposed significant changes regarding the use of animals in ongoing activities.
8. Be authorized to suspend an activity involving animals if it determines with the description provided by the investigator and approved by the IACUC or such activity is not in accordance with the applicable provisions of the Guide or the PHS Policy. The Institutional Official, in consultation with the Committee, shall review the reasons for the suspension, take appropriate corrective action and report that action with a full explanation to the appropriate agency.

9. Prepare the annual report to be submitted by the Institutional Official to the Animal and Plant Health Inspection Service (APHIS) required by federal regulations, 9 CFR 2.36 and, for projects funded in whole or in part by the Public Health Service, the Office of Laboratory Animal Welfare (OLAW).

v. Institutional Official

The President is the Institutional Official having the authority to sign the Institution's Assurance and making a commitment on behalf of the University the requirements of the PHS Policy will be met.

vi. Committee Meetings and Protocol

The Committee shall adopt a meeting schedule, procedures and protocols to conduct its duties in compliance with applicable laws, regulations and policies.

D. Advisory Committees

Committees will typically include at least one member of the Faculty Senate. Advisory Committees will report their actions by minutes both to the Secretary of the Faculty Senate and to the appropriate administrative official (parenthetically noted).

Changes to the charge or membership structure of these committees would be made by the President of the University in consultation with the Faculty Senate. Advisory Committees include, but are not limited to:

-----1. Assessment Committee (Office of Academic Affairs/VPSL)

The Assessment Committee is charged with coordinating all aspects of the University's assessment efforts, including the implementation and evaluation of the University's assessment plan, and development, implementation and evaluation of the assessment of General Education. Primary responsibility for assessment within their respective areas lies with the departments, major academic units, and the General Education Committee.

Members include one faculty member each from the Schools of Business, Nursing, and Law; two faculty members from the School of Applied Studies; one faculty member from each of the five divisions of the College of Arts and Sciences; one representative from Washburn Institute of Technology; the Associate Dean of University Libraries and Student Success or designee; one Student Life staff member; and the president of the Washburn Student Government Association or designee as voting members; and the faculty assessment coordinator; the Provost & Vice President of Academic Affairs; the Director of the Center for Teaching Excellence and Learning; and the Director of Strategic Analysis and Reporting or their designees as non-voting ex-officio members.

Faculty members are elected by their academic units for staggered three-year terms with a limit of two consecutive terms (six years). This term limit can be waived by majority vote of the constituent unit. The Student Success and Student Life staff members are appointed by the Provost & Vice President of Academic Affairs in consultation with the Dean of University Libraries and the Vice President for Student Life respectively. Because this committee is critical to the continued accreditation of the University, strong commitment by committee members is required. Should a member fail to uphold the required responsibilities to the committee, the Provost & Vice President of Academic Affairs may request a new member be elected by the constituency.

The committee will be chaired by the faculty assessment coordinator. Minutes shall be kept of all meetings and submitted to the secretary of the Faculty Senate for circulation to the Faculty Senate and through the Faculty Senate circulation list.

-----2. The Board of Student Media (Office of Academic Affairs/VPSL)

The purpose of the Board of Student Media shall be to set general policies for student media (as outlined in the board's Constitution), to enforce the "Policy for Student Media of Washburn University," and to encourage effective student publications at Washburn University.

The board reports to the Faculty Senate. The Faculty Senate member of the Board will represent the board at Faculty Senate.

The board shall be responsible for safeguarding the editorial freedoms of student publications as outlined in the "Policy for Student Media of Washburn University;" for selecting the best qualified applicants for the positions of Review Editor, Yearbook Editor, Business Manager and Ad Manager; for interviewing and hiring a production adviser; and for reviewing and accepting into record an annual budget submitted by the Business Manager of the two publications at the first fall meeting of the board.

Membership of the board shall consist of three members of the faculty of Washburn University, one community representative (preferably with a journalistic background) and three students in good standing at the University. There must not be more than one faculty member from any one academic department, nor shall student members be either elected members of WSGA, be serving as an executive officer of that organization, or be on staff of student publications. The advisers, editors, business manager, and advertising manager of the Yearbook and Review are ex officio members.

a. Faculty. Two faculty members of this board will be appointed by the Provost & Vice President of Academic Affairs in consultation with the chair of the Department of Mass Media. A third member will be appointed by the Faculty Senate. All faculty members shall serve a term of two academic years, beginning in the fall semester, but may be reappointed. Should the Provost & Vice President of Academic Affairs not appoint faculty members by September 15 of each year, members of the Board may appoint faculty to fill those positions.

b. The community member of this board will be appointed by the Provost & Vice President of Academic Affairs in consultation with the chair of the Department of Mass Media.

c. Students. The three students will be appointed by the Provost & Vice President of Academic Affairs, in consultation with the chair of the Department of Mass Media. At the beginning of each fall semester, the WSGA office and the Board of Student Media will advertise the positions and take applications on an all-campus basis. No more than two students will have the same major. All student members shall serve a one-year term, but may be reappointed.

d. The chair of the board is elected by the members of the board.

e. Student editors and student managers will serve as non-voting members.

f. The Director of Student Media will serve as a non-voting member.

-----3. University Financial Aid Committee (VPSEMSS)

The purpose of the University Financial Aid Committee is to assure that the Institutional Financial Aid funds are awarded in the most effective manner to the greatest number of qualified applicants, to carry out the mission of the University and to further enhance recruitment and retention.

The Committee is charged with the responsibility to act in an advisory capacity to the Financial Aid Department in matters of student financial

aid awards, including scholarships, grants, loans and work-study programs, governmental financial assistance programs or other forms of student financial assistance. The Director of Financial Aid is responsible for implementing policies and coordinating and performing all work necessary to make such awards to students. The Director of Financial Aid shall make reports and recommendations to the committee that the Director deems necessary and prepare reports requested by the committee.

Membership of this Committee will consist of individuals who deal directly with the recruitment and retention process. These individuals should have financial aid knowledge and how it can implement and enhance recruitment and retention. The membership shall consist of the Vice President of Strategic Enrollment Management & Student Success, the Director of Financial Aid, the Director of Admissions, the Provost & Vice President of Academic Affairs (or Designee), the Vice President for Administration and Treasurer (or Designee), one faculty representative from each Major Academic Unit appointed by the respective unit heads, a representative from the Athletic Department, Associate Vice President for Student Life (or Designee), a representative from the Music Department, a student representative appointed by the Washburn Student Government Association.

A subset of this committee consisting of the Vice President for Administration and Treasurer (or Designee), the Director of Admissions, and two faculty representatives serves as the Financial Aid Appeals Committee as required. This sub-committee is charged with the responsibility to meet and discuss any scholarship/financial aid appeals which may be presented and to resolve those appeals.

-----4. International Education Committee (Provost)

To promote international education at Washburn, including study abroad and exchange of scholars, the International Education Committee shall promote and advise on study abroad for Washburn students and international faculty travel, promote and advise on extracurricular international-education programming on campus, and maintain an active working relationship with the International Center of Topeka, Inc.

The Committee shall be composed of the Provost or their designee(s) (ex officio); Director of Study Abroad (ex officio); study-abroad faculty fellow (ex officio); Chair of Department of Modern Languages; three (3) faculty representatives from College of Arts and Sciences; one (1) faculty representative each from School of Applied Studies, School of Nursing, School of Business, and School of Law; and one Faculty Senate representative. Faculty representatives shall be appointed by their respective units to serve a three-year term.

-----5. Student Success Committee (Office of Academic Affairs/VPSL/VPSEMSS)

The Student Success Committee is charged with examining the curricular and co-curricular programs, services, and resources aimed to foster holistic development and student success, including but not limited to retention and graduation rates. This is accomplished by reviewing past and current initiatives, analyzing data, and recommending future actions. The Committee is composed of one faculty member from each of the divisions of the College; one faculty member each from the Schools of Business, Nursing and Applied Studies; three students selected by the Washburn Student Government Association; the Vice President for Strategic Enrollment Management & Student Success; the Assistant Dean of Student Success and Retention; a representative from each of the following areas: Assessment Committee, International Education, and Washburn Tech; the Director of Admissions; the Director of Financial Aid; the Dean of the University Libraries; the Director of

Strategic Analysis and Reporting; the Director of Residential Living; the Director of Student Activities and Greek Life; the Director of Multicultural Affairs; the Director of Learning in the Community (LinC); the Director of diversity and Inclusion; the Vice President for Student Life; and the Provost & Vice President of Academic Affairs. The Provost & Vice President of Academic Affairs will serve as Chairperson.

-----6. Committee on Undergraduate Probation and Reinstatement (Office of Academic Affairs/VPSL)

This Committee is charged with the responsibility of reviewing policy and establishing minimum standards of the University regarding undergraduate academic grade requirements and scholastic deficiency. The Committee will act upon individual requests for reinstatement and continued probation. The Committee is composed of one faculty member from each of the divisions of the College, one faculty member each from the Schools of Business, Nursing and Applied Studies, three students selected by the Washburn Student Government Association, the Registrar (or designee), the Associate Provost for Academic Affairs (or designee), the Director of Financial Aid (or designee), the Director of Counseling Services, the Assistant Dean of Student Success and Retention, and the Associate Vice President for Student Life. The Associate Provost for Academic Affairs (or designee) serves as Chairperson.

-----7. Library Committee (Dean of University Libraries)

The Committee makes recommendations and gives advice to the Director of the University Library on matters of library management and planning. Committee members provide liaison between the Library and the various departments and schools (excluding the Law School), and advise the Library in its collection development efforts. The Committee reports to the Faculty Senate.

The Committee selects its chairperson and is composed of the Dean of the University Library, one additional Library faculty member selected by the dean, three students selected by the Washburn Student Government Association, and one faculty member elected by each School, excluding the Law School, and one faculty member from each department in the College and in the School of Applied Studies.

-----8. Technology Steering Committee (Office of Academic Affairs/VPAT)

a. Purpose and Function

The Technology Steering Committee formulates medium and long-range University planning in all aspects of technology, including such areas as on-line education, cable TV, teleconferencing, computers, telephone systems, and other electronic systems. The Committee also considers and establishes policies for technology equipment and uses.

b. Membership

Provost & Vice President of Academic Affairs, VPAT, VP Student Life, Executive Director of Enrollment Management, Special Assistant to the President, 4 Faculty Members (two designated by Provost & Vice President of Academic Affairs, one designated by the Faculty IT Advisory Committee, and one designated by the Faculty Senate), Dean of Libraries and Student Success, President Washburn University Foundation, Chief Information Officer.

c. Functions of the Technology Steering Committee

- Develop, review, and approve policies affecting technology use on campus,

- Provide oversight and guidance for the function of Information Technology Services,
- Allocate technology capital funding

-----9. Academic Program Review Committee (VPAA)

a. Purpose and Function

This committee serves in an advisory capacity to the academic units that are being reviewed, the Provost/VPAA, and the President.

b. Membership

Provost/VPAA and Associate Provost (Chairs, ex-officio); Director of Academic Assessment (ex-officio), Director of Online Education (ex-officio); nine (9) faculty: one (1) elected by each school and one (1) elected from each division of the college; one (1) student elected or appointed by the Washburn Student Government Association; the Dean of Libraries and Center for Student Success and Retention or their designee; The Vice President for Student Life or their designee; and The Dean of Enrollment Management or their designee.

c. Functions of the Academic Program Review Committee

The Program Review process is intended to improve the quality of the academic programs offered at Washburn University. It is also intended to provide an organized opportunity for faculty to reflect on educational practices and review the role of their department/unit in the context of the University. Program Review offers the opportunity to reflect on department/unit and institutional priorities and encourages programs to consider how they support the strategic direction of the University. The primary goals are: 1) To assure that department/unit priorities are consistent with the University's mission and strategic directions; 2) To enhance the quality of programs by assessing program strengths and challenges; 3) To align program needs and campus priorities with the departmental and institutional planning and budgeting process.

Program review and assessment information, after review by the appropriate Dean or unit head, is submitted to the Program Review committee via the Provost & Vice President for Academic Affairs' office. Department/program information is made available to the committee members for their review.

The Program Review committee will meet with the department/program chair/unit head to discuss the self-study, documentation and other relevant matters. Based on this meeting, the committee will prepare recommendations for the VPAA/Provost, and a report is then sent to the department/program chair and unit head. A follow up meeting is then scheduled between the department/program chair, Dean, and the Provost/VPAA to discuss the committee's response and plans for the recommendations or unit actions.

---10. Faculty Handbook Committee (Office of Academic Affairs)

The Faculty Handbook Committee shall be a standing advisory committee with the purpose of 1) reviewing the Faculty Handbook in a logical and timely fashion, 2) considering suggestions made for modifications to the handbook, 3) evaluating new policy recommendations prior to implementation, 4) creating new policies/procedures in response to developments in the legal environment, 5) reviewing policies for possible elimination of practices/rules/guidelines if inconsistent with the current higher education environment, and 6) recommending any of the revisions, modifications or amendments to the handbook through the shared governance process to the President.

The committee is charged with reviewing at least one portion of the handbook every semester to identify and determine necessary changes/modifications needed, if any. Additionally, the committee should address any pertinent changes in a timely manner.

The core membership will include 5 faculty members, one from each of the major academic units appointed by their respective Dean; 2 senate representatives (appointed by faculty senate, normally in the senator's first term); one library representative (dean or dean's designee); 5 academic deans/designee; University Counsel (ex-officio and non-voting); and Provost & Vice President of Academic Affairs/designee (ex-officio and voting if tie-breaker is needed). Designated faculty members from the five major academic units will serve three-year terms and are limited to two successive terms. The Provost & Vice President of Academic Affairs or Office of Academic Affairs designee will serve as chairperson. Other administrators and faculty will be invited to participate in meetings when subsets within sections require additional input.

All policy or substantive changes recommended by the committee will proceed to the Faculty Senate President who will make the determination whether the agenda item should be reviewed and acted upon by the Academic Affairs Committee, the Faculty Affairs Committee, or Graduate Council prior to sending it to the Faculty Senate. Should the Faculty Affairs Committee generate a faculty handbook idea and develop the agenda item, this item will then be submitted to the Faculty Handbook Committee for review and recommendation to the Faculty Senate. Other faculty/administrators can offer ideas/agenda items to the Faculty Handbook committee. This committee will complete the research, and develop an agenda item to be forwarded to Faculty Senate for the governance process as stated above.

This committee will be granted the authority to ensure the Faculty Handbook has consistent titles, formatting, dates, and language throughout. Such editorial changes are not considered substantive and as such will move forward as information items to the Faculty Senate.

---11. Academic/Sweet Sabbaticals Committee (Office of Academic Affairs)

The academic and sweet sabbaticals committee shall review and recommend the awarding of both to the Provost & Vice President of Academic Affairs and the President. The committee shall be composed of one member from each major academic unit and from each division within the College of Arts and Sciences, chosen by those units. Appointees must be tenured faculty. The term of service is two years on a staggered basis.

E. Committees Reporting Directly to the Board of Regents

-----1. Faculty Appeals Committee

The Faculty Appeals Committee shall consist of five (5) faculty appointed by the Faculty Senate. No one shall be appointed who is a member of the academic department of which the appellant is a member. The member of the Committee senior in tenure shall serve as Chairperson. The functions and authority of the Appeals Committee are outlined in the Bylaws of the University, Article V, Section 9

VIII. Selection and Responsibilities for the Faculty Reps to the BOR

A. Selection

The President and Vice President of the Faculty Senate shall serve as the faculty representatives to the Board of Regents, and shall be prepared to report to the Board on issues before the Faculty Senate.

B. Description of Duties & Responsibilities

1. Representing

- a. Representing faculty formally in board meetings and informally at board dinners;
- b. Being well-informed on all issues going to the board and consulting appropriate faculty and administrators whenever anything of potential relevance appears on board agendas;
- c. Establishing communications with groups and individuals such as the Faculty Affairs Committee and university administrators in order to obtain insight into administration proposals on issues;
- d. Working with the administration to assist in the development of proposals acceptable to faculty interests and supporting these proposals before the board.

2. Communicating

- a. Communicating board perspectives, developments and actions to faculty;
- b. Making oneself available to a broad cross-section of faculty in order to determine current faculty interest;
- c. Becoming informed of potential problems which might appear from existing or contemplated board actions or proposals of administration or faculty.

3. Serving in ceremonial roles to represent the faculty such as taking part in ceremonies, inaugurations, and other functions.

IX. History of Changes to Section 1

20 October 1995

Part VII.D.3 - The University Financial Aid Committee was restructured and the committee's charge revised.

11 September 1997

Part VI.A.2 was changed to add the senior elected Faculty Representative to the Board of Regents to the voting membership of the University Council. Line "c." was added to Part VI.A.3 to add the junior elected Faculty Representative to the Board of Regents to the non-voting membership of the University Council.

Part VI.A.4 was changed to make the chair of the University Council an elected position. The President (or in his/her absence the VPAA) had been the chair of the University Council.

Part VI.A.6 was changed to require the agenda for University Council to be distributed one week in advance rather than 48 hours in advance. The above changes were approved by the Board of Regents on Sept. 10, 1997.

8 August 1998

Parts VI.A.4,6 and 7 were modified to reflect the "first reading policy" adopted by the University Council November 13, 1997. Part VI.A.6.b was changed to clarify how action on committee reports should be handled. Handbook wording changes were approved December 11, 1997 by the University Council and March 18, 1998 by the Board of Regents. The words "shall be deemed approved by the University Council" were added

between the words "University Council" and the word "without" starting in line three of Part VI.A.6.a to correct a typographical error. The paragraph describing the election procedure for at-large faculty members of the Graduate Committee was added to Part VI.B.16, approved by University Council February 12, 1998. A reference to further information in Section Three was added to Part VI.C.1. The Division of Continuing Education had been included in error in the list in Part VII.B.2 of participants in the election process for faculty representative to the Board of Regents, so it was removed from the list.

18 June 1999

Parts VI.A.2-3 were modified to add an elected library faculty member to the University Council, and to make the Library Director a non-voting member. Approved by the Board of Regents 2/18/98. Part VI.B.18 was changed to modify the structure of the Assessment Committee. The principal change was making the executive director of planning a non-voting member, and making the chair an elected position. Approved by the Board of Regents 6/9/99.

2 August 2000

Part VI.B.5, the title, "Undergraduate Retention and Reinstatement Committee", was changed to the "Committee on Undergraduate Probation and Reinstatement." Language referring to the "Chief Student Affairs Officer" was changed to read "Dean of Students." Reference to "Counseling and Testing" was changed to "Center for Learning and Student Success, and the words "(or designee)" were added after "Vice President for Academic Affairs." Part VI.B.19 was added, indicating a new committee, the Committee on Undergraduate Retention. The above changes were approved by the University Council on 2/10/00.

30 August 2001

Article VI.A.7 modified to reflect change in how other meetings were convened. The change was approved by the BOR on May 7, 2001.

4 September 2001

Article VI.A.2 modified to reflect replacement of member. This change was approved by the General Faculty on September 15, 2000. Article VII.B.8 new section added to explain replacement strategy for Faculty Representative to BOR. This addition was approved by the General Faculty on September 15, 2000. Article VI.B.20 University Curriculum Committee established. This was approved by the BOR on April 11, 2001.

27 February 2003

Article VI.B.5 Change of membership of the Committee on Undergraduate Probation and Reinstatement. Approved by BOR on January 30, 2003.

13 September 2005

Part VI. through Part VII. were completely revised to incorporate the replacement of the University Council with the Faculty Senate (approved by the BOR on 11 March 2005) as well as the structure of the committees which previously reported to the University Council and the Board of Regents. The original Section VII is now Section VIII. Part VIII.B. (Selection of BOR Faculty Representatives) was omitted since Faculty Senate President and Vice President serve as faculty representatives to the Board of Regents under the recently approved Faculty Senate proposal.

27 October 2006

Part VII.D. (Electronic Technology Committee) was omitted since it was disbanded effective the end of the 2005-2006 academic year.

13 November 2006

Part VII.C.5. Institutional Animal Care and Use Committee was established to provide oversight for animal research.

7 May 2007

Part VII.D.8. Addition of the Technology Steering Committee as an Advisory Committee to the Vice President for Administration and Treasurer and the Vice President for Academic Affairs

11 September 2007

Part VII.D.8.b. Modification of membership of Technology Steering Committee to include 2 faculty members designated by Faculty ISS Advisory Committee. 4 May 2008

Part VII.D.9. Addition of the University Program Review Committee as an Advisory Committee to the Vice President for Administration and Treasurer and the Vice President for Academic Affairs.

14 September 2009

Part VII.A.2. Addition of the membership, terms, and quorum of the Academic Affairs Committee approved by the Board of Regents 26 June 2009.

26 January 2010

Part VII.D.2. Modification of the composition of the Board of Student Publications and the method of appointment approved by Faculty Senate October 2009.

9 February 2010

Part IV.C. Modification of the procedures for the conduct of General Faculty Meetings approved by the Board of Regents 30 October 2009.

11 May 2010

Part VII.B.1.b.and c. as well as Part VII.B.2.a. Membership of the Research Committee was changed from appointed by deans to elected by academic units. Part VII.B.2.c. Review Committee modified to report to the Research Committee rather than being a subcommittee of the Research Committee. Part VII.B.2.e. Suggestion that members of the Review Committee not serve on any major committees was eliminated. Part VII.B.5. Eliminated the at-large member from the School of Nursing serving on the Graduate Committee since the School of Nursing now has a masters program and is thus already represented on the committee. Part VI.A.3.f. Changed method of selecting members of Academic/Sweet Sabbatical Committee. Approved by General Faculty 11 May 2010.

23 June 2010

Part VI.B.1. The Faculty Senate Constitution was amended to clarify that only full-time faculty members are eligible to vote for and to serve on Faculty Senate. Approved by General Faculty 11 May 2010. Approved by the Board of Regents 23 June 2010.

3 February 2011

Part VII.B.4. The Honors Advisory Board was modified to include staggered terms for members. Part VII.D.2. The Board of Student Publications was changed to the Board of Student Media. Approved by General Faculty.

5 May 2011

Part IV Added. Electronic Voting for Curricular Items. Approved by General Faculty to expedite the process of approving minor curricular/governance changes through electronic balloting when deemed appropriate by Faculty Senate.

25 July 2011

Part VII.D.8.b. Composition of Technology Steering Committee was modified so that, rather than two faculty members being selected by

the Faculty IT Advisory Committee, one will be selected by the Faculty IT Advisory Committee and one will be selected by Faculty Senate. This change was approved by the Technology Steering Committee. Part VII.D.1. The committee membership list was updated to reflect the approved title from Dean of Enrollment Management to Executive Director of Enrollment Management. Part VII.D.1,5,6. The committee membership list was updated to reflect the change in title and office from Director of the Center for Undergraduate Studies and Programs (CUSP) to Assistant Dean of Student Success and Retention.

22 July 2013

Part VI.E.5, Part VII. Committees was modified to change the Graduate Committee to a Graduate Council, changing the composition of the membership, and clarifying its role in the graduate curriculum approval process. Approved by Washburn Board of Regents 26 June 2013.

30 January 2014

Part VII.E.6. Concept of Associate Vice President serving as chair of the Probation/Reinstatement Committee approved by General Faculty. Part VII.E.9. Concept of Program Review Committee tri-chairs included and process modification approved by General Faculty. Final edited version will be approved at the end of the Faculty Handbook review process. Approved by General Faculty 30 January 2014.

29 May 2014

Part VII.E.5. Modify the name, function and composition of the Undergraduate Retention Committee. Approved by General Faculty 30 January 2014.

12 March 2015

Part VI.B.2. Clarifies faculty senate representation (based on groups of ten) in instances where the number of faculty is 5 where representation is rounded up rather than down. Approved by General Faculty 29 January 2015. Approved by Washburn Board of Regents 12 March 2015.

Part VII.C.5. Updates the responsibilities of the General Education Committee. Approved by General Faculty 29 January 2015. Approved by Washburn Board of Regents 12 March 2015.

Part III. Addition of definitions of faculty appointments for hiring purposes and for ease of use in any future updates to the Faculty Handbook. Includes the addition of new appointments including senior lecturer, research lecturer, and senior research lecturer. Approved by General Faculty 17 November 2014 and 29 January 2015. Approved by Washburn Board of Regents 12 March 2015.

25 June 2015

Part VII.B.2 and B.3. To make Faculty Affairs and Academic Affairs Committee membership more clear, and to have a contingency plan for representation in the case there are not enough senators from a Major Academic Unit or Mabee Library/Curriculum Resource Center (CRC, non-Faculty Senate members may be appointed to serve. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part VII.B.2. Additional explanatory language added to the description of the charge to the Academic Affairs Committee to increase consistency in the process of evaluating new programs, major revisions, and program changes with university financial commitments. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

14 April 2016

Part VII.E.1. The makeup and tenure of the Assessment Committee was modified. Additional members were added (Washburn Tech and School of Law), one member was deleted (one of two librarians), and three ex officio members were added (Assessment Coordinator, Director of the Center for Teaching Excellence and Learning, Director of Strategic Analysis and Reporting). Term limits were changed from 2 to 3 years and the Faculty Assessment Coordinator was designated as chair of the Assessment Committee. Approved by General Faculty 14 April 2016.

26 January 2017

Part VI.D.2. Add wording assigning the Secretary of the Faculty Senate one-eighth reassigned time. Approved by General Faculty 26 January 2017.

27 April 2017

Part III.VI.A. Change in the Graduate Council Charge and Membership. Graduate academic issues will now follow the same type of path as undergraduate issues with the Graduate Council serving the role as the Academic Affairs Committee. In addition, the council membership was modified. Approved by General Faculty 27 April 2017

Part VI.D.7. Change the timeline for agendas to be distributed for Faculty Senate and the Academic Affairs Committee, the Faculty Affairs Committee, and the Graduate Council from one week to six days. Approved by General Faculty 27 April 2017

Part VI.E.1 Delete this item indicating meeting agendas must be distributed to members of Faculty Senate one week in advance of scheduled meeting and add the item as VI.D.7 indicating a six-day advance notification. Approved by General Faculty 27 April 2017.

Part VII.A. Modify the charge and membership of the Graduate Council to more closely align with graduate process with the undergraduate process for approving curriculum issues with the Graduate Council serving a similar role to the Academic Affairs Committee for undergraduate decisions. Approved by General Faculty 27 April 2017.

20 June 2017

Part III.A. Modifications of previously approved definitions for tenure-track and tenured faculty, lecturer and senior lecturer and deletion of senior research lecturer and research lecturer. Approved by General Faculty 27 April 2017. Approved by Washburn Board of Regents 15 June 2017.

Part III.VII.E.10. Addition of standing advisory committee - Faculty Handbook Committee to review proposed changes to the Faculty Handbook for uniformity, clarity, and cohesiveness prior to submitting the changes to the Faculty Senate shared governance process. Approved by General Faculty 27 April 2017. Approved by Washburn Board of Regents 15 June 2017.

7 May 2018

Part VII.B.3.1. – The Academic/Sweet Sabbaticals Committee is no longer a subset of the Faculty Affairs Committee and has now been moved to VII.E.11. under the category of Advisory Committee. Approved by General Faculty 3 May 2018.

Part VII.E.2. – Board of Student Media structure was updated. Approved by General Faculty 3 May 2018.

11 December 2019

Part VI. Faculty Senate section was modified. The text of the Faculty Senate Constitution was deleted except for Section 1.A. and replaced

with an embedded link to the most current version of the Faculty Senate Constitution.

10 April 2023

Part VII. Graduate Council in Section A was deleted as a standalone committee due to its new placement under Faculty Senate Constitution, and remaining sections were relabeled.

3 May 2023

Edits to reflect title and unit name changes.

10 November 2025

Proposal to revise the International Education Committee description to reflect current scope and codify membership. Reviewed by Faculty Senate on November 10, 2025.

10 November 2025

Proposal to revise the Program Review Committee description to reflect a focus on academic programs. Reviewed by Faculty Senate on November 10, 2025.

29 April 2026

Amendment to Section 1.III regarding Senior Lecturer promotion and addition of Esteemed Lecturer. Reviewed by General Faculty on April 29, 2026.

Section 2: Conditions of Employment

- I. Statement of Academic Freedom (p. 19)
- II. Faculty Qualifications (p. 19)
- III. Faculty Responsibilities (p. 19)
- IV. Equal Opportunity and Sexual Harassment/Harassment Policies and Procedures (p. 19)
- V. Faculty Recruitment (p. 19)
- VI. Electronic Records (p. 20)
- VII. Nepotism/Conflict of Interest Policy (p. 20)
- VIII. History of Changes to Section 2 (p. 20)

I. Statement of Academic Freedom

Washburn University strives to promote the search for truth and its free exposition and thus to provide the best education possible for its students. Academic freedom is for the furtherance of these purposes and applies both to teaching and research. Freedom in research is fundamental to the advancement of law and fact. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom carries with it duties correlative with the rights.

A. The faculty member is entitled to full freedom in research and in the publication of the results subject to performance of his/her other academic duties, but research for pecuniary return should be based upon University policy as stated in the Faculty Handbook (see Sections Five II and Six I).

B. Faculty are entitled to freedom in the classroom in discussing their subjects and must exercise professional judgment in selecting the material they wish to use.

C. The Washburn University faculty member is a member of a learned profession and an academic member of an educational institution. When the faculty member speaks or writes as an individual he/she is free from institutional censorship or discipline and must avoid identification of Washburn University with his/her words or acts as an individual. As a person of learning, the faculty member must remember that the public may judge the profession and Washburn University by his/her utterances. Hence, the faculty should at all times endeavor to be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should avoid indication that he/she is an institutional spokesman unless he/she has been so designated.

II. Faculty Qualifications

(Based on HLC Assumed Practices and Washburn existing practices)
Faculty must possess an academic degree relevant to the discipline/field they are teaching and must be at least one level of education above the level of education they teach, except in programs for terminal degrees or when equivalent experience is established. Additional qualifications may be required and will be determined as appropriate by academic discipline or unit. In terminal degree programs, faculty members possess the same level of degree. If a faculty member holds a master's degree or higher in a related discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be

considered in determining whether a faculty member is qualified. For accredited programs, when faculty members are employed based on equivalent experience, professional experience (work/clinical experience) is defined by the specialized accreditation organization. For programs without specialized accreditation, professional experience is defined by the individual college or school but can be no less than a minimum of three years full-time work or employment in the field directly related to the area of instruction. In some specialized courses, a specialty license may be substituted for the experience requirement. Justification submitted for professional experience equivalence must include how the course instructor meets or exceeds the academic requirements for the course(s) to be taught. Exceptions to the academic credential must always be approved in writing by the academic dean and the Provost & Vice President of Academic Affairs before the individual will be allowed to teach at Washburn University.

III. Faculty Responsibilities

Each faculty member is a member of a learned profession and an academic member of the University responsible for the mastery of and a continuing commitment to a subject discipline, the competent transmission of it to students, and the exercise of professional judgment concerning curriculum, instructional content and methods, research, faculty status, and those aspects of student life which relate to the educational process. Faculty members of each department of the College and of the Schools are responsible to the Dean of those academic units for the orderly and competent conduct of classes within the department or the school concerned.

IV. Equal Opportunity and Sexual Harassment/Harassment Policies and Procedures

Please review the official Washburn University policies and procedures in the Washburn University Policies, Regulations, and Procedures Manual Section A. 1-4.

V. Faculty Recruitment

A. Establishing the Position

a. Position, Position Description, and Position Posting
The Dean will review departmental objectives and long-term goals in requesting permission to hire for a faculty position. In the College of Arts and Sciences and the School of Applied Studies, this will be done in consultation with the department chairperson. The Dean will secure approval of position, including rank and salary range, from the Provost & Vice President of Academic Affairs. The Dean, in consultation with Human Resources, will develop a position description and posting. In the College of Arts and Sciences and School of Applied Studies, the appropriate chairperson will also consult in the development of the position description and posting. In the School of Law, the Faculty Recruitment Committee will consult. Once the Dean has approved the position description and posting, Human Resources will send it to the Provost & Vice President of Academic Affairs for review and final approval. The office of the Provost & Vice President of Academic Affairs will publish the approved position posting. The Dean will determine who in their unit will take the lead in developing and implementing a formal recruitment plan to share the posting with appropriate professional sources so that it reaches a robust and diverse pool of qualified applicants. All advertising for which a charge is made to the University

will be issued through the office of the Provost & Vice President of Academic Affairs. The Dean will also determine who will oversee the development of evaluative criteria, based on the approved position description, that will be used to screen applicants and select final candidates.

b. Selection of Candidates for Visitation on Campus

A search committee will be appointed by the Dean. In the College of Arts and Sciences and School of Applied Studies, the department chairperson will recommend a search committee to the Dean. Typically, the committee will consist of a minimum of three (3) full-time faculty members. In those instances where there is an insufficient number of faculty available within the academic hiring unit, faculty members from outside the academic hiring unit may be appointed, or non-University persons with professional expertise. All members of the search committee must complete University faculty search committee training prior to reviewing applications. In the College of Arts and Sciences and School of Applied Studies, the department chairperson must also attend this training. The search committee will screen applications using appropriate evaluative criteria, check references, and identify the top candidates, in order of preference. In the College of Arts and Sciences, the search committee will submit the names to the department chairperson who will forward this information and their own recommendation to the Dean. The Dean of the College of Arts and Sciences will then consult with the department chairperson and committee and approve candidate(s) to bring to campus to interview. In all schools besides the College of Arts and Sciences, the search committee will submit the names of the top candidates directly to the Dean. The Dean should, in other than exceptional circumstances and for reasons communicated to the search committee in writing, invite the candidates to campus for an interview in the order presented by the search committee. At any point, the committee/department chairperson may recommend to the Dean to terminate the search process.

c. The On-Campus Visit

The Dean and available faculty members of the department/school will have the opportunity to interview the candidate. In the College of Arts and Sciences and School of Applied Studies, the department chairperson will also have the opportunity to interview the candidate. It is expected that the candidate will remain on campus for at least one day. It is also expected that the candidate will provide a demonstration as part of their campus interview by which the committee may assess their potential as a teacher. Where appropriate and possible, campus and community groups will meet with the candidate. The candidate will also have the opportunity to visit with faculty and staff, talk with students, etc.

d. Issuance of Contract

Following the on-campus interview, the search committee will recommend whether to invite the candidate to join the faculty. In the College of Arts and Sciences, the committee will forward its recommendation to the department chairperson. The department chairperson, in turn, will forward the committee's recommendation and their recommendation to the Dean. In the School of Applied Studies, the committee will forward its recommendation directly to the Dean and the department chairperson will forward their own, separate recommendation to the Dean. In schools where there is no department chairperson, the committee will forward its recommendation directly to the Dean. The Dean will review the recommendation(s) and determine whether to make a recommendation to the Provost & Vice President of Academic Affairs that the candidate be offered a contract or to invite another candidate to interview. The Dean will also seek final approval from the Provost & Vice President of Academic Affairs concerning salary, rank, and other administrative matters, including any negotiated items. The Provost & Vice President of Academic Affairs will adhere to applicable personnel

approval processes in approving/disapproving Dean's recommendation. After the Provost & Vice President of Academic Affairs has approved the Dean's recommendation, the Dean will extend an offer to the candidate. If the candidate accepts the offer, the office of the Provost & Vice President of Academic Affairs will prepare a contract and send it to the candidate. Offers are contingent upon successful completion of a background check for all new employees or those with a break in service of one year or more.

VI. Electronic Records

A. Washburn University requires electronic records on employees, including all faculty, to be maintained for many purposes, such as retirement eligibility, disability insurance requirements, OASI information, and employment verification.

B. The office of the Provost & Vice President of Academic Affairs maintains faculty personnel information including data on instructional experience, academic attainment, and work experience information for general use. Each faculty member is responsible for completing the required forms and for keeping his/her personnel records up to date in the respective office.

VII. Nepotism/Conflict of Interest Policy

(For additional information see Appendix XIII)

Persons may be appointed to exempt or non-exempt positions without regard to family relationship to other members of faculty or staff. If a person is in a position which requires an evaluation on a personnel decision such as those concerning appointment, retention, promotion, tenure, or salary of a close relative, such condition shall be deemed a conflict of interest and that person shall not participate in any group or body that is considering any such decision. Note: Close relative is interpreted in this policy to include spouse, mother, father, brother, sister, son, daughter, or any individual for whom a faculty or staff member has been assigned legal responsibility in a guardianship capacity.

VII. History of Changes to Section 2

20 April 2007

Parts III and IV were replaced after the policies for the Equal Opportunity Policy and the Sexual Harassment and Harassment Policy were approved by the Washburn Board of Regents 11 November 2005.

27 April 2017

Part VII Professional Ethics relocated to Section 6 Part 1 and updated based on most current AAUP statement of professional ethics. Approved by General Faculty 27 April 2017.

28 January 2018

Part II Created. Added policy regarding minimum qualifications for faculty as part of approval of update of adjunct faculty qualifications. Approved by General Faculty 28 January 2018.

2 February 2023

Part V. Faculty Recruitment section was condensed and revisions were made to reflect practices across the different units.

3 May 2023

Edits to reflect title and unit name changes.

Section 3: Faculty Personnel Policies & Procedures

- I. University Standards on Appointments, Tenure and Promotions (p. 21)
- II. University Policy on Faculty Tenure (p. 21)
- III. Promotion and Tenure (p. 23)
- IV. Procedure for Notice of Non-Reappointment (p. 34)
- V. Procedures for Termination (p. 34)
- VI. Criteria and Procedures for Evaluating Faculty for Salary Increments (p. 40)
- VII. Grievance Policy and Procedure (p. 40)
- VIII. Policy Concerning Scholarly Misconduct (p. 40)
- IX. Emeritus Status (p. 40)
- X. Eminentes Universitatis Policy and Procedure (p. 41)
- XI. History of Changes to Section 3 (p. 41)

I. University Standards on Appointments, Tenure and Promotions

A. Faculty status and related matters are a shared faculty and administration responsibility, including appointments, reappointments, decisions not to reappoint, promotion, the granting of tenure, and dismissals. Such recommendations originate at the department and/or Major Academic Unit.

B. Faculty members seeking promotion or tenure will be notified of their eligibility to petition for same. The eligibility requirements, the process for petitioning for promotion and tenure, and the criteria for awarding of promotion or tenure are described in the various portions of part III of this section.

C. Procedures describing the establishment of and responsibilities for a Committee on Promotion and Tenure within each academic unit are described for each academic unit in part III of this section. In the College of Arts and Sciences, departmental committees on promotion and tenure are also formed, and these are described in the part III, A of this section.

D. The University Promotion and Tenure Standards (UPTS) Committee is an elected committee with two full-time faculty representatives from the College of Arts and Sciences and a full-time faculty representative from each of the other four major academic units. To be eligible to be elected to the UPTS Committee, a faculty member will hold the rank of Associate Professor or Professor and be a tenured member of the faculty. The representatives will have staggered terms of membership in the committee from one to three years in order to provide diversity and continuity.

The purpose of the Committee is to examine the criteria for promotion and tenure in each school and college and to ascertain that the criteria are applied in a uniform and consistent manner for each of the four schools and the college. The UPTS Committee, on behalf of the Provost & Vice President of Academic Affairs, will receive the recommendations of the department committee (where appropriate), department chairperson (where appropriate), school committee, and dean's recommendation, as well as all faculty petitions for promotion and tenure. The purpose of the committee is not to concern itself with the matter of whether promotion

is to be granted or whether tenure is to be awarded; rather it concerns itself with the consistent and uniform application of promotion and tenure criteria within each of the major academic units.

E. The Provost & Vice President of Academic Affairs, after consideration of all recommendations, shall make recommendations to the President. The President shall thereafter make recommendations to the Board of Regents. In event of any difference in the recommendations of the President, Provost & Vice President of Academic Affairs, Academic Dean, CPT, Departmental Chairperson, and the Departmental Committee all recommendations shall be submitted to the Board of Regents.

F. Final decisions as to tenure or promotion of such faculty members shall be made by the Board of Regents after consideration of the recommendations as provided in this section.

II. University Policy on Faculty Tenure

A. The awarding of tenure to a faculty member is a critical point in the member's relationship with Washburn University. Tenure is a means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom, economic security, and tenure are indispensable to the success of Washburn in fulfilling its obligations to its students and to society. Not only does tenure recognize the worth of the individual and that person's contribution to the University community, but tenure and the promotion process are the means by which the quality of the faculty is maintained and improved. The added prestige and recognition that promotion and tenured status, based on the standards below, confer on an individual are essential to the morale and lustre of Washburn's faculty and the University.

B. The review of candidates for tenured appointments, beginning at the departmental level and moving through the channels of the University levels, must at all stages be careful, deliberate, and searching if the standards of excellence to which Washburn aspires are to be attained. The same considerations apply to recommendations for promotion in rank.

C. Criteria for tenure and promotion traditionally have been and continue to be teaching, research and community and professional service. The award of tenure must take into account any prior service credited but will be based largely on evidence of achievement since joining the Washburn faculty. Promotion and tenure are never automatic. They must be earned.

D. After an appropriate length of employment in academic duties by the University, full-time members of the faculty shall be eligible for tenure in an academic discipline offered at Washburn, signifying that their services are of such quality as to merit continuing appointment; and, if granted tenure, their employment thereafter shall be terminated involuntarily only for cause as provided in section Three, V of the University Faculty Handbook or in Article V, sections 8 and 9 of the University Bylaws. The President and the Board shall determine if a leave of absence or a faculty exchange is to be used as part of the required length of service.

E. Beginning with appointment to the rank of full-time assistant professor or a higher rank, the probationary period at Washburn University shall not exceed six years. At least three of these six years must be at Washburn as a full-time assistant professor or higher rank. Up to three years credit may be granted, by written agreement, for full-time service at other

institutions of higher education. The initial employment contract of every full-time faculty member will indicate that member's maximum probationary period at Washburn University.

1. Negotiated Time. By written agreement at the time of hire, a tenure-track faculty member may be granted up to three years credit for full-time service at other institutions of higher education. The probationary period will consist of the number of negotiated years combined with the number of years at Washburn University required to complete a total of six years. The faculty member is required to petition for tenure in the last year of the probationary period. If the petitioner is unsuccessful at the end of the probationary period, the petitioner will be issued a terminal contract.

2. Petition Prior to Completion of Probationary Period. A tenure-track faculty member may determine after consultation with his or her department chair and/or dean to petition for tenure prior to the completion of the six-year probationary period. An early petition may occur only one time and after all university and unit requirements for time of service have been completed, usually during the fourth or fifth year of the probationary period. If the petitioner is unsuccessful, it does not preclude the completion of the remainder of the probationary period and a subsequent application for promotion and tenure within the six-year probationary period, unless otherwise specified in the original hiring contract.

3. Extension of Probationary Period. Because extenuating events sometimes occur and prohibit a tenure track candidate from successfully making progress toward completing the teaching, scholarship, and/or service standards established by departments and schools for tenure, tenure-track candidates may appeal for an extension to the mandatory tenure review date indicated in the original hiring contract (normally this is in the 6th year of service at Washburn but shorter review periods are sometimes negotiated). Such an extension may be granted in the following situations:

- A. Giving birth or providing care for a dependent child.
- B. The placement with the employee of a child for adoption or foster care.
- C. A serious health condition that makes the employee unable to perform the essential functions of his/her job.
- D. To care for a family member (e.g., spouse, partner, child, parent) with a serious health condition.
- E. Death of a family member (e.g., spouse, partner, child, parent).
- F. Divorce.
- G. A substantial change in the employee's assigned area(s) of responsibilities.
- H. For qualifying exigencies arising out of the fact the employee or employee's spouse/partner is called to the performance of duty on a voluntary or involuntary basis in a uniformed service under competent authority.

Other extenuating circumstances may be considered as well. Any individual who wishes to pursue an extension as a reasonable accommodation under the ADA should contact the Equal Opportunity Director.

Requests will be directed to the Dean of the individual's area and copied to the Provost & Vice President of Academic Affairs. The Dean will consider, among other factors, whether the circumstances are unusual for a typical tenure-track candidate in his or her particular department and the candidate's pattern of successful progress prior to the extenuating circumstances. In the event that the original request

is denied, the candidate may request a review from the Provost & Vice President of Academic Affairs.

Alteration of the tenure clock during the probationary period is typically limited to two, one-year delays with the exception of qualifying exigencies pertaining to extended military duty.

Timing of the request: If the circumstances warranting the tenure review extension occur prior to the mid-term review, the request for an extension must be submitted at the time of the midterm review and a recommendation made as part of the mid-term review. In all other instances, the request form must be submitted no later than the first day of the Spring semester preceding the year of mandatory review.

F. All members of the department/area committee who initially review an application for tenure or for promotion must hold at least the academic standing (tenure/rank) to which the candidate is applying. A minimum of three (3) faculty members must constitute the committee reviewing a file. Academic units may set a higher minimum. In situations where there are not enough faculty holding the proper credentials in the candidate's area, committee members holding faculty status outside the area of the candidate may be designated by the normal processes used to designate these committees.

G. Faculty tenure in an academic discipline may be granted at any time by action of the Board of Regents upon recommendation by the President. The recommendation by the President shall be made after review of the recommendation by the Dean, who shall have consulted with his/her Major Academic Unit's CPT.

H. A petitioner may provide updates regarding SUBMITTED materials mentioned in the original petition (e.g., grants; submitted articles) at any time in the review process. So reviewers further in the process can evaluate accurately whether any updates would or would not change that decision, committees and individuals reviewing the petition are encouraged to specify clearly what contributed to a negative decision.

I. Administrators and faculty members not previously holding tenure shall not be granted tenure in any administrative capacity, tenure being confined to specific academic disciplines offered by Washburn University. Serving in an administrative capacity shall not deprive a faculty member of retaining or acquiring tenure in an academic discipline, such as Professor of Education, Associate Professor Business Administration, etc.

J. Except for persons sharing a tenure-track joint faculty appointment described in subsection K. below, faculty members employed part-time, or as teaching assistants, visiting faculty or lecturers are not eligible for tenure.

K. When deemed appropriate by the Provost & Vice President of Academic Affairs a full-time faculty position may be split into two half-time positions and faculty individuals otherwise qualified to fill such a position may be appointed to share it as a joint faculty appointment. The two faculty members will share the teaching, research, and service components of the appointment. On an individual basis, the quantity of teaching, research, and service will be less than what is expected of a full-time faculty member; however, the quality of the work performed by each faculty member must be comparable to that expected of a full-time faculty member. Responsibilities for teaching, research, and service should be balanced on an annual basis except by special agreement between the two faculty members and the department.

Beginning with the appointment to assistant professor, or a higher rank in a joint faculty position, the probationary period at Washburn University shall not exceed six years. Such probationary period for each of the two faculty members serving in a joint position shall be identical and stated in their respective initial employment contracts with Washburn University. At least three of the six years of probationary service must be at Washburn University at the rank of assistant professor or higher. Up to three years credit may be granted to both faculty members by written agreement, for full-time service by each as teaching faculty at other institutions of higher learning. Faculty members appointed to joint tenure track positions may be eligible for tenure and promotion in accord with the procedures for full-time faculty members outlined in Article V sections 6-7 of the Washburn University Bylaws, and in section III below. A joint petition may be presented by the two faculty members appointed to a joint position, but it should clearly state the accomplishments of each faculty member in teaching, scholarship, and service; however, each may choose to present his or her own petition.

The evaluation and recommendation will be applied to each faculty member individually, and both must be deemed deserving in order to be promoted or receive merit. In the evaluation for tenure, the same consideration should occur, so that each of the two faculty members will be considered separately. Separate tenure decisions will be reached, but in the context of the joint appointment. Tenure or promotion will only be awarded to the faculty member sharing a joint faculty appointment in the event that both: (a) petition for tenure and/or promotion in the same year of review; and, (b) are deemed to fulfill all of the requirements for tenure and/or promotion in rank. In the event one of the faculty members does not petition for tenure, or one of the two is deemed not to fulfill all of the requirements for tenure, both will be given notice of non-reappointment and their employment will terminate upon the expiration of their probationary period.

The property right granted by the award of tenure is the continuation of employment as a half-time faculty member which may be terminated for cause under Article V, section 8 of the University By-Laws, or as provided in subsection L. below.

Each faculty member serving in a joint appointment position will receive an individual contract. Each faculty member will receive half of the full-time compensation for the position.

The faculty members sharing the full-time jointly held appointment shall be entitled to benefits otherwise accruing to full-time faculty members, if eligible pursuant to conditions established by the provider, and based on the individual faculty member's actual salary. These faculty would also be eligible for Academic and Sweet Summer Sabbaticals (to be shared).

L. In the event one of the persons appointed to a joint faculty appointment is non-renewed, terminated for cause or voluntarily terminates employment, such event shall be deemed cause for the termination of the remaining individual's employment at the end of the then current academic year. However, such individual shall be eligible to apply for any vacant faculty position at the University for which she/he is qualified. Except as provided in the preceding sentence, persons in a joint faculty appointment shall have the same rights of non-reappointment of non-tenured full-time faculty stated in Section 6.f of Article V of the University By-Laws.

M. In the event tenure has been awarded to both individuals in a joint faculty appointment and one is terminated for cause or otherwise is unwilling or unable for any reason, except for a reason which may be provided such individual by operation of law, to fulfill the obligations of

his/her half-time position in such appointment, the remaining half-time appointee shall be offered the duties and functions of the full-time faculty position. If the remaining individual is unwilling or unable, except for a reason which may be provided by operation of law, to accept the full-time faculty duties of the position, then his/her unwillingness or inability to serve shall serve as the occurrence of the condition subsequent and cause for the termination of such individual's employment at the end of the then current academic year.

III. Promotion and Tenure

A. The College of Arts and Sciences

1. General Policy

The College of Arts and Sciences of Washburn University works to maintain the highest possible standards of teaching, scholarship and service; to ensure every faculty member full academic freedom; to render every qualified faculty member secure in their profession; and to enable the College of Arts and Sciences to rely on the continuous employment of a competent faculty. It is, therefore, the policy of the College of Arts and Sciences to provide stability and continuity of employment for the faculty in an atmosphere of academic integrity and mutual confidence.

The basic responsibilities of the College of Arts and Sciences are to preserve, augment, criticize, and transmit knowledge and to encourage creativity. Thus, the College of Arts and Sciences should appoint, develop, and retain distinguished faculty members with outstanding qualifications. Tenure and promotion within the College of Arts and Sciences are consistent with general University policy in emphasizing the importance of teaching, scholarship, and service by its faculty.

Appointment or promotion to the rank of Associate Professor normally requires a record of success in teaching, scholarship, and service. Appointment or promotion to the rank of Professor normally requires excellence in teaching, scholarship, and service.

Promotion and tenure in the College of Arts and Sciences at Washburn University are never automatic. They must be earned.

2. Minimum Requirements for Consideration for Promotion and Tenure

a. Education

Granting of tenure and appointment to the rank of Assistant Professor or higher normally requires completion of professional education in most fields marked by the Ph.D. or other recognized terminal degree.

b. Experience

Beginning with appointment to the rank of full-time assistant professor or a higher rank, the probationary period at Washburn University shall not exceed six years, unless a candidate for tenure and promotion has been granted an extension of the probationary period as outlined Section 3 II e. 3 of the faculty handbook. At least three of these six years must be at Washburn as a full-time assistant professor or higher rank. Up to three years credit may be granted, by written agreement, for full-time service at other institutions of higher education. The initial employment contract of every full-time faculty member will indicate that member's maximum probationary period at Washburn University.

For promotion to associate professor, the candidate must have completed six years of full-time college-level academic experience, the last three of which must have been at the assistant professor rank. If the candidate is eligible for promotion during the year of the tenure decision,

then one petition and one departmental committee must be used for both.

For promotion to professor, the candidate must have completed ten years of full-time college-level academic experience, four of which must have been at the associate professor rank.

c. Teaching

Effective teachers are essential to the College of Arts and Sciences. The quality of instruction must be judged by its intrinsic purposes: to transmit and preserve knowledge, to encourage critical and creative thought, to foster a lively interest in learning, and to stimulate a continuing commitment to inquiry.

Evidence of teaching effectiveness could include but is not limited to

1. student learning
2. peer review by colleagues
3. record of pedagogical training
4. record of teaching innovation, in either pedagogy or content
5. student perceptions and opinions
6. a process of continuous improvement
7. mentoring of independent projects and internships
8. supervision of student research or creative activity presented or published in a student forum (e.g., Apeiron, student conferences and journals, etc.)

d. Research and Scholarship

Scholarly activity is the obligation of all tenure-track members of the faculty of the College of Arts and Sciences. A faculty member's scholarship must be judged by their contributions to knowledge through peer-reviewed publication or creative activities in their discipline that are peer reviewed, juried, refereed, and/or have been externally and professionally validated.

Research, scholarship, and creative endeavors should also include a sustained record of activities that could include but is not limited to

1. publication of books and book chapters
2. publication of articles and reviews of a scholarly nature
3. presentation of professional papers
4. conducting of, or performing in, professional workshops
5. research collaborations with students that result in peer-reviewed professional publication or presentation
6. receipt of grants, awards, and fellowships for scholarly work
7. achievement in art and/or creative endeavors related to a faculty member's discipline, such as performance compositions, published arrangements, recordings, juried or invitational performances or art exhibits, or professionally performed or disseminated work

e. Service

Service to the department, to the College of Arts and Sciences, to the University, to the profession, and/or to the community is the responsibility of each faculty member. For this purpose, community service must draw upon professional expertise.

Evidence of service activities could include but is not limited to

1. student advising
2. engagement in department activities

3. participation and/or leadership in college and/or university committees
4. administrative leadership
5. recruitment and retention activities
6. sponsorship of student organizations
7. leading students in special activities, including travel and conference attendance/participation
8. serving as a representative of the University where professionally appropriate
9. work with community partner(s)
10. mentoring of peers
11. activities promoting and advancing relating to diversity and inclusion
12. membership on professional boards or organizations
13. review of manuscripts for journals, publishers, grant funding, or conferences
14. invited lectures, performances, and other public presentations/workshops to campus or community groups

3. Procedures for Recommendation for Tenure and/or Promotion

a. In the spring of each year, the Provost & Vice President of Academic Affairs of the University will distribute to the Dean of the College of Arts and Sciences a list of faculty members whose tenure status must be reviewed before the end of the following academic year. The Dean will then inform the appropriate department chairpersons and communicate with candidates about the requirements of this review process.

b. In the spring before the initial year of eligibility, the Dean of the College of Arts and Sciences will forward to each department chairperson the names of all tenured members of its faculty below the rank of Professor who will have met the minimum educational and experiential requirements for promotion in academic rank by the end of the following academic year. The Dean will also communicate with potential candidates for promotion about the requirements of this review process.

c. Early in the fall semester, the department chairperson will inform the candidates for tenure and/or promotion, invite them to submit the required information and to supply whatever other materials they desire to substantiate their qualifications, and oversee the election of a departmental committee of at least five (5) tenured members of higher academic rank than the candidate. The department chairperson will not be a member of this committee, nor will any other candidate for promotion, nor will members of the College Committee on Promotion and Tenure. In the case that department chairperson is a member of the College Committee for Promotion and Tenure during the time in which the department has a candidate for tenure and/or promotion, the chairperson will be recused from the deliberations of the College Committee for Promotion and Tenure regarding that particular candidate.

d. If the department lacks the necessary five members, the candidate will submit to the Dean of the College of Arts and Sciences a list of higher-ranking members of other college departments. The list shall be at least twice that number lacking in the candidate's department. The Dean, in consultation with the College Promotion and Tenure Committee, then will select the final members of the committee.

e. The candidate may choose which of the committee members they want to chair the committee.

f. The candidate will submit the required information and other materials in support of their petition for tenure and/or promotion to the department chairperson.

g. The candidate may withdraw their petition at any time in the process and it will not continue forward.

h. All department members are encouraged to submit recommendations on promotion to the department promotion committee. These recommendations are submitted as a separate file with the petition to the Dean.

i. The department committee will provide notification of its recommendation to the candidate. The committee recommendation, together with supporting materials, will be forwarded to the Dean through the department chairperson.

j. The department chairperson will provide notification of their recommendation to the candidate and submit their recommendation to the Dean.

k. The Dean will distribute the materials and recommendations to the College Committee on Promotion and Tenure for its consideration. The College Committee on Promotion and Tenure will provide a notification of its recommendation to the candidate and submit the recommendation to the Dean.

l. Upon receipt of the College Promotion and Tenure recommendations, the Dean will also submit to the Provost & Vice President of Academic Affairs their recommendation, together with the recommendations of the College Promotion and Tenure Committee, the department chairperson, and the departmental committee. The Dean will also notify the candidate of their recommendation.

B. School of Business

1. General Policy

The guidelines for appointment, tenure and promotion for the School of Business are consistent with the appointment, tenure and promotion policies of Washburn University and reflect the criteria for accreditation by AACSB-International and the Higher Learning Commission. Performance review criteria for evaluating faculty for appointment, tenure and promotion will be applied to portfolios of teaching, research and service compiled by the individual faculty member.

The first commitment of a faculty member should be to high standards of teaching effectiveness. Each faculty member is also expected to maintain a pattern of professional and intellectual development consistent with the mission of the School.

Faculty members are encouraged to continually evaluate themselves, utilizing the guidelines as development tools.

2. Minimum requirements for appointment, tenure and promotion

a. Education

The doctoral degree in the area within which the individual teaches is the normal prerequisite to appointment at the rank of (tenure-track) Assistant Professor and above. This qualification includes individuals holding the JD degree who teach business law or legal environment of business and individuals who teach taxation holding (1) LLM (in Taxation) / CPA, or (2) JD with an accounting master's degree. Candidates who have completed all of the work for the doctorate except the dissertation and

have made substantial progress on the dissertation may be considered for appointment as Assistant Professors.

b. Experience

i. To be considered for tenure, normally five years of full-time experience at the rank of Assistant Professor or higher, three of which will have been at Washburn, are required. Consideration of a petition for tenure will occur no later than in the sixth year of full-time service at Washburn University.

ii. To be considered for promotion to the rank of Associate Professor, five years of full-time teaching experience, including three years of full-time service after the attainment of the appropriate doctoral (or equivalent) degree, are required.

iii. To be considered for promotion to the rank of Full Professor, ten years of service, including at least three years of service as an Associate Professor, are normally required.

A faculty member may petition for early consideration for tenure and/or promotion. Deferral or denial of a petition at any time is not prejudicial toward consideration in subsequent years.

c. Teaching

Individual members of the faculty are responsible for:

- i. currency in their instructional field(s),
- ii. delivery of effective instruction,
- iii. accessibility to students consistent with the School's expectations.

Teaching includes academic program planning, curriculum and course-work development, classroom instruction, and student advisement.

Quality of instruction is assessed by peer, student and dean evaluations of classroom teaching and by dean and peer review of other activities relevant to teaching objectives.

d. Research and Scholarly Activity

All faculty are expected to engage in research and scholarly activity, resulting in published intellectual contributions in any of three major areas:

i. Basic or discovery scholarship : adds to the theory or knowledge base of the faculty member's field.

Outputs from basic or discovery scholarship activities include, but are not limited to, publication in refereed academic journals, research monograph, scholarly books, chapters in scholarly books, proceedings from scholarly meetings, papers presented at academic meetings, publicly available research working papers, and papers presented at faculty research seminars.

ii. Applied or integration/application scholarship : influences professional practice in the faculty member's field.

Outputs from applied or integration/application scholarship activities include, but are not limited to, publication in refereed professional journals, professional presentations, public/trade journals, in-house journals, book reviews, publicly available research working papers, and papers presented at faculty workshops.

iii. Teaching and learning scholarship : influence the teaching-learning activities of the disciplines.

Outputs from teaching and learning scholarship activities include, but are not limited to, textbooks, publication in pedagogical journals, written cases with instructional material, instructional software, and

publicly available material describing the design and implementation of new courses. All three categories of scholarship are valued. The quality of research and scholarly outputs, not merely the quantity, is the primary determinant in measuring the level of intellectual contribution. Maintaining the SA (scholarly academic) status as outlined by the school's FSAP (Faculty Scholarly Activity Policy) is required, 2014.9.30 Approved by FPC, SOBU Faculty, Dean

e. Service

Each faculty member is expected to provide service to the university, to the academic unit, to the profession and to the external communities served by the School. Examples of service include, but are not limited to:

- serving on school and university committees and task forces; active participation in university and school governance; providing leadership in the development of special projects or grants; active participation in professional and business organizations; conducting research studies for business or government agencies; providing leadership for student organizations; serving on committees of professional associations and organizations; appointments to professional or civic boards; providing services to community groups; and teaching in non-degree, executive education programs.

Performance is gauged in terms of the quality of the service, not just the number of committees or organizations involved.

3. Performance criteria for tenure and promotion

Faculty performance in teaching, research, and service is assessed in terms of three ratings: "above the standards", "at the standards," and "below the standards." The standards are specified in this document and other school policies, most importantly the FSAP.

For tenure and/or promotion to Associate Professor, the rating of "at the standards" in teaching, research and service represents the minimal requirement.

For promotion to Full Professor, an "above the standards" rating in teaching and "at the standards" ratings in both research and service are normally required. The standards for promotion to

Full professor are higher than those for promotion to Associate professor. Also, continued accomplishments and leadership since promotion to Associate Professor are required.

4. Procedures for Tenure

a. The Dean shall provide written notice to each faculty member to be evaluated prior to the beginning of the formal review process. Such notice shall contain an invitation for the faculty member to submit such materials as s/he chooses to be considered in the evaluation.

b. The candidate's tenure committee will consist of all tenured faculty members in the candidate's discipline area. If the discipline area does not have five tenured members, the candidate will submit to the Dean a list of tenured members in cognate disciplines. The list shall include twice the number of names as the number lacking in the candidate's discipline. From the list, the Dean, together with the committee, will make the final selection. The committee will select a chairperson.

c. The committee will evaluate the materials submitted by the petitioner and determine if the candidate has achieved the necessary level of performance to justify the granting of tenure. After careful and deliberate consideration, the committee will provide its recommendation to the

Dean in the form of a written report from each individual committee member.

d. All tenured school faculty members are encouraged to submit written recommendations on tenure to the discipline tenure committee. These recommendations become part of the candidate's file and will be submitted with the file to the Dean.

e. Upon receipt of the committee recommendations, the Dean will submit to the Provost & Vice President of Academic Affairs his/her recommendations together with the recommendations of the discipline committee. In addition, these recommendations will be shared with the candidate in a way that retains the anonymity of the evaluators.

f. All written correspondence from individual faculty members and from members of the committee will remain confidential.

5. Procedures for Promotion

The procedure for promotion shall follow the procedure for tenure with the following exceptions:

a. The candidate's promotion committee will consist of a minimum of three and no more than five faculty members in the candidate's discipline area holding a higher rank. If the discipline area does not have three members holding the higher rank, the candidate will submit to the Dean a list of higher-ranked faculty members in cognate disciplines. The list shall be at least twice that number lacking in the candidate's discipline. A petitioner may also request that an outside member be added to the committee. From the list, the Dean, together with the committee, will make the final selection.

b. All school faculty members holding higher rank are encouraged to submit written recommendations on promotion to the discipline promotion committee. These recommendations become part of the candidate's file and are submitted with the file to the Dean.

C. School of Law

1. Standards for Faculty Reappointment, Tenure, and Promotion

In determining whether a faculty member's appointment shall be renewed or whether such member be tenured or promoted, the Committee shall consider the following:

a. For renewal of appointment -- Demonstrated competence in teaching and satisfactory performance of service obligations.

b. For promotion to or renewal of appointment as Associate Professor -- Above average teaching ability, evidence of scholarly potential sufficient to indicate the likelihood of a career as a productive scholar, and significant performance of service obligations. Research in progress is sufficient to demonstrate scholarly potential.

c. For tenure or promotion to Professor -- Substantially above-average teaching ability, a substantial contribution to scholarship, and significant performance of service obligations.

d. Definitions:

i. Teaching: Quality of teaching will be evaluated by students, the Promotion and Tenure Committee, the Dean, and when feasible by a law teacher from another school. Student evaluation of whether the faculty member meets the above average standard will be based upon the terminology of regularly administered evaluation forms. The standards used by faculty peers or the Dean to evaluate quality of teaching will be

based upon their knowledge of and experience with legal education both at Washburn and elsewhere. The evaluation by each of the evaluating entities will receive substantial weight in judging quality of teaching.

ii. **Scholarship:** A substantial contribution to scholarship normally consists of at least two significant law review articles or a book of similar or greater magnitude, accompanied by other less significant contributions. Those other contributions may include but are not limited to publications of notes and reviews, the preparation of unique teaching materials, and drafting of legislation. A judgment of the quality of scholarly activities will be made by the Promotion and Tenure Committee, the Dean, and, when appropriate, by professionals from outside of the Law School with relevant special expertise. The evaluation by each of the evaluating entities will receive substantial weight in judging quality of scholarly activity.

iii. **Service:** Significant performance of service obligations includes fulfilling customary administrative and committee responsibilities, and may include responsible activities in local, state, or national bar associations, service for local, state, or federal government agencies, community service, or legal pro bono service.

e. Scholarly contributions by faculty on twelve-month contracts who have substantially greater than normal administrative duties: Eligibility for promotion to Associate Professor will depend primarily upon quality performance of their duties other than scholarship. For tenure and promotion to Professor there is an expectation of significant contribution to scholarship. However, the sufficiency of the scholarly contribution will be measured in light of the demands of the additional administrative responsibilities.

2. Minimum Degree and Years of Service Requirement

a. Tenure requires a probationary period not to exceed six years. Three years at another institution of higher learning may count toward the six years if agreed upon at the time of the initial contract.

b. The following are minimum requirements for the School of Law, and achievement of them will not automatically result in promotion.

1) **Assistant Professor.** Appointments to the faculty of the School of Law are normally made in the rank of Assistant Professor where the appointee has no prior Law School teaching experience and less than three years of law practice. Minimum qualifications include the J.D. or equivalent, and appointments without post-degree professional experience would be rare. Appointment in appropriate cases may be made where the appointee's degree is in a discipline other than law.

2) **Associate Professor.** Promotion to the rank of Associate Professor may be earned upon three years service in the rank of Assistant Professor. Factors considered in the promotion decision include demonstrated teaching effectiveness, performance of faculty duties other than teaching, and scholarly publications or other contributions to the profession.

3) **Professor.** Promotion to the rank of Professor may be earned upon three (3) years service in the rank of Associate Professor, if the initial appointment was as Assistant Professor, or upon six (6) years of service, including years of service at another institution that count toward the probationary period, if the initial appointment was as Associate Professor.

3. Procedures

a. The Committee on Reappointment, Promotion and Tenure (hereinafter called the Committee) for the School of Law shall consist of all tenured members of the Law School faculty except ex-officio members. In any year in which he or she will personally be considered by the Committee for promotion, a tenured member of the faculty shall not consider promotion of any other member of the Committee.

b. The Dean of the School of Law shall be the convening authority and serve as chairperson of the Committee, but shall in no case vote as a member of the Committee. In the event of the inability of the Dean to serve, the senior serving member of the Law School faculty shall act in this capacity and shall be entitled to vote as a Committee member.

c. In any year in which any member of the faculty is eligible to be considered for reappointment, promotion, or tenure under the University Bylaws or Personnel Policies, the Dean shall convene the Committee for consideration of such matters at a date sufficiently early that the Committee's work may ordinarily be concluded by October 15. Where appropriate, the Committee may defer reappointment decisions until any later date consistent with University policy on notice of non reappointment, and shall notify the faculty member concerned of the date upon which the matter will be considered.

d. At the time of convening the Committee, the Dean will notify each faculty member eligible to be considered, and will request each such faculty member to submit to the Committee such information or materials as he or she may wish the Committee to consider in reaching a decision on the standard forms determined by the CPT. Notice shall also be given to all faculty of those faculty members under consideration for reappointment, promotion, or award of tenure.

e. The Committee shall have available to it the faculty member's file, which shall include at least the faculty information form and summaries of student evaluations of the faculty member under consideration.

f. Upon call by the convening authority, the Committee shall meet and, having due regard for the standards established hereunder and by University policy, shall determine whether to recommend the faculty member under consideration for reappointment, promotion, or tenure. The affirmative vote by secret ballot of a majority of the full Committee shall be required for favorable recommendation. Anything less, including a tie vote, shall be deemed a determination that the faculty member under consideration should not be recommended for reappointment, promotion, or tenure. Two-thirds (67%) of the Committee members shall constitute a quorum, and no absentee voting shall be permitted.

g. Upon reaching a determination in any case, the Committee shall make its recommendation to the Dean who shall immediately advise the faculty member concerned of the recommendation of the Committee and proceed thereafter in accordance with University policy.

D. School of Nursing

1. General statement

The guidelines for tenure and promotion for the School of Nursing (SON) are consistent with the tenure and promotion policies of Washburn University and reflect the accreditation criteria for all SON degree programs. The process of tenure and promotion is designed to provide stable and continuous employment of faculty who demonstrate educational qualifications and patterns of excellence in teaching, scholarship and service to the University, School, profession, and community. The SON may employ non-nursing faculty to address program and/or educational needs of the School. The guidelines for

tenure and promotion for these faculty are also consistent with policies and procedures of Washburn University. The tenure and promotion guidelines represent minimal necessary criteria, the achievement of which will not automatically result in the awarding of tenure or promotion.

2. Procedure for third-year review of tenure-track faculty

a. Purpose

During the third year of a tenure-track appointment, non-tenured faculty in the SON will undergo a formative preliminary review to evaluate progress toward the awarding of tenure and promotion. This review can serve as validation for re-appointment or non-re-appointment. The faculty member undergoing review is expected to submit materials patterned after those in a SON petition for tenure and promotion. For those faculty who have received one year of prior service credit, the review will be done during the fourth year of their credited service, which will be their third year at Washburn. For those who receive two years of prior service credit, the review will also be done during the fourth year of the credited service, which will be during their second year at Washburn. Faculty receiving three years of prior service credit will not undergo a third-year review.

b. Procedure

a. Candidates shall submit to the Committee on Promotion and Tenure (CPT) written petitions with supporting documentation illustrating achievement of the SON criteria for third year review. Late petitions will be considered at the discretion of the committee. No changes may be made to the petition once it has been submitted.

b. The chairperson of the CPT is responsible for receiving petitions and calling meetings of the CPT to review and evaluate third year review petitions.

c. The chairperson will complete the form entitled "Third-Year Review of Tenure-Track Faculty" for each candidate undergoing review. The chairperson will summarize and evaluate the contributions of the candidate in the three major areas of teaching, scholarship, and service. Supporting materials assembled by the candidate being evaluated will be attached.

d. Following review by the CPT committee, a report will be completed and provided to the candidate and the Dean.

e. The chairperson will notify the candidate of the decision in writing and discuss the completed evaluation, as well as any written minority report(s), if any, with him or her. The faculty member will then sign the Third-Year Review of Tenure-Track Faculty form, indicating that he or she has reviewed the evaluation and has had an opportunity to discuss it with the chairperson.

f. The committee's decision resulting from the review shall be communicated in writing to the Dean, and the original petition and all supporting documentation shall be forwarded to the Dean.

g. The Dean of the SON will adhere to the procedure for notice of non-Reappointment.

h. The original copy of the evaluation form will be kept in the faculty member's SON personnel file.

3. Procedures for recommendation of promotion and tenure candidates

a. Candidates shall submit to the CPT written petitions and supporting documentation illustrating achievement of the SON criteria for tenure and/or promotion. Late petitions will be considered at the discretion of

the committee. No changes may be made to the petition once it has been submitted.

b. The chairperson of the CPT is responsible for receiving the petitions and calling meetings of the CPT to review petitions of candidates for tenure and/or promotion.

c. After careful deliberation and consideration of all available information, a vote shall be taken by the CPT. A three-fifths majority vote is required by the CPT for recommendation of tenure and/or promotion. Any dissenting vote must be documented in writing.

d. The committee's decision resulting from the review shall be communicated in writing to the Dean, and the original petition and all supporting documentation shall be forwarded to the Dean.

e. The CPT chairperson shall notify the candidate in writing of the committee's decision. The candidate may request a meeting with the chair to discuss the report.

f. A candidate whose petition for **tenure and promotion** is not supported by the committee must meet with the Dean to discuss future options.

g. A candidate whose petition for **promotion** is not supported by the committee has the option to withdraw the petition before it advances to the Dean and the University.

h. The Dean shall prepare a separate recommendation relative to each candidate's petition for promotion and tenure.

i. The Dean shall submit his/her recommendation and that of the CPT, together with the supporting documentation, to the Provost & Vice President of Academic Affairs for review and recommendation.

4. Minimum requirements for consideration for tenure and promotion

a. Education

The granting of tenure and promotion to the rank of Associate Professor requires the candidate to have completed a doctoral degree in nursing, education, or a related field.

Faculty candidates with an appropriate doctoral degree are eligible for appointment to the rank of Assistant Professor without meeting any length of service requirement.

b. Experience

To be considered for tenure and promotion to the rank of Associate Professor, the candidate must have completed a probationary period of not less than five years as a full-time college level faculty member, and usually not less than three years as a full-time faculty member at Washburn. Up to three years as a full-time college level faculty member, not including a position as graduate or teaching assistant, at another accredited institution of higher learning, may be counted toward the minimum probationary period if agreed upon at the time of the initial contract. In no case shall one's probationary period exceed six years as a full-time faculty member at Washburn University (See Faculty Handbook, Section 5, for leaves without pay).

To be considered for promotion to the rank of Professor, the candidate must have completed ten years as a full-time college level faculty member, four years of which must have been at the Associate Professor rank.

c. Teaching

SON faculty must demonstrate a commitment to excellence in teaching. Teaching focuses on understanding, describing, explaining teaching-learning strategies, and assessing impact on learner outcomes (American Association of Colleges of Nursing [AACN], 2018). It encompasses advising, academic program planning, curriculum development, education of students and assessment/evaluation.

Academic program planning and curriculum development are evaluated by the candidate, the Program Director, and the Associate Dean. Academic program planning and curriculum development are measured by achievement of educational outcomes. Examples may include but are not limited to completeness and relevance of the course syllabus to the subject area and to the overall program plan; the relationship of course objectives to the total curriculum; and the achievement of educational outcomes through assigned student learning activities.

Academic advisement is assessed by the candidate, the Program Director, and the Associate Dean. The quality of academic advisement is based on student evaluations of faculty member's availability for meetings with advisees and by the knowledge of program requirements and accuracy of information the faculty member brings to the advising situation. The quality of advising is further based on the development of an appropriate educational plan for achievement of educational goals, monitoring of student progress toward attainment of goals, and the frequency of personal interactions with students to permit attainment of educational goals.

The quality of didactic and clinical instruction is assessed by students, the candidate, peers, and Associate Dean evaluations of teaching, based on the appropriate use of resources, methods, and strategies. The quality of clinical instruction may also be assessed by agency staff and preceptors.

Self-reflection and trend analysis of evaluation data in teaching must be included.

d. Scholarship

Scholarship is the obligation of all faculty members in the SON and is measured in broadly defined terms appropriate for the responsibilities of the faculty. The nature of the discipline of nursing requires that faculty members develop knowledge and expertise in both the theoretical and practice aspects of their chosen profession. Nursing scholarship is defined as "...the generation, synthesis translation, application, and dissemination of knowledge that aims to improve health and transform health care" (AACN, 2018, p. 2). Scholarship includes the communication of knowledge, generated through multiple forms of inquiry (AACN, 2018).

Scholarship is characterized by faculty-led systematic investigation that generates data to be analyzed and interpreted, with the results being disseminated to others. Expressions of scholarly activity may vary from year-to-year for individual faculty members according to their role in the SON, their educational experience, and their annually identified goals.

Substantial activity in scholarship shall require the faculty member to have achieved one of the following:

1. published or have accepted for publication a minimum of two manuscripts in peer-reviewed professional journals,
2. published or have accepted for publication a minimum of one manuscript in a peer-reviewed professional journal and one chapter in a textbook, or

3. published or have accepted for publication a minimum of one manuscript in a peer-reviewed professional journal and one national grant application in which the faculty member has been a key writer and the grant was funded, or if not funded, the faculty member provides evidence that the review evaluation had a score of 90% or higher.

The faculty member must also have several other diverse contributions as outlined in the examples derived from Boyer's Model described below. Peer-reviewed dissemination of scholarship adding to the body of education and nursing knowledge is the expectation.

Excellent activity in scholarship shall require the faculty member to have sustained an established pattern of scholarship over time. The quality of the candidate's scholarly products is also an essential factor in determining whether tenure and promotion will be granted.

Boyer's Model of Scholarship provides the foundation for a nuanced description of scholarship and includes: the scholarship of discovery or scientific inquiry, the scholarship of practice, and the scholarship of teaching. Additionally, the scholarship of community engagement is identified as an important area of scholarship for faculty in the SON. Each is described below.

A. Scholarship of discovery or scientific inquiry.

The scholarship of discovery or scientific inquiry results in new knowledge, refines or expands existing knowledge, is translatable into practice, and results in culturally sensitive strategies that positively impact the social determinants of health of diverse populations. The scholarship of discovery or scientific inquiry encompasses empirical research using traditional quantitative and qualitative design, analysis of large data sets, health services research, and methodological studies including implementation science (i.e. Lean and quality improvement initiatives) (Adapted from AACN, 2018).

Examples of dissemination of research include, but are not limited to, peer reviewed manuscript submission; peer-reviewed poster or podium presentations at professional workshops, seminars, and/or conferences.

B. The scholarship of practice:

The scholarship of practice (also called practice scholarship) is directly related to the need to address and resolve specific individual, organizational, or population issues within practice. Practice scholarship is a critical component in the maintenance of clinical competency of faculty in a university setting and the advancement of clinical knowledge in the discipline (NONPF, 2017). Practice scholarship encompasses all aspects of nursing service delivery where there is evidence of a positive direct impact on health problems (individuals, families, communities, or population health) with the aim of improving and transforming health care delivery and patient outcomes. The practice scholar applies evidence to practice by incorporating implementation and translational science. Thus, the practice scholar is continuously inspiring new questions and innovations. Key to scholarship of practice activities is the generation of data to be analyzed and interpreted, with the results being disseminated. The results may contribute to new knowledge. Components of faculty practice include development of applied knowledge, analysis of the impact of nursing services on patient outcomes, implementation of new and/or innovative health care strategies, and/or creation of delivery system models to improve access to health care (Adapted from AACN, 2018). Professional certification

is the expectation of NP faculty engaged in the scholarship of faculty practice.

Examples of the scholarship of practice include:

- securing external, competitive funding to support innovations in practice;
- manuscript submission in peer-reviewed venues;
- dissemination of policy papers through peer-reviewed venues;
- program development for special populations; and
- evaluation and dissemination of patient outcomes data.

Examples of dissemination of faculty practice include but are not limited to manuscript submission, poster or podium presentations at professional workshops, seminars, or conferences, consultant reports, executive summary reports analyzing patient or health services outcomes, and policy papers related to practice (Adapted from AACN, 2018).

C. The scholarship of teaching

While excellence in teaching is the expectation of all faculty, the scholarship of teaching “focuses on understanding, describing, explaining teaching-learning strategies, assessing their impact on learner outcomes, and disseminating results” (AACN, 2018, pg. 7). Key to the scholarship of teaching is the generation of data to be analyzed and interpreted, with the results being disseminated with others. The results may contribute to new knowledge.

The scholarship of teaching is advanced through:

- evaluation research that involves investigation of teaching-learning processes, teaching methodologies and curriculum processes;
- application of theoretical concepts used to guide teaching and curriculum development;
- innovation necessary to improve nursing education; and
- securing external, competitive funding to support innovations in teaching.
- NLN certification as a Certified Nurse Educator
- OLC recognition as a Certified Online Educator
- CNE certification as a Certified Nurse Educator
- Health Educator certification

Examples of application of the scholarship of teaching may include but are not limited to redesign or development of educational systems; development and implementation of evidence-based educational strategies that promote clinical decision-making; development of innovative teaching methods and strategies; use and evaluation of instructional technology; and innovation in interprofessional education (AACN, 2018).

D. The scholarship of community engagement:

The scholarship of community engagement is described as the application of professional expertise and leadership to address and solve community challenges through active engagement with community partners and by co-creating meaningful solutions to complex societal needs and issues (Commission on Community-Engaged Scholarship in the Health Professions Linking Scholarship and Communities, 2005). Key to scholarship of community engagement is the development of evidence-based products to be disseminated. Peer-reviewed journal articles are often not the most important mechanism for disseminating

the results of community-engaged scholarship (CES). Service-learning, community-based participatory research and other community-engaged activities require diverse pathways and products for effective dissemination in reaching and benefiting community members, practitioners, and policy makers (<http://www.ces4health.info/about-us/about-ces4health.aspx>).

Dissemination of community engagement scholarship may include but are not limited to:

- development of training manuals;
- creation of policy briefs;
- professional and community presentations;
- creation of instructional videos;
- securing competitive funding to support community innovations; and
- development of online curricula with an academic-practice partner (<http://www.ces4health.info/about-us/about-ces4health.aspx>).

Additionally, providing community-based professional lectures, co-managing a health agency that provides direct care service, conducting workshops or seminars, and contributing to community service publications may be considered appropriate dissemination activities.

e. Service

Service to the University/SON, profession and community is the responsibility of each faculty member.

Examples of service to the University/SON include serving on University and SON committees; mentoring of students outside of regular advising duties; career counseling and formal recruitment activities; assuming delegated administrative responsibilities; providing leadership in development of special projects or grants that will benefit the University or the SON; making financial contributions to the University or School; conducting institutional studies for the University and/or School; and providing leadership in faculty, student, or School organizations or functions. Other examples include supervision of independent study courses, Washburn Transformational Experience projects, and honors projects; and serving as a member of graduate project committees.

Service to the profession is demonstrated through membership, leadership and/or offices held on committees of professional associations and organizations at the local, state, regional, national, or international levels. Appointments to editorial boards of refereed journals and offering continuing education programs for professional peers may also be considered service to the profession. Additionally, serving on a peer review abstract committee for podium or poster presentations can be considered as service to the profession.

Service to the community is demonstrated through community-based activities related to the discipline. Examples of service to the community include but are not limited to appointments to professional or civic boards and providing professional consultation services to community groups, government, business, or industry. Offering educational programs may also be considered service to the community.

The assessment of a faculty member's record of service for tenure and/or promotion considerations should include an analysis of the person's commitment in that service, the relatedness of the service to the discipline, the effectiveness of the service given and the relation of the service to the general welfare of the University.

Assessment of teaching, scholarly activity, and service in relation to tenure and promotion considerations

1. Tenure and promotion to the rank of Associate Professor

Excellence in Teaching and Service, with substantial Scholarship is required.

2. Tenure and promotion to the rank of Professor

Excellence in Teaching, Scholarship and Service is required.

3. Promotion to the rank of Professor

For promotion to Professor, excellence in Teaching, Scholarship and Service is required.

Process of review of standards and criteria

The guidelines and criteria for tenure and promotion shall be reviewed every third year or as requested by the Dean of the SON, the Provost & Vice President of Academic Affairs or a member of the SON Committee on Promotion and Tenure.

Nursing committee on promotion and tenure (CPT)

1. Membership

A. The SON CPT shall consist of five full-time, tenured members of the faculty holding the rank of Associate Professor or higher. A minimum of three committee members reviewing an application for tenure or promotion must hold the academic standing (tenure/and/or rank) to which the candidate is applying.

B. In situations where there are not enough faculty holding the proper credentials, committee members holding the necessary faculty status outside the candidate's academic area may be designated in collaboration between the applicant, Dean of the SON, and Provost & Vice President of Academic Affairs.

C. The chairperson shall be elected annually from among the committee members and shall be a non-administrative faculty when possible.

D. No member of the committee shall participate in the deliberations or voting on his/her own promotion recommendations.

2. Functions

A. Mentor petitioners and respond to concerns of faculty regarding promotion and tenure.

B. Complete third year review process as outlined.

C. Receive written petitions for promotion and tenure submitted by eligible candidates. Late petitions will be considered at the discretion of the committee.

D. Review all data available regarding qualified candidates in accordance with the guidelines adopted by the SON and approved by the Board of Regents.

E. Vote on recommendations of candidates.

F. Submit in writing the determination of the vote and the results of the committee action to the Dean of the SON, together with the original petition of the candidate, and all supporting documents. No changes may be made to the petition once it has been submitted.

G. Notify candidates of results of the committee action in writing by the chair of the CPT committee.

H. Review and make recommendations for revision of promotion and tenure criteria as provided in the SON or University guidelines.

Revised May 2006/APC 05/12/06 Revised March 27, 2009/APC May 8, 2009 Revised January, 2024

E. School of Applied Studies

1. General Policy

The School of Applied Studies is one of the major academic units at Washburn University. The School is administratively responsible for a variety of professional Master's Degrees, Baccalaureate Degrees, Associate Degrees, and one-year certificates.

The basic responsibility of faculty in the School of Applied Studies is to preserve and transmit knowledge and skills in their fields and to be responsive to the needs and interests of the community they serve. Within these programs, the School seeks to provide qualified faculty members with the right to teach in an atmosphere of intellectual inquiry commensurate with institutional regulations and subject to the constraints of federal and state legislation.

In sections 2. "Tenure" and 3. "Requirements for Appointment and/or Promotion in Rank", the basic criteria are outlined for achieving the accomplishment of tenure or promotion. It should be noted that while quantitative criteria are specified, a qualitative factor is inherent in the evaluation process. The significance of contributions cited by candidates for tenure or promotion weighs heavily in the evaluation process.

2. Tenure

The awarding of tenure rests on the individual faculty member's professional qualifications, as judged by students and peers, and must be special and appropriate for the applied and career orientation of the School.

Tenure within the School of Applied Studies is consistent with general University policy in emphasizing the importance of teaching, service, and scholarship by the faculty. Tenure may be earned, but it is not a right and should never be assumed to occur automatically. After an appropriate probationary period, as defined by the University Bylaws, a faculty member who has completed the appropriate professional education and holds the rank of assistant professor or higher may petition for the award of tenure pursuant to the criteria listed below.

However, it should be noted that the criteria for tenure may change and until tenure is granted, faculty are considered probationary employees. If the criteria for tenure change during the non-tenured faculty member's employment, the candidate will be expected to meet the new and current criteria at the time of tenure application.

a. Completion of professional education. The granting of tenure in the School's baccalaureate and master's degree programs ordinarily requires the completion of the doctoral degree. The minimum requirement for tenure in all School programs is a Master's degree plus at least 12 additional post Master's degree credits in a relevant field. What constitutes a relevant field can be determined through negotiation with the department chair and the approval of the Dean. In addition to educational requirements, some departments may require professional licensure, registration or certification. The official Letter of Appointment will outline for new faculty any expectations in degree, licensure,

certification or registration expected of the tenure track faculty person in order for tenure to be granted. These requirements may be specific to the position and determined at the time of appointment to meet School, academic program or departmental needs.

b. Classroom teaching effectiveness. The effectiveness of teaching will be documented through student evaluations, peer evaluations (including classroom visitations), quality of syllabi, student performance on standardized entrance and exit examinations in courses, sequences, or overall curriculum, the effective use of innovative or "best practice" techniques, and any other information deemed appropriate by the faculty and approved by the Dean. A combination of all appropriate information will be used to give sufficient evidence for an overall judgement of teaching effectiveness.

c. Service. Two areas of service are recognized. These areas are service to the institution and service to the community. Service to the institution is demonstrated through active participation in University/School committees, quality of academic advising, level of cooperation with colleagues in fostering development of program and University goals, quality and quantity of curriculum development, formal recruitment efforts approved by the Dean, quality of administrative or program grant writing and grant acquisition (professional research and demonstration grants are considered under the category of Scholarly Activity), willingness to accept program work assignment, speed and efficiency of execution of work assignments, and any other data deemed appropriate by the faculty and approved by the Dean. Service to the community is demonstrated through community based activities related to the professional discipline. Such activities as memberships and/or offices held in professional organizations, community based professional lectures, consultations and/or advising, conducting workshops or seminars, community service publications, community service recognition or awards, leading and/or assisting with organizing continuing education activities and other service deemed appropriate by faculty and approved by the Dean.

d. Scholarly activity, research and creative productivity. Demonstration of scholarly activity includes publication in books, book chapters, papers, monographs, articles in refereed or select edited publications, and book reviews; delivering papers at national, regional, state or local professional meetings; participation in scholarly panels; invitational lectures or presentations; participation in editorial boards of professional publications; editing or co-editing professional publications; awards and/or recognition for scholarship, development and application of research/demonstration grants, acquisition of research/demonstration grants, development of experimental programs; and any similar scholarly productivity deemed appropriate by the faculty and the Dean. The mere number of scholarly and creative products is not a sufficient condition for granting of tenure. The quality of the candidate's products is an essential factor in determining whether tenure should be granted.

To receive the award of tenure, the petitioner must demonstrate through documentation a pattern of performance that suggests the applicant will continue to perform as a highly desired and valued member of the academic unit. In addition to meeting the degree requirements of the discipline, documentation must indicate excellence in teaching and service as well as substantial accomplishment in the area of scholarly activity, research and creative productivity.

A person in the rank of lecturer is not eligible for tenure. Only those faculty in rank of assistant professor or higher are eligible for tenure.

3. Requirements for Appointment and/or Promotion in Rank

The Dean will appoint faculty members to the ranks as indicated below provided candidates already fully meet the minimum requirements.

a. Assistant Professor

i. Appointment to the rank of Assistant Professor typically requires a completed doctorate. The minimum requirement would be a Master's degree. The determination of which tenure track positions will require a doctorate is made by the Dean in consultation with the Department Chair. In addition, and where applicable, professional licensure, registration or certification is required.

ii. Candidates with the Doctoral degree are eligible for the rank of Assistant Professor without meeting any length of service requirements.

iii. Candidates with the Master's degree must have completed at least three (3) years of full-time teaching or have the equivalent of four (4) years of part-time teaching and a minimum of five (5) years of professional experience.

iv. The candidate for promotion to Assistant Professor will be evaluated for teaching effectiveness by means of:

a. Student evaluations.

b. Faculty colleague (peer) evaluations

c. Program Director's/Department Chair's evaluation.

v. The candidate for Assistant Professor must demonstrate service contributions to the department/program, School and to the University by fulfilling at least two (2) of the criteria listed under "c. Service" for institutional service and at least two (2) of the criteria listed under "c. Service" for community service in the section under "2. Tenure" of this document. The significance as well as the quantity of the contributions presented as argument for promotion is of vital importance in the evaluation of a candidate's merit.

vi. The candidate for Assistant Professor must demonstrate satisfactory professional growth and scholarly achievement as documented by accomplishment of at least two (2) or more of the criteria listed under "d. Scholarly activity, research and creative productivity" in the section describing "Tenure" requirements. The significance as well as the quantity of the contributions presented as argument for promotion is of vital import in the evaluation of a candidate's merit.

For promotion or appointment to the rank of Assistant Professor, documentation must demonstrate performance which is considered good in the area of teaching. Performance which is considered good also must be demonstrated in the area of service. In the third area, some scholarly activity must be demonstrated by the candidate.

b. Associate Professor

i. Appointment to the rank of Associate Professor typically requires the doctorate. The minimum requirement will be the Master's degree plus 12 credits beyond the Master's. The determination of which tenure track positions require a doctorate for promotion is made by the Dean in consultation with the Department Chair.

The candidate must also have (8) years of full-time college level academic experience or four (4) years of full-time college level teaching and five (5) years of professional experience directly related to the academic discipline. Four (4) years of teaching experience must have been at the rank of Assistant Professor.

ii. The candidate for promotion to Associate Professor will be evaluated for teaching effectiveness by means of:

- a. Student Evaluations
- b. Faculty colleague (peer) evaluations
- c. Program Director/Department Chair Evaluation

iii. The candidate for Associate Professor must demonstrate above average service contributions to the School, department/program and University by fulfilling a minimum of three (3) or more of the criteria listed under "c. Service" for institutional service and three (3) or more of the criteria listed under "c. Service" for community service in the section under "2. Tenure" of this document.

iv. The candidate for Associate Professor must demonstrate substantial evidence of professional growth and scholarly achievement as documented by evidence from multiple areas listed under "d. Scholarly activity, research and creative productivity" in the Tenure section of this document. Excellence should be demonstrated in two or more areas for rank advancement at this level.

For promotion or appointment to the rank of Associate Professor, documentation of teaching effectiveness must demonstrate excellence. Above average performance also must be demonstrated in the area of service. In the area of scholarly activity substantial evidence of accomplishment must be present. However, the demonstration of excellence in scholarly activity and substantial performance in the area of service may be considered sufficient for meeting the criteria for promotion to Associate Professor.

c. Professor

i. Appointment to the rank of Professor will require the doctoral degree. This qualification includes individuals holding the Juris Doctor degree for the Legal Studies program. The determination of which other doctoral degrees that may be required for promotion to Professor in other departments is made by the Dean in consultation with the Department Chair. The candidate must have ten (10) years of full-time college level academic experience or a combination of eight (8) years of full-time academic experience and five (5) years of professional experience directly related to the subject being taught. At least four (4) years of teaching experience must be as an Associate Professor.

ii. The candidate for promotion to Professor will be evaluated for teaching effectiveness by means of:

- a. Student Evaluations
- b. Faculty Colleague (peer) evaluations
- c. Program Director/Department Chair's evaluation

For appointment to the rank of Professor evaluations of teaching should be outstanding. iii. The candidate for Professor must demonstrate outstanding service contributions to the Department/Program, School, and University by addressing with strength most of the criteria listed under "c. Service" for institutional service and for community service in the section under "2. Tenure" of this document.

iv. The candidate for promotion to Professor must demonstrate outstanding professional growth and scholarly achievement as documented by significant accomplishment in multiple areas of

the criteria listed under "d. Scholarly activity, research and creative productivity" including areas of publication and research.

For promotion to the rank of Professor the candidate should be excellent in all areas. However, special accomplishment and excellence of the highest calibre in the area of either service or scholarly activity may allow candidates to achieve the rank of Professor with substantial performance in the other.

4. Procedures: Committee on Promotion and Tenure

a. The School of Applied Studies Committee on Promotion and Tenure shall consist of five full-time tenured faculty members with a rank of Associate or Full Professor appointed from the School and/or the University at large by the Dean of the School of Applied Studies. The majority of members of the committee shall be selected from eligible faculty who have appointment within the School of Applied Studies. However, if it is not possible to appoint a majority of faculty from the the School of Applied Studies, the Dean will appoint a committee using all eligible SAS faculty and faculty from outside the School. A committee considering promotion petitions for the rank of Professor must have the majority of its membership at the rank of Professor.

b. The Chairperson of the committee shall be elected annually by the members of the Promotion and Tenure Committee. The Dean of the School of Applied Studies is responsible for calling for petitions and convening the CPT.

c. No member of the committee shall participate in the deliberations or voting on his/her own promotion recommendations.

d. Candidates eligible for consideration for promotion and/or tenure shall be notified by the Dean of the School of Applied Studies that they are eligible to petition.

e. Candidates may submit names of three qualified faculty to the Dean for consideration and the Dean will appoint at least one of these individuals to the committee.

f. The Dean will notify the candidate of the proposed committee membership. The candidate will have the right to submit a confidential memo to the Dean (within 5 days) if there is a concern about a conflict with a committee member. Replacement of a committee member remains at the discretion of the Dean.

g. Candidates shall submit to the Committee written petitions and supporting documentation illustrating achievement of School criteria for promotion or tenure. Documentation should be thorough and specifically relate to each criteria, and be as current as possible.

h. After careful deliberation and consideration of all available information, a vote shall be taken by the committee as to whether or not each candidate shall be recommended for promotion or tenure. A three-fifths majority vote is required for recommendation of candidate by the Committee.

i. The determination of the Committee which results from the review shall be communicated in writing to the Dean of the School via the School Form and the original petition and all supporting documentation shall be forwarded to the Dean. In addition, the Chair of the department in which the faculty member applying has appointment shall submit to the Dean an independent recommendation.

j. The Dean shall prepare a separate recommendation of the concurrence or non-concurrence relative to each candidate's recommendation by the committee and shall notify each candidate of the results of the review.

k. The Dean shall submit the recommendation of the Committee and the Dean's recommendation, together with the supporting documentation, to the Provost & Vice President of Academic Affairs.

l. In cases where candidates are awarded tenure but do not earn the rank of Associate Professor, the faculty member, in collaboration with the department chair, dean, and/or Provost & Vice President of Academic Affairs will work in a consensual process to help the faculty member reach the professional level where promotion may be obtained.

IV. Procedure for Notice of Non-Reappointment

A. Notice of non-reappointment may be given to a non-tenured faculty member at any time in accordance with the non-reappointment schedule.

B. Non-reappointment decisions originate in the department or school. Written notice shall be sent by the departmental chairperson or the Dean to the faculty member on or before the date on which that recommendation is forwarded to the next review level. This notice shall make allowance for the stated standard for date of notice, specified in IV.C. below.

The procedure for forwarding recommendations for non-reappointment shall be from the chairperson of the department to the Dean of the Academic Unit to the Provost & Vice President of Academic Affairs to the President. At each level the appropriate administrator shall indicate his/her concurrence or non-concurrence.

The decision to issue a notice of non-reappointment in no case will be made without consultation with the Dean and/or department chairperson. The legally effective notice of non-reappointment will be issued over the signature of the President and shall be sent to the faculty member no later than the appropriate deadline date in IV.C. below.

C. Non-reappointment Schedule of Notification

Non-reappointment notification must conform to the following schedule of dates:

1. Not later than March 1 of the first academic year of service if the appointment expires at the end of that year, or, if a one-year appointment terminates during an academic year, at least three months in advance of termination.
2. Not later than December 15 of the second academic year of service if the appointment expires at the end of that academic year, or, if an initial two-year appointment terminates during an academic year, at least six months in advance of its termination.
3. Not later than May 31 of the academic year preceding the academic year in which the appointment is to expire, when the individual is in the third or later year of appointment.

D. A non-tenured faculty member is considered to be serving a probationary period. Non-reappointment may be justified, in addition to reasons related to the faculty member's performance as a teacher, scholar, and member of the University community, by criteria based upon departmental or school plans for future faculty development, by budgetary considerations, financial exigencies, program reduction or

termination, or by a departmental or school decision that its needs should be filled with a different individual.

V. Procedures for Termination

A. General Statement

A faculty member may be disciplined or dismissed for cause on grounds including but not limited to: (1) academic dishonesty; (2) acts of discrimination, including harassment, prohibited by law or University policy; (3) acts of moral turpitude substantially related to the fitness of faculty members to engage in teaching, research, service/outreach, and/or administration; (4) theft or misuse of University property; (5) incompetence in the performance of material assigned duties in teaching, research, and/or service; (6) refusal to perform reasonable assigned duties in teaching, research, and/or service; (7) engaging in or substantially contributing to actions materially disruptive to the effective operations of the faculty member's academic unit, division, or University; (8) use of professional authority to exploit others; (9) violation of University policy substantially related to performance of faculty responsibilities (including University internet); and (10) violation of law(s) substantially related to the fitness of faculty members to engage in teaching, research, service/outreach, and/or administration. The procedure that will be followed when terminating the employment of a faculty member for cause is discussed below.

B. Pre-termination Resolution Process

Before a recommendation for termination or a decision to terminate for cause is made, certain interactions, at a minimum, should have already occurred. For units that have department chairs, there should have been communication between the department chair and the faculty member who has one or more problematic issues that would suffice as grounds for termination for cause as set out above. If that communication does not result in prompt resolution of the problem or a Performance Improvement Plan ("PIP"), then the department chair (or analogous position) shall arrange for a Pre-termination Resolution Process meeting between the faculty member, the department chair (or analogous position), and the Dean. For units without department chairs, the initial meeting shall be between the faculty member and the Dean. Notice of the meeting shall be in writing and shall indicate that the meeting is for a pre-termination resolution process pursuant to the Faculty Termination processes in the faculty handbook. If there is no intent by the Dean to make a recommendation for termination or suspension at the conclusion of the meeting, regardless of the outcome, then the meeting is not considered a Pre-termination Resolution Process meeting, and this written notice is not required. For all units, if the meeting with the Dean results in immediate resolution of the issue(s) or if a PIP is implemented, then the matter would not proceed further towards termination at that time. However, IF THE CONDUCT OF THE FACULTY MEMBER IN THE JUDGMENT OF THE PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS ("Provost"), AFTER CONSULTING WITH THE DEAN, POSES A SUBSTANTIAL RISK TO THE SAFETY OF OTHERS, then the Pre-termination Resolution Process described in this paragraph may be disregarded and the Dean may move directly to the Formal Termination Process.

C. Employment status pending completion of University processes

1. The title, compensation, and benefits of the faculty member shall continue through the process until the President's determination is issued. The Provost, in consultation with the Dean, may re-assign the faculty member to other duties or no duties pending the resolution

of University's process as the Provost deems appropriate, however; such reassignment is not intended and shall not be used to create any undue hardship on the faculty member's ability to fully participate in the Procedures for Termination for Cause.

2. The Provost may suspend the faculty member without pay at any time during the pendency of the University's process if the conduct of the faculty member in the judgment of the Provost poses a substantial risk to the safety of others or if there is a substantial disruption to the operations of the academic unit, division, or University. This decision shall be provided in writing to the faculty member. Such suspension without pay is not intended and shall not be used to create any undue hardship on the faculty member's ability to fully participate in the Procedures for Termination. This action is considered an extraordinary sanction and should be used only when there is no other option available to fully protect the interests of the University.
 - a. The faculty member may request, within three business days of the written notice of suspension without pay, a meeting with the Provost to review the suspension without pay. This meeting shall occur as soon as practicable but no later than five business days from the date of the request for meeting unless agreed to by the Provost and faculty member. If the faculty member requests a review of the suspension without pay, the faculty member shall continue to be paid until the Provost's decision after review is issued.
 - b. The faculty member may present any information to the Provost that the faculty member believes is relevant to show why the faculty member should not be suspended without pay pending resolution of the matter.
 - c. The Provost, after considering the information presented by the faculty member, shall notify the faculty member within two business days if the suspension without pay remains in place. The Provost's decision shall be final and not subject to further review by the University.
 - d. If the faculty member is not terminated at the end of the process, then the faculty member shall receive compensation for pay lost during the period of suspension without pay.

D. Definitions and information:

- Calculation of Time:
 - All time periods referenced in this process are stated in calendar days unless otherwise indicated.
 - "business day" shall mean any day that is not a Saturday, Sunday, or a day that the University offices are closed.
 - If the last day of a time period occurs on a Saturday, Sunday, or day that the University offices are closed, then the time period shall continue to the next business day.
 - If University offices are closed three or more consecutive weekdays, such as winter break or due to weather, then those weekdays and any intervening weekends and holidays shall not be included in the calculation of the time period.
- The term "meeting" (other than for the hearing before the Faculty Discipline Review Committee) is intended to be a meeting between the named individuals in the same room. Meetings are intended and preferred to be in person. If, however, the individuals cannot meet in person, meeting by virtual platform, such as Zoom, is acceptable. If the faculty member requests the meeting occur by virtual platform, as long as such meeting can occur with the technology available to all of the parties, the request shall be granted.

- If, at any time during the process, the Provost or the President are unable or otherwise unavailable to complete their obligations in a timely fashion, they may designate another person employed at the University to perform the duties described in this process.
- Any time period set out in this process may be extended by agreement of the parties. This agreement shall be in writing, which can be satisfied by email communications between the parties.
- If the faculty member is unavailable for a period of time due to Family Medical Leave Act as reviewed and approved by the Department of Human Resources, then any pending time period in this process shall be stayed until such time the faculty member becomes available to participate in the process.
- The term "termination" when terminating a tenured faculty member shall mean terminating the faculty member's employment with the University and revoking the faculty member's tenure.

E. FORMAL TERMINATION PROCEDURE FOR ALL FACULTY WHO ARE NOT TENURED (See Appendix XIV for flowchart of process.)

STEP 1: If the Pre-termination Resolution Process does not result in immediate resolution of the problem(s) and no PIP is implemented, or if the Dean determines that the Pre-termination Resolution Process should be disregarded per Section B above, the Dean, after consultation with the Provost, shall notify the faculty member that he/she is terminated from his/her faculty position effective immediately. The notification shall be in writing and shall state the cause(s) that are the basis for the Dean's decision.

STEP 2: The faculty member shall have seven (7) days to file a written request for appeal with the Provost. The written appeal need only state the faculty member appeals the decision of the Dean and requests a meeting with the Provost. If no appeal of the Dean's decision is timely made, then the termination of the faculty member becomes final and not subject to further review by the University.

STEP 3: If the faculty member does submit a written appeal with the Provost, the Provost shall arrange to meet with the faculty member within seven (7) days from the date the written appeal is received by the Provost. The Provost may choose to have the Dean be present during the meeting with the faculty member. The faculty member may present any information to the Provost in advance of the meeting to assist the Provost's preparation for the meeting. The faculty member, however, is not required to do so, nor is the faculty member restricted from raising any other issues in opposition to the Dean's termination during the meeting with the Provost that were not addressed in any information provided by the faculty member prior to the meeting.

STEP 4: After the meeting, the Provost shall have seven (7) business days to issue the decision on the appeal. The Provost may uphold the termination of the faculty member, grant the appeal, or determine an alternative resolution to the matter. The decision of the Provost shall be final and not subject to further review by the University.

F. FORMAL TERMINATION PROCESS FOR TENURED FACULTY (See Appendix XV for flowchart of process.)

STEP 1: If the Pre-termination Resolution Process does not result in immediate resolution of the problem(s) and no PIP is implemented, the Dean shall make a recommendation to the Provost that the faculty member be terminated from his/her faculty position effective immediately. If the Provost previously determined that the Pre-

termination Resolution Process should be disregarded per Section B above, the process moves to Step 2.

STEP 2: The Provost shall meet with the faculty member regarding the concerns(s) raised by the Dean. This meeting should occur as soon as reasonably possible after receiving the Dean's recommendation but no later than seven (7) days after receiving the Dean's recommendation. If the Provost and faculty member are able to agree in writing to a resolution regarding the matter, then no further action will be required. The written notice by the Provost to the faculty member regarding this meeting shall indicate the Dean is recommending termination and the meeting is Step 2 of the Formal Termination Process for Tenured Faculty. If the Pre-termination Resolution Process was not utilized per Section 3.V.B. above, the written notice shall also include the causes provided by the Dean for such termination.

STEP 3: If no resolution is reached after the meeting in Step 2, the Provost may, but is not required to, appoint a Faculty Advisory Council ("FAC") within three (3) business days with whom to confer before making any further determination in the matter. The purpose of the FAC is to provide the Provost with a faculty perspective to assist the Provost in considering appropriate next steps in the process. The FAC will consist of three tenured faculty selected by the Provost, none of whom shall be in the faculty member's department (or unit if the faculty member is not in a department and the FAC member's duties do not involve interaction with the faculty member). The meeting between the Provost and the FAC shall occur no later than seven (7) days after the appointment of the FAC absent compelling circumstances. The FAC may, but is not required to, request a meeting with the faculty member within seven (7) days after the FAC meets with the Provost. The FAC shall then meet with the Provost no later than three (3) business days after meeting with the faculty member. Meetings of the FAC shall be confidential to the extent practicable. The faculty member, the members of the FAC, and the Provost may not be called as witnesses at the hearing of the Faculty Discipline Review Committee ("FDRC") (as described in Section G below) to testify about any communications between the FAC and the Provost in any meetings with or held by the FAC. Members of the FAC may be called to testify about other matters if relevant to the proceeding.

- After meeting with the FAC, if the Provost, in his or her sole discretion, believes another meeting with the faculty member would be beneficial, then the Provost may schedule another meeting with the faculty member. That meeting shall occur within seven (7) days of the Provost extending the invitation.
- If the Provost and faculty member are able to agree in writing to a resolution regarding the matter, then no further action will be required.

STEP 4: If after meeting with the FAC (and if no resolution is reached after an additional meeting with the faculty member) or if the FAC is not utilized (and Step 3 is skipped), the Provost shall then determine if the faculty member should be placed on a PIP, impose additional conditions on an existing PIP, or recommend to the President that the faculty member be suspended or terminated and have . The Provost shall make this decision within seven (7) days from the last meeting with the FAC or meeting with the faculty member whichever occurs later. If the Provost decides to take action other than to proceed with suspension or termination of the faculty member, the process shall end with the Provost's decision and it shall not be subject to further review by the University.

- The written decision of the Provost should be delivered in person to the faculty member when practicable. The Dean (and department

chair, if applicable) may be present at the discretion of the Provost. If an in-person meeting is not possible or is conducted by virtual platform, then the decision shall be delivered by mail and/or by email to the faculty member.

- If the Provost's decision is to recommend termination or suspension of the faculty member to the President, the written notification shall include the cause(s) set out in Section 3.V.A. above that the Provost relied upon in making the recommendation.
- A copy of any recommendation for termination or suspension by the Provost shall be provided to the President at the time it is provided to the faculty member.

STEP 5: If the Provost's recommendation is to suspend and/or terminate the faculty member, the faculty member shall have seven (7) days to make a written request to the Provost for review by the FDRC. (There is no review process if the Provost recommends a PIP or some other form of resolution not including suspension or termination.)

- If the faculty member does not make a written request for review by the FDRC of the Provost's recommendation in a timely fashion, the President shall review the recommendation. Unless the President determines that the Provost's recommendation lacks a reasonable basis, the President shall follow the recommendation and suspend and/or terminate the faculty member. There shall be no further review of the President's decision by the University.

STEP 6: If the faculty member does make a written request for review with the FDRC, the FDRC shall be appointed as set out in Section G below. After the FDRC is appointed, the Provost, absent compelling circumstances, shall provide for the chair of the FDRC a description of the charges stated with reasonable particularity (hereafter "Charges") within twenty-one (21) days after receiving the faculty member's written request for review (but in all events as soon as practicable). The Chair of the FDRC shall also receive information stating the cause(s) relied upon by the Provost in making the recommendation, along with a summary of the evidence upon which the Charges are based.

STEP 7: The faculty member shall file a written response to the Charges no later than fourteen (14) days after receipt of the Charges from the Provost.

NOTE: If one of the Charges to be presented to the FDRC is for incompetence in teaching, research, or service, then two outside evaluators shall be identified, one by the faculty member and one by the Provost, to provide objective evaluations of the faculty member's competence or lack thereof in teaching and/or research. The evaluations shall be conducted by outside evaluators in the faculty member's field. The evaluators shall provide written reports within twenty-one (21) days of being appointed by the Dean and the reports shall be made available to the FDRC for their consideration.

STEP 8: The FDRC shall follow the procedures set out in Section G below and then provide its recommendation, in writing, to the President stating whether the Provost's recommendation should be followed, rejected, or modified, including what modifications it would recommend. The FDRC shall simultaneously provide a copy of its recommendations to the Provost and the faculty member.

STEP 9: The faculty member, after being advised of the FDRC's recommendation in Step 8 above, shall have seven (7) days to notify the President in writing if the faculty member agrees or disagrees with the FDRC's recommendation. This is an opportunity for the faculty member to make any relevant statement to the President that the faculty member

wishes the President to consider relating to the FDRC's recommendation before the President makes his/her decision. The Provost shall also have seven (7) days to notify the President in writing if the Provost agrees or disagrees with the FDRC's recommendation.

STEP 10: The President shall review the Provost's Charges (as amended if applicable), the faculty member's response to the Provost's Charges (as amended, if applicable), any post-hearing submissions as allowed by the FDRC, the recommendation by the FDRC, and any statement provided by the faculty member and Provost in Step 9. Within fourteen (14) days of receipt of the FDRC's recommendation, the President shall provide his/her written decision to the faculty member and Provost as to whether the faculty member should be dismissed, suspended, or other lesser action shall be taken, which could include taking no action at all against the faculty member. If the President's determination is different than the FDRC's recommendation, the President shall address the reasons for the difference in his/her decision. If the President's decision is something other than termination or suspension, the President's decision is final and no further review of the President's decision shall occur.

STEP 11: If the President determines that the faculty member shall be terminated, the faculty member shall have seven (7) days to make a written request for appeal to the Washburn University Board of Regents ("WUBOR"). If the faculty member does not request an appeal to WUBOR, then the President's decision is final and no further review of the President's decision shall occur. The faculty member's written request for appeal shall be made to the Chair of the WUBOR, the President, and the Provost. The faculty member's written request for appeal shall include any response the faculty member wishes to make regarding the President's written decision. The Provost shall have seven (7) days after receipt of the faculty member's written request for appeal to respond in writing, which response will be provided to the Chair of the WUBOR, the President, and the faculty member.

STEP 12: If the faculty member timely makes a written request for appeal to the Chair of the WUBOR, the WUBOR shall review a) the Charges (as amended, if applicable), b) the faculty member's response to Charges (as amended, if applicable), c) any post-hearing briefs filed by the parties as allowed by the FDRC, d) the recommendation of the FDRC, e) the faculty member's statement of disagreement with the FDRC recommendation, f) the decision of the President, g) the written appeal of the faculty member, h) the Provost's response to the faculty member's appeal, and i) the transcript of the proceedings before the FDRC. WUBOR shall *not* consider any information not listed above. After reviewing the above documentation, WUBOR may accept, reject, or modify the decision of the President. WUBOR shall issue its decision, in writing, within twenty-eight (28) days from receipt of the faculty member's written request for appeal. The decision of the WUBOR is final and not subject to any further appeal or University process.

G. Faculty Disciplinary Review Committee

1. When the Faculty Discipline Review Committee is utilized. If a tenured faculty member requests review of a suspension or termination recommendation by the Provost, the review shall be conducted by the Faculty Disciplinary Review Committee ("FDRC" or "Committee").

2. Formation, preparation and authority of the Committee.

A. Upon request for a review, the Faculty Senate Executive Committee shall appoint five (5) faculty members to serve on the Committee, including naming one to serve as chairperson ("Chair"). If the faculty member seeking review ("Petitioner") is a member of the Faculty Senate Executive Committee, the Petitioner shall not participate in the selection

and appointment of the Committee members. Each member of the Committee shall meet the following requirements:

- a. The Committee member must be a tenured faculty at the time of appointment.
- b. The Committee member cannot be a member of the same academic unit as the Petitioner, unless the Petitioner's academic unit has multiple departments, in which case the Committee member cannot be from the same department as the Petitioner.
- c. If at any time after being appointed to the Committee, a member of the Committee becomes aware that he or she may have personal knowledge relating to the matter before the Committee, or any involvement with the Petitioner, that could reasonably be perceived to impact the impartiality of the Committee member (whether or not the Committee member believes that such knowledge or involvement will impact his or her impartiality), then that Committee member shall notify the Chair, the Petitioner, and the Provost regarding the issue. Either the Petitioner or Provost ("party" or "parties" collectively) may then within three (3) business days from receiving the notice, request that the member of the Committee be removed due to a possible conflict. If either Party requests that the member of the Committee be removed, the Chair shall notify the President of the Faculty Senate so that another faculty member may be appointed to the Committee.

B. Once the Committee is formed, the Provost shall thereafter provide the following to the Committee Chair (and to Petitioner if not previously provided) within twenty-one (21) days:

- a. A copy of the Petitioner's request for review by the FDRC;
- b. The allegation of charges (hereafter "Charges") by the Provost;
- c. Any other reports prepared by the Dean and Department Chair (if applicable);
- d. The Provost's list of witnesses whom the Provost requests to appear before the Committee with a brief statement as to the topic(s) about which each witness is expected to testify; and

e. A copy of the pertinent University regulations that govern the faculty member's procedural and substantive rights, specifically including but not being limited to relevant (1) statutes, (2) Bylaws, (3) Faculty Handbook, (4) Washburn University Policies Regulations and Procedures Manual, (5) statements concerning the proper composition, procedures, and powers of the Committee.

The Petitioner, no later than the Pre-hearing Conference as discussed further in Section 4.B below, shall provide to the Committee Chair (and to the Provost if not previously provided) Petitioner's list of witnesses whom the Petitioner requests to appear before the Committee with a brief statement as to the topic(s) about which each witness is expected to testify.

C. The Office of the Provost shall provide all administrative support necessary for the FDRC so that the Committee members shall be able to perform their duties both as members of the Committee and as faculty members at Washburn.

D. The Committee shall have full authority to enforce any of the time limits and responsibilities of the parties set out in Section 3.V.F. of the Faculty Handbook. The Committee may also set any time limits and make other determinations as needed to meet the intended goals of the process which is to provide a fair system of due process for all

parties in an efficient and timely manner. Such time limits and other determinations shall be done after first allowing the parties to comment on the matter, if time and/or other circumstances allow for such input.

3. Rights and Responsibilities of all participants and observers in proceedings before the FDRC.

A. Each party shall be allowed to call witnesses and provide additional non-testimonial evidence relevant to their positions relating to the Charges and the Petitioner's response to the Charges.

B. Each party may have up to two (2) advisors (such as legal or academic advisors) to appear with them at all proceedings before the Committee. All such advisors are required to adhere to the confidentiality provisions set forth in Section 3.E. below. Each party may have his or her legal counsel conduct all or part of any of the proceedings described in Sections 4 and 5 below on their behalf. The cost of any legal counsel shall be borne by the party who retains the legal counsel. Any person that a party intends to call as a witness shall not be eligible to serve as an advisor.

C. Each party shall provide to the other party a copy of any document provided to the Chair or any other Committee member at the same time the document is provided to the Chair or any other Committee member.

D. The Petitioner may request to invite no more than two (2) appropriate professional organizations to have one (1) person from each organization to participate as an observer ("observer") at the hearing before the FDRC. Observers shall only observe and shall not participate in any substantive way in the proceedings before the FDRC. Observers may be provided a copy of the Charges by the Petitioner, but they shall not be provided copies of other documents or transcripts relating to the hearing before the Committee. After a final decision is rendered either by the Washburn University Board of Regents, or by the President if no appeal is requested by the Petitioner, any observer may, but is not required to, provide a statement to both the Provost and the President of the Faculty Senate regarding any procedural or process observations that the observer believes may be addressed for future proceedings. However, the observer shall not provide any statement regarding the merits of the Charges and shall not reveal the identity of any parties or participants in the termination process. All observers shall be informed by the Committee Chair of their obligations to comply with all requirements relating to their participation in the proceedings before the Committee, including those referenced in this Section and in Section 3.E. below, and may be removed from further participation by the Chair of the Committee for non-compliance. Anyone who is intended to be called as a witness by the Petitioner shall not be eligible to serve as an observer.

E. Any participant in the FDRC's processes, including but not limited to the parties, the Committee members, observers, advisors, and witnesses, and their respective support staff, shall refrain from making any public statements regarding the Charges, the identity or testimony of any witnesses, or any proceedings before the Committee, until a final decision is rendered in the matter. For the purposes of this section, "public statements" shall mean any communication to any person not participating in the process before the FDRC and their respective support staff.

F. All participants in the proceedings before the FDRC shall be free from retaliation for their participation in an FDRC process. If any participant believes they are being retaliated against in their position as an employee or student at Washburn, they may bring the matter to the attention of

the University's Equal Opportunity Director to ensure that any and all remedies and protections available to them may be implemented.

4. Pre-hearing matters.

A. Accommodations. If any member of the Committee, the Provost, the Petitioner, or the parties' advisors, seek one or more accommodations during the processes of the Committee, such accommodation requests shall be applied for through the Washburn University Human Resources department. Once the Human Resources department has completed its review of the request, the Assistant Vice-President Human Resources shall notify the Chair of all reasonable accommodations approved by the Human Resources department. The approved accommodations shall be implemented by the Committee throughout their processes.

B. Pre-hearing Conference. The Committee shall hold a pre-hearing conference with the parties and their advisors within ten (10) days after receiving the information in Section 2.B above. The purpose of this meeting shall be to address any pre-hearing matters, including the following:

- a. The date(s) and location(s) that the Committee will hear testimony and receive evidence;
- b. The nature of any additional documentation (such as hearing exhibits) to be provided to the Committee by either party;
- c. The identity of witnesses the parties expect to ask to appear before the Committee;
- d. Any objections by either party to the other party's proposed witnesses or other evidence;
- e. The name and contact information of the appropriate professional organizations that the Petitioner would like to be notified of the hearing, and any objections by the Provost to any of the organizations identified by the Petitioner;
- f. The identity of witnesses, if any, the Committee expects to request to appear before the Committee that were not identified by either party and any objections to those witnesses by either party. This may be most relevant if the Charges include incompetence in teaching or research, wherein the Committee may wish to request other members of Petitioner's department to testify; and
- g. The date of an additional Pre-hearing Conference with the parties, if determined necessary at the conclusion of the Pre-hearing Conference.
- h. If, for some reason, unique circumstances exist at the time of the Pre-hearing Conference that the Committee believes provide a clearer or more expeditious way of conducting the hearing (such as varying the normal order of proceeding as set out in Section 5 below), it may recommend such variation to the parties, and if both parties agree, such variation may be used.
- i. Any other matters in furtherance of the proceedings before the Committee.

The Committee shall make all determinations regarding the pre-hearing matters after considering all information provided by the parties. The Committee may extend any time limits as the Committee deems reasonable and necessary after receiving input from the parties

C. The Committee does not possess the power to require witnesses to testify. However, the University shall assist the Petitioner to the extent

practicable to obtain information and to notify witnesses of any request that they appear before the Committee.

D. The parties shall provide each other with copies of all documentary and other non-testimonial evidence prior to the hearing. Failure to do so may result in the exclusion of the evidence at the hearing at the discretion of the Chair.

5. Hearing.

A. The hearing shall proceed in the following order:

- Opening statements, first by the Provost and then by the Petitioner;
- Presentation of witnesses and other evidence in support of the Provost's Charges, including cross-examination of witnesses;
- Presentation of witnesses and other evidence offered by the Petitioner in response to the Charges, including cross-examination of witnesses;
- Presentation of witnesses or evidence requested by the Committee, including cross-examination of witnesses. In this instance, the questions shall be asked by the Committee Chair and both parties may cross-examine the witnesses;
- Rebuttal evidence by the Provost, limited only to evidence that directly relates to witnesses or other evidence presented by the Petitioner and the Committee;
- Rebuttal evidence by the Petitioner, limited only to evidence that directly relates to rebuttal evidence presented by the Provost and the Committee; and
- Final statements, first by the Provost and then by the Petitioner. The Provost may reserve some of their time for rebuttal, but not more than half of the total time allowed for final statements.
- If the Committee becomes aware of unique circumstances so that the Committee believes that a clearer or more expeditious way of conducting the hearing can be achieved by varying this normal order of proceeding, it may recommend such variation to the parties, and if both parties agree, such variation may be used. Either party may voluntarily waive any of their rights to present statements or evidence.

B. The Committee shall not be bound by Federal or State court rules and procedures. The rules of evidence applicable in courts of law shall not be binding at the hearing but may be consulted by the Committee in its discretion.

C. An important goal of the Committee is the expeditious completion of the Committee's proceedings without undue delay, expense, or imposition on participants in the proceedings.

D. The Provost shall carry the burden of proof and the standard of proof shall be the preponderance of the evidence.

E. Both parties may remain present in the hearing during the entire proceedings. However, if the Chair determines that a party's behavior is so disruptive that the hearing could not continue with the party remaining present, or if a party voluntarily waives further participation in all or part of the proceedings, the party may be excluded from all or part of the remaining proceedings.

F. Questioning of the witnesses. All questions of witnesses shall be directly relevant to the Charges and/or the Petitioner's written response to the Charges and shall avoid argumentative, harassing, or otherwise inappropriate matters as determined by the Chair. The Chair shall, at his or her discretion or after objection by either party, determine

the appropriateness of any questions, including whether questions seek relevant information or are irrelevant to the Charges and/or the Petitioner's written response to the Charges. The Chair may, in his or her discretion, impose reasonable time and topic restrictions on questioning of witnesses, including determining whether questions are unduly repetitive or otherwise inappropriate or unhelpful to the Committee. A question will not ordinarily be deemed inappropriate by the Chair because of the form of the question (such as leading) but the Chair retains discretion to direct questions to be rephrased. Any decision by the Chair may be made in consultation with other members of the Committee if the Chair desires their input.

G. All witnesses shall be excluded from the hearing except while testifying.

H. A verbatim record of the proceedings shall be made. The record shall be made by a certified stenographic reporter. A transcript of each day's proceedings shall be furnished to the Committee and the parties before the next hearing date. The cost of making the record and the transcriptions shall be borne by the University.

I. The Committee, at its discretion, may adjourn the hearing from time to time in order to permit the parties to obtain additional evidence.

J. The Committee may allow, in its discretion, written briefs from the parties at the conclusion of the hearing.

6. Post-hearing.

A. The Committee shall consider only the Charges, response to the Charges, evidence and statements presented by the parties at the hearing, and briefs of the parties requested by the Committee in making recommendations to the President regarding the issue(s) presented.

B. The Committee shall make specific findings to support its recommendations on each of the alleged grounds for dismissal. Additionally, the Committee's recommendation will include answers to the following questions:

a) Did the evidence establish by a preponderance of the evidence that the Petitioner violated any of the standards as set out in Section 3.V.A. of the Faculty Handbook and cited by the Provost in his/her recommendation to dismiss the Petitioner for cause?

b) What sanction(s) would be appropriate to be imposed on the Petitioner? The Committee should include a recommendation regarding sanctions even if it recommends that the President find that the Petitioner did not violate any standards set out in Section 3.V.A. of the Faculty Handbook.

These items should be addressed separately for each allegation in the Charges, as set out in Section (currently 3.V.A.) of the Faculty Handbook.

C. The recommendations of the Committee described above shall reflect what a majority of the Committee members agreed as to each of the Charges. Dissenting Committee members may, but are not required to, submit alternative recommendations in the form described in Section B above.

D. The Committee will provide its written recommendation to the President, the Provost, and the Petitioner, together with any dissenting recommendations, no later than 14 days after the close of the hearing.

VI. Criteria and Procedures for Evaluating Faculty for Salary Increments

A. It is the continuing policy of Washburn University to provide opportunities and incentives for professional advancement of faculty and staff commensurate with the abilities and effectiveness in the institution. Among the incentives to superior performance is recognition through merit increments in salary. Salary at the time of employment shall be established by negotiation between the individual faculty member and the University. Such factors as educational achievement, prior experience, the level and rank in which the individual is employed, prevailing salaries in the discipline or specialty, resources available, and equal opportunity requirements shall be considered in determining the appropriate salary level. To make certain that salaries are based on an equitable and impartial allotment and that there is a recognition of merit, the status, qualifications and performance of all faculty and staff will be reviewed annually by the appropriate administrative officers for possible salary increments. Merit, and not years of service, will be the guide in such matters. The same criteria will be used in evaluating the qualifications of faculty members for possible salary increments as for advancement in rank. Salary and promotion should depend upon the faculty member's total contribution to the University and not upon any single category.

B. The department chairperson through the Dean of the College, and the Deans of the Schools are responsible for making annual salary recommendations. Usually a specific amount of money for salary increments is allotted to each major academic area to be distributed among the faculty and staff. The Equal Opportunity Director will review all annual salary recommendations and may recommend adjustments when appropriate for compliance or equity. Final recommendation to the Board of Regents is made by the President.

C. In the College of Arts and Sciences, department chairs working together with department members shall construct a document describing the criteria for annual faculty evaluation. The departmental criteria shall be consistent with, but may exceed or be more detailed than, the criteria for promotion and tenure described in the University Faculty Handbook. To initiate the process of annual faculty evaluation, the department chair shall provide each faculty member with the departmentally approved document. The department chair shall ask faculty to submit a written annual report explaining how their professional activities relate to the department's criteria for evaluation. The department chair shall then schedule an annual conference with each faculty member to review the faculty member's annual report. The department chair shall use both the written report and the conference for making annual recommendations pertaining to faculty salary, retention or non-retention. The department chair shall indicate to the dean of the College that the process of annual faculty evaluation has been completed by sending to the dean the appropriate forms, which shall be signed by both the chair and faculty members to signify they have seen the completed forms. The department chair shall give a copy of the evaluation form to the faculty member. The department chair shall not forward to the dean any information beyond that required by the form. The faculty member shall have the opportunity to append comments to the form submitted to the dean.

D. In the College and Schools of Law, Nursing, Business and Applied Studies, faculty shall be evaluated yearly for the purpose of salary increments using unit faculty-approved evaluation criteria and procedures, which have been accepted by the appropriate dean. Before

completion of this process, each faculty member shall be given a written narrative with a rationale for the recommended evaluation by the appropriate dean or chair.

VII. Grievance Policy and Procedure

It is the policy of Washburn University of Topeka that disputes concerning the terms and conditions of employment of faculty members be resolved, if possible, within the University community and in the best interests of the grievant and the University. A procedure providing a mechanism for the resolution of complaints concerning the terms and conditions of a faculty member's employment is hereby adopted. It shall be the responsibility of all concerned in the grievance process to exercise good faith efforts to resolve grievances in the best interests of the grievant and the University. The full text of the Grievance Policy and Procedure is found in Appendix IX.

VIII. Policy Concerning Scholarly Misconduct

To ensure compliance with federal law and regulations and to preserve the integrity of research undertaken at or under the auspices of Washburn University of Topeka, it is the policy of the University that scholarly misconduct by persons employed by it or students assisting such persons, is prohibited. Sanctions for violation of this policy which may be imposed include reprimand, formal warning, censure, and termination of employment. The full text of this policy is found in Appendix X.

IX. Emeritus Status

The emeritus title is intended to honor faculty members who have made a significant contribution to Washburn University through teaching, research, or service. Individuals retiring after 10 years of full-time service as members of the General Faculty immediately preceding their retirement are eligible for the designation. In addition, the title emeritus may be carried after the highest academic or administrative rank held by the faculty member.

During the first semester of each year, the Dean of each School or College shall recommend those who are eligible for emeritus status to the Vice President for Academic Affairs who will recommend to the President for Board of Regents approval.

Persons appointed to emeritus status shall:

- A. Be listed with the faculty in the University catalog.
- B. Be presented with an appropriate certificate.
- C. Be presented with a parking permit if requested.
- D. Be accorded faculty privileges in the purchase of athletic, theatre and other tickets.
- E. Be invited to academic and University functions in the area of his/her interests.
- F. Have access to library and other research facilities when available.
- G. Maintain e-mail and MyWashburn access.

X. Eminentes Universitatis Policy and Procedure

Washburn University realizes the importance of a loyal, dedicated and professional faculty by honoring itself in recognizing the out-standing service of faculty members with the designation of Faculty Emeriti. The University also realizes the importance of its non-faculty professional and classified staff and honors itself by awarding certain individuals the title of Eminentes Universitatis.

The basic criteria for being nominated and designated "Eminentes Universitatis" are:

A. Requirements

1. The individual must have been an administrative or classified employee of Washburn University for a period of ten years or more, and effective July 1, 1991, and after, employees must have employment contracts of 1000 hours or more per year of service to the University to be eligible for the Eminentes Universitatis designation.
2. Individuals who retire from the University in good standing after ten years of employment service at Washburn may be eligible for nomination.
3. The service performed by the employee must be judged to have been meritorious by the employee's department head, area head and the President of the University.

B. Procedure

1. After the requirements are met in A (1-3) above, the Department Head recommends the individual to receive the Eminentes Universitatis designation to the Area Head. After review and approval, the Area Head makes the recommendation to the President. All recommendations must be received by the President not later than April 1 of each year.
2. If the President and Board of Regents approve of the recommendation, the individual will be granted the Eminentes Universitatis designation at the time and place designated by the President.

C. Persons appointed Eminentes Universitatis shall:

1. Be presented with an appropriate certificate.
2. Be presented with a parking permit, if requested.
3. Be authorized privileges in the purchase of athletic, theatre and other tickets.
4. Be invited to University functions in the area of his/her interests.
5. Have access to the Library and other appropriate facilities of the University during posted University hours.
6. Maintain e-mail and MyWashburn access.

XI. History of Changes to Section 3

31 August 1999

Minor changes and corrections to part III.C, referring to promotion and tenure policies in the School of Law. In particular:

1. a typographical error part III.C.1.c was corrected, so that the words "and significant performance of service obligations" appear at the end of the paragraph.
2. Part III.C.2.d.ii. was changed per vote of the Law faculty

to strengthen the publication requirement.

3. An omission in the language of part III.C.2.b.(3) regarding length of term for promotion to professor was corrected.

2 October 2004

Procedures for Tenure and Promotion in the School of Business were changed.

16 June 2004

Minimum experience requirement for consideration for Tenure and Promotion in Arts and Sciences (Part III.B.2.b) was changed allowing candidate to petition for both tenure and promotion (if eligible) during the sixth year.

13 June 2005

Section II. H-K revised to add description of joint faculty appointments (approved by the Board of Regents 13 Sept 2002)
Section V.C.2.a.1 Faculty Appeals Committee composition changed with change from University Council to Faculty Senate governance.

29 August 2005

Minor changes and corrections to Part III.E., referring to promotion and tenure policies in the School of Applied Studies. In particular:

1. A reference to "career-oriented" degrees was changed to "professional" degrees in Part III.E.1.
2. References to professional "training" was changed to professional "education" in Part III.E.2.
3. Because the rank of "Instructional Assistant" no longer exists in Allied Health, the note regarding their tenure ineligibility was eliminated in Part III.E.3.

25 May 2006

Section IX and X Emeritus and Eminentes Eligibility Change approved by the Board of Regents that ten years of full-time service is required to be eligible to receive the title of Emeritus or Eminentes (previously 5 years and 20 years respectively)

8 June 2006

Section III.D. School of Nursing Promotion and Tenure Guidelines Updated- Approved Washburn Board of Regents May, 2006

5 April 2007

Section III.E.3.d.i. and Section III. E. 4. School of Applied Studies Promotion and Tenure Guidelines Updated - Eligibility for Promotion to Professor, Promotion and Tenure Committee Membership, and Procedures for Appointment of College Promotion and Tenure Committee Members - Approved Washburn Board of Regents March, 2007

7 July 2008

Section X.B.C. Persons awarded the status of Eminentes Universitatis no longer appear in the university directory. This became effective in Fall 2004 with the implementation of the integrated software system.

22 April 2009

Section IX. Added additional prerequisite for Faculty Emeriti recipients to maintain e-mail and MyWashburn access.
Section X.C. Added additional prerequisite for Eminentes Universitatis recipients to maintain e-mail and MyWashburn access.

9 February 2010

Section II.I. Revision of joint faculty appointments as requested by the Faculty Senate. Approved by the Washburn Board of Regents 29 January 2010.

29 May 2014

Sections II.E., II.I., III.A.2.b, III.C.2.a. changed to define the maximum probationary period a faculty member must serve before being considered for tenure as 6 year (instead of seven) and the number of years served at Washburn as 3 years (instead of 4). Approved by General Faculty 30 January 2014. Approved by the Washburn Board of Regents 1 May 2014.

Sections III.A.4., III.D.5., III.E.4 added language to establish policy that creates pathways for faculty members, unit heads, chairs, and deans to collaboratively establish development opportunities for faculty who are granted tenure but are not promoted to Associate Professor. Approved by the General Faculty 30 January 2014.

24 July 2014

Section II.E. Subsections 1 and 2 added to clarify how time toward tenure is determined and the fact that faculty can choose to petition for tenure earlier than the mandatory tenure review in the sixth year. Approved by General Faculty 14 April 2014. Approved by Washburn Board of Regents 24 July 2014.

25 September 2014

Part II.F. and G. Added policy regarding makeup of department/area promotion and/or tenure committee as well as ability of petitioner to provide updates to materials mentioned in the original petition. Current sections G-K will become H-M. Approved by General Faculty 14 April 2014. Approved by Washburn Board of Regents 25 September 2014.

12 March 2015

Part II.E.3. Specifies situations when probationary period can be extended. Approved by General Faculty 29 January 2015. Approved by Washburn Board of Regents 12 March 2015. Part III.E.e.a. Instructor as a ranked position was eliminated since the faculty position definitions eliminated this as a defined position when approved by the Washburn Board of Regents 12 March 2015.

25 June 2015

Part III.A.1-2. The College of Arts and Sciences revised its tenure and promotion policy for clarification and consistency with the recent changes to the University criteria for tenure and promotion in the Faculty Handbook. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

7 May 2018

Part II.E. – All instances of instructor replaced with assistant professor based on elimination of instructor as a ranked position. Approved by General Faculty 3 May 2018.

Part II.K. – Joint Faculty Appointment Benefits updated and based on existing benefits/insurance conditions established by the provider. Approved by General Faculty 3 May 2018.

2 February 2023

Part IX. Emeritus Status section modified by adding language regarding highest academic or administration rank and removing exception sentence.

3 May 2023

Edits to reflect title and unit name changes.

24 May 2024

Part III.D Promotion and Tenure - School of Nursing updated promotion and tenure standards.

5 December 2024

Part V. Procedures for Termination. Sections A, B, C, D, E, and F and tenured and not tenured faculty termination process flowcharts approved by the General Faculty on November 13, 2024. Section A and F and tenured faculty termination process flowchart approved by WUBOR on December 5, 2024. Remaining section Formal Procedures updated from Section C to Section G to align with the newly adopted procedure. Deleted the note regarding updated policy forthcoming at the top of Section 3.V. Flowcharts added to the Appendix.

7 May 2026

Section G was reviewed in spring 2024 by the Faculty Handbook Committee and the Faculty Affairs Committee. It was subsequently reviewed and recommended by the Faculty Senate on March 30, 2026, and General Faculty in April 29, 2026. Approved by WUBOR on May 7, 2026.

Section 4: Selection, Appointment & Tenure of Academic Administrators

- I. General Statement (p. 43)
- II. Selection and Appointment of Chairpersons (p. 43)
- III. Selection and Appointment of Deans (p. 43)
- IV. Selection and Appointment of Provost & Vice President of Academic Affairs (p. 44)
- V. Selection and Appointment of Acting Vice Presidents, Deans and Chairpersons (p. 44)
- VI. Selection and Appointment of Associate and Assistant Vice Presidents, Associate and Assistant Deans, and Chairpersons (p. 44)
- VII. Policy on Academic Administrative Salaries and Term of Office (p. 44)
- VIII. Assignment of Academic Rank to Administrative Personnel (p. 45)
- IX. History of Changes to Section 4 (p. 45)

I. General Statement

The Bylaws of the University place responsibility for the administration of the University in the President, who is the chief executive officer of the institution, and who must act in accordance with policies established by the Board of Regents. Legally, therefore, chairpersons, deans, vice presidents, and other administrative officers are accountable to the President and serve at the President's pleasure. Academically and operationally it is clear that all administrative officers within a university must also be responsive to faculty and to students and, in some instances, to a professional constituency. The selection and conditions of service of administrative officers within the University must reflect these twofold relationships.

The present policy statement has been prepared in full recognition that there are wide differences among the major academic units and within some of them, among departments. The intent of this document is to provide guidelines, not prescriptions. Although not specifically mentioned in each section of this document, each selection process will be consistent with the University equal opportunity guidelines, and will avoid any conflict of interest: for instance, a search committee for a position should not include a candidate for that position.

II. Selection and Appointment of Chairpersons

A. Selection Committee

Whenever, by resignation or other circumstances, a vacancy has been created or will be created in the chair of any department, the Dean shall convene the voting members of the department to review the procedures to be followed. This shall include consideration of steps required to assemble a search committee consisting of three to five members.

The department will elect faculty members to serve on the search committee. Provision shall be made for the inclusion of a student on the search committee. The Dean of the school shall name one additional member who shall be from another department. Both the student and faculty member from outside the department shall be accorded full voting privileges as members of the search committee.

B. Procedures

The committee shall be convened for its initial meeting by the Dean of the major academic unit. At this first session the Dean shall review the procedures to be followed and provide the committee with such information as it may require for the discharge of its functions. The committee shall elect a chairperson from among its own members whose responsibilities shall include close and continuous liaison with the Dean. It shall be the President's responsibility, with the advice of the Dean and Provost & Vice President of Academic Affairs, to decide whether or not it is appropriate to search for candidates from outside the University, as well as from among the faculty already here.

The committee shall present its recommendations first to the department. More than one name shall be presented for consideration. If it is decided to seek prospects from other than Washburn University, the most promising shall be invited for a campus visit. This visit will include opportunities to confer with chairpersons of related areas, in addition to faculty members, students, and the Dean of the academic unit involved. All candidates should be scheduled for conferences with the Provost & Vice President of Academic Affairs and the President. Candidates from within the University shall be provided comparable opportunities for interviews and conferences.

The voting members of the department shall recommend from the committee's list. More than one candidate shall be recommended by each individual. The individuals may rank the candidates if they choose. The individual department member's choices shall be communicated to the Dean of the major academic unit, who shall recommend to the Provost & Vice President of Academic Affairs, who shall recommend to the President. The President then recommends to the Board of Regents, who shall make the appointment.

III. Selection and Appointment of Deans

Whenever a vacancy exists in the deanship of one of the major academic units, the Provost & Vice President of Academic Affairs shall inform the faculty of the major academic unit involved and review the procedures to be followed in selecting the new dean.

A. The Selection Committee

The Provost & Vice President of Academic Affairs will invite the faculty of the major academic unit to submit names of faculty members proposed for membership on the search committee to the President. The faculty members of the search committee shall be chosen by the President from those names submitted. Wherever appropriate, persons representing related interests, such as members of a professional constituency, may be included in this committee.

A student member of the search committee shall be selected from the duly elected student advisory or representative groups in the major academic unit. The Provost & Vice President of Academic Affairs, or a person designated by the President, will serve as an ex-officio member of the search committee. The committee shall elect its own chairperson.

B. Procedures

The committee will take such steps as will expeditiously produce a list of possible candidates. This shall always include an invitation to the faculty to nominate likely prospects but the committee should not limit its canvass to such nominations. The committee may recommend to the

President whether or not it is appropriate to search for candidates from outside the University as well as from among the faculty. If the President decides to seek prospects outside Washburn University, the most promising shall be invited for a campus visit. If at all feasible, this visit shall include opportunities to confer with the Deans of the other major academic units on campus, in addition to faculty members, students, and the dean of the major academic unit involved. Candidates for deanships must have an opportunity to meet and visit with the Provost & Vice President of Academic Affairs and the President. Candidates from within the University shall be provided comparable opportunities for interviews and conferences. Individual members of the search committee shall make their recommendations to the President. At least three and normally not more than five candidates shall be presented, ranked if possible. Recommendation to the Board of Regents shall be made by the President after consultation with the Provost & Vice President of Academic Affairs. The Board of Regents must approve the appointment.

IV. Selection and Appointment of Provost & Vice President of Academic Affairs

The selection and appointment of the Provost & Vice President of Academic Affairs is the responsibility of the President. When a vacancy exists, the President will direct the divisions of the College to elect one member and the other major academic units to elect one member to serve as a Search Committee to represent all schools and colleges.

Procedures analogous to those for the selection and appointment of deans should be followed.

V. Selection and Appointment of Acting Vice Presidents, Deans and Chairpersons

A. If the situation requires the designation of a person to serve as Dean or Provost & Vice President of Academic Affairs in an acting capacity, an appropriately representative group of the faculty of the major academic unit concerned or university shall be consulted before such a designation is made. It would be assumed that the designee is acceptable to faculty members with whom he/she will be dealing. Acting chairpersons shall be named by the Dean of the major academic unit with the consent of the President; acting deans of schools shall be named by the President in consultation with the Provost & Vice President of Academic Affairs.

B. It shall not be the practice to make "acting" designations to cover absences of one month or less but this shall always be done if the regular appointee expects to be absent for a period longer than one month. However, every department, school, and academic unit should have a clearly established understanding of who is responsible for the affairs of the department, school or academic unit. In selecting persons to receive "acting" designations, appropriate equal opportunity procedures will be followed.

VI. Selection and Appointment of Associate and Assistant Vice Presidents, Associate and Assistant Deans, and Chairpersons

The designation of persons to serve as associate or assistant chairpersons, associate or assistant deans, or Assistant Provost for Academic Affairs is regarded as a matter of administrative determination, since these administrators serve primarily at the pleasure of the chairperson, dean, or Provost & Vice President of Academic Affairs. The designee should be acceptable to those with whom he/she will be dealing. Approval of the Dean of the major academic unit concerned shall be obtained for the designation of associate or assistant chairpersons; approval of the Provost & Vice President of Academic Affairs shall be obtained for the designation of associate or assistant deans. In selecting persons to receive associate and assistant designations, the appropriate equal opportunity procedures will be followed.

Guidelines suggested above have been standard University operating procedure since the 7th Faculty Handbook (1978).

VII. Policy on Academic Administrative Salaries and Term of Office

A. Department chairpersons, deans and vice presidents hold annual appointments. Procedures for recommendations to the President for appointment vary from office to office and are set forth in this section of the Faculty Handbook. The recommendations from the President are made by the Board of Regents on a year by year basis.

B. Academic administrators on a twelve-month contract should give at least one month's notice before resignation. Normally, however, these individuals will complete the contract before terminating their academic services. Individuals in twelve-month academic administrative positions can be removed from office by the President at any time for cause.

C. Assignment or Reassignment to Full-Time Faculty Position

1. Purpose

The purpose of this policy is to provide guidelines for the determination of the terms and conditions of a tenured employee's appointment, including salary and teaching load, upon assignment/reassignment to a full-time faculty position in the major academic unit in which s/he is tenured after serving as an administrator.

2. Scope

This policy is intended to apply only to tenured employees serving in an administrative capacity.

3. Assignment/Reassignment to Full-Time Faculty Position

a. An administrator, for purposes of this policy, means any tenured faculty member serving in any capacity as an administrator, either on a full-time or part-time basis and shall include, but not be limited to a president, vice-president, assistant vice president, dean, department chairperson, program director, executive director, or assistant and/or associate dean.

b. Any administrator assigned or reassigned to full-time faculty status will have the terms and conditions of his/her appointment determined by the Board of Regents after receiving the recommendation of the President. The President's recommendation will be made after receiving the recommendation of the Provost & Vice President of Academic Affairs and the Dean of the major academic unit to which assignment or reassignment is being made and, if applicable, the chair of the involved department. The recommendations will be made after considering the following factors:

- 1) the individual's rank and length of service to the university;
- 2) the academic "market" salary for faculty members in that individual's academic discipline;
- 3) the need for training or redevelopment of the individual for full-time teaching;
- 4) the needs of the academic unit to which assigned at the time of assignment or reassignment; and
- 5) the needs of the institution.

In the normal case, it is assumed that application of the above factors would result in the individual's salary being set at the same level it would have been had the individual been in a full-time faculty assignment during the individual's entire period of service with the institution.

The specific faculty assignment of the person will be determined by the Dean of the major academic unit or, in major academic units where departments exist, by the Dean and the department chair of the individual's department, consistent with the needs of the Major Academic Unit and/or department.

VIII. Assignment of Academic Rank to Administrative Personnel

A. Scope

The policy described in this section applies to administrators who have not earned title and/or tenure at Washburn University, or who were not granted title and/or tenure at initial hire, or who have contractually bargained away these rights.

B. Policy

All administrative personnel who have the required level of education and teaching experience may be granted the courtesy titles Assistant Professor, Associate Professor, or Professor.

The specific title is based on the criteria contained in the Faculty Handbook for academic rank. These are courtesy titles only and should be officially labeled as non-teaching, non-tenure titles (e.g. in the catalog or on contracts). For convenience, these may be labeled Administrative titles, such as "Administrative Associate Professor of Mathematics." Although these are essentially non-teaching titles, personnel who hold them may teach a course whenever approved by the relevant department.

Normally, these courtesy titles are not granted at the initial hire, but can be if the required consultations and recommendations can be completed at that time. Personnel coming to Washburn as administrators may choose to take the earned title/tenure route by following the criteria and procedures articulated in the Faculty Handbook.

C. Procedures

During the regular academic year, the administrator wishing to hold a courtesy title should petition the appropriate academic unit

(departments, where they exist, or dean). After consultation with the faculty of the unit, the chair or dean will make a recommendation to the appropriate administrative officer. Upon recommendation from the dean, the Provost & Vice President of Academic Affairs and the President make the final determination subject to approval by the Board of Regents.

IX. History of Changes to Section 4

3 May 2023

Edits to reflect title and unit name changes.

Section 5: Faculty Load, Benefits & Leave Policy

- I. Faculty Teaching Load (p. 46)
- II. Employment Outside the University (p. 46)
- III. Summer Session Employment (p. 47)
- IV. Overload Employment (p. 47)
- V. Adjunct and Part-Time Faculty (p. 47)
- VI. Benefits (p. 48)
- VII. Faculty Tuition and Fee Waivers (p. 48)
- VIII. Faculty Travel (p. 48)
- IX. Reprints of Scholarly Articles (p. 48)
- X. Research Support (p. 48)
- XI. Leaves (p. 48)
- XII. Voluntary Phased Retirement (p. 51)
- XIII. History of Changes to Section 5 (p. 52)

I. Faculty Teaching Load

A. General Policy

The individual faculty member's load is determined through consultation of department chairpersons, the Dean, and the faculty member. A normal undergraduate load is considered to be twenty-four equated hours per year. In certain situations, particularly relating to graduate teaching loads, Deans, working with the Office of Academic Affairs, may determine alternate teaching expectations taking into account issues such as overall staffing levels, new program development, curricular revision, accreditation needs, scholarly pursuits and grant opportunities, and budgets. Reduction of teaching loads for department chairpersons and for others who have responsibility for the direction of extracurricular or administrative activities, provided that such activities are considered to be a part of the teacher's regular assignment, is determined by the Dean of the major academic unit and the Provost & Vice President of Academic Affairs. (See Section Five I.C.) Should circumstances necessitate deviation from the normal load, adjustment will be made in the teaching assignment in future semesters.

These regulations apply to the regular load for which a basic salary is paid, but do not apply where an overload assignment is authorized for extra compensation.

B. Evening Courses

As an integral part of their teaching load, members of the full-time faculty are expected to teach evening courses that are part of the program of the department or school of which he/she is a member. Appropriate consideration, where possible, will be given to the schedules of faculty members who are to teach both day and evening so that the total load is a reasonable one. The schedule maker will attempt to not assign early morning classes to faculty members who have taught late classes the preceding night.

C. Guidelines for Undergraduate Faculty Loads

The following guidelines are used in determining equated faculty loads for undergraduate faculty.

1. Laboratory Courses

- a. One equated hour for each hour of class lecture

- b. Three-fourths equated hour for each hour of laboratory

2. Courses Meeting at the Same Time

- a. Art Studio Workshop: Divide the total student credit hours by 25
- b. Other: Two or more courses meeting together will have the equated load determined by the department chairperson and the Dean

3. Music

- a. Music Private Lessons: one-third equated hour for every one student credit hour
- b. Band, Orchestra, Choir: three equated hours
- c. Record Library: one equated hour
- d. Other Ensembles: treated as laboratory – Jazz Workshop, Saxophone Quartet, Woodwinds Quartet, Clarinet Choir, Strings Ensemble, Woodwind Ensemble

4. Supervision

- a. Supervised Teaching: one equated hour for every 2 1/2 students
- b. Field Supervision: for practica, internships, and field work on the following schedule:
 - 1) One student equated 1/2
 - 2) Two students or three students equated 1
 - 3) Four to seven students equated 2
 - 4) Eight to twelve students equated 3
 - 5) Thirteen to fifteen equated 4

5. Physical Education

- a. Activity Course: one equated hour for each listed hour of credit
- b. Coaching by contractual arrangement

6. Miscellaneous

- a. Honors work, independent study, special problems, and directed readings
 - 1) One-half equated hour for each student up to the maximum of the listed course credit
 - b. Classes of six or fewer students: one-half equated hour for each student up to the maximum of the listed course credit
 - c. Classes of over 100: load determined by arrangements with the department chairperson and the Dean
 - d. Faculty research: by arrangement with the department chairperson or Dean
 - e. Team teaching in sequence: each team member will receive that proportion of the course credit that he/she teaches, e.g., if he/she teaches 1/3 of a 3 hour course, he/she will receive one equated hour of credit (for those courses in which the instructor attends only those classes he/she teaches)
 - f. Team teaching taught jointly, i.e., each instructor attends all classes: $(N + 4) \times C$

4 N
where C is the listed course credit and N is the number of professors teaching the course.
 - g. Advisor to Student Publications: five equated hours per semester
 - h. Theater Production: six equated hours per semester
 - i. Forensics Coach: three equated hours per semester

II. Employment Outside the University

Full-time faculty members may engage in a reasonable amount of compensated work outside the University as long as the work does not interfere with the effective discharge of the faculty member's University

duties. Before accepting a position or performing any compensated work outside the University which has the potential to conflict with expected work hours, use significant university resources, or create a conflict of interest, a faculty member must notify his/her department chairperson and/or the Dean of the appropriate school or college of the nature of the assignment and an estimate of the amount of time to be spent in the outside activity. The member must receive approval in writing from the Dean of the Major Academic Unit and the Provost & Vice President of Academic Affairs before such work can be conducted. Short-term engagements for which a small amount of compensation is received do not constitute compensated work. All compensated work must be reported on the faculty member's conflict of interest form.

As relates to teaching, in accordance with the WUPRPM Section 5.5.2, full-time faculty members are prohibited from serving in a teaching capacity, with or without compensation, on a full-time or part-time basis with another higher education institution without the advance approval of the Major Academic Unit Dean, which may not be unreasonably denied.

III. Summer Session Employment

Contracts for summer employment for faculty members from all major academic units are made upon the recommendation of the Dean and to the Provost & Vice President of Academic Affairs. Contracts are approved by the Provost & Vice President of Academic Affairs and distributed by the Dean's offices. Faculty rates for the Summer Session are established by action of the Board of Regents.

A. Salary Schedule for Summer Faculty

- Salary Ranges (all Ranks) up to 20% of base salary for full load (6 hrs.)
- Emeriti Faculty up to maximum rate per credit hour for adjunct faculty as set by the Board of Regents
- Specific rates will be determined by rank, discipline and qualifications of individual summer faculty member.

IV. Overload Employment

It is University policy that personnel exempt from the Wage and Hour Regulations who are twelve-month full-time employees can be remunerated beyond their basic employment contract only under certain circumstances.

(See Washburn University Policies and Recruitment Procedures Manual for details.)

Faculty who are on less than a twelve-month full-time contract can be employed on an incidental and occasional basis only when such employment does not conflict with their basic employment and the employment is approved in advance by the department chairperson, area head and President. Teaching overload pay is authorized only when additional class sections are needed and a qualified adjunct faculty member is unavailable. The compensation will be up to 3 1/3% of the base salary per credit hour.

V. Adjunct and Part-Time Faculty

Salaries of adjunct and part-time faculty are determined as follows:

A. "Adjunct Faculty" means an individual appointed on a semester basis to teach not more than one-half of the normal faculty load for regular faculty in the particular academic program and for the semester or

session employed. The salary will be based on the number of credit hours taught. The specific rate per credit hour for each individual will be determined by the rank, discipline and qualifications of the individual. The salary range for adjunct faculty is set by the Board of Regents.

B. "Part-time Faculty" means an individual appointed either on a semester or an academic year basis to teach not less than one-half, but not more than one hundred percent (100%), of the normal faculty load for regular faculty in the particular academic program and for the period employed and who is to assume advising assignments, maintain office hours, and may be requested to serve on a faculty committee. Salaries of part-time faculty are negotiated and are consistent with the individual's educational background, experience and academic rank. Persons employed as "Adjunct Faculty" do not qualify for participation in the Retirement Program outlined in the following benefits section.

C. Statement on Use and Qualifications of Adjunct Faculty
Washburn University recognizes and values the essential contributions adjunct faculty make to its academic programs. In some instances, the special expertise and experience of adjunct faculty complements that of the regular faculty in ways that provide educational opportunities to students they would not have otherwise. In other instances, adjunct faculty enhance the academic experience of students by making it possible to offer more sections of courses, resulting in smaller classes and more individual attention. In all instances programs are improved by and students benefit from the efforts of adjunct faculty.

Because adjunct faculty are valuable, maintaining a high quality corps of such faculty is extremely important. Washburn has maintained such a corps through the leadership of academic deans and department chairs. These academic leaders insure that adjunct faculty have appropriate educational and other related credentials for the courses they teach, and monitor the quality of instruction given by these faculty.

(Based on HLC Assumed Practices and Washburn existing practices)
Faculty must possess an academic degree relevant to the discipline/field they are teaching and must be at least one level of education above the level of education they teach, except in programs for terminal degrees or when equivalent experience is established. Additional qualifications may be required and will be determined as appropriate by academic discipline or unit. In terminal degree programs, faculty members possess the same level of degree. If a faculty member holds a master's degree or higher in a related discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered in determining whether a faculty member is qualified. For accredited programs, when faculty members are employed based on equivalent experience, professional experience (work/clinical experience) is defined by the specialized accreditation organization. For programs without specialized accreditation, professional experience is defined by the individual college or school but can be no less than a minimum of three years full-time work or employment in the field directly related to the area of instruction. In some specialized courses, a specialty license may be substituted for the experience requirement. Justification submitted for professional experience equivalence must include how the course instructor meets or exceeds the academic requirements for the course(s) to be taught. Exceptions to the academic credential must always be approved in writing by the academic dean and the Provost &

Vice President of Academic Affairs before the individual will be allowed to teach at Washburn University.

Department chairs and deans evaluate and assist in improving the quality of instruction delivered by requiring that student evaluations be given in each section taught by adjunct faculty. The department chair or dean regularly reviews the results of the evaluations with each adjunct faculty member. Personal observation by the dean, department chair or other regular faculty members is also strongly encouraged.

To maintain a reasonable balance in instruction between regular faculty and adjunct faculty, the University has historically attempted to keep the percentage of courses taught by adjuncts to 30% or less.

VI. Benefits

The Human Resources web page contains the complete list of faculty benefits and the corresponding details.

VII. Faculty Tuition and Fee Waivers

Information regarding fee waivers and Educational Assistance Program benefits available for employees, dependent child(ren), and/or spouses can be found in the Washburn University Policies, Regulations, and Procedures Manual (<https://www.washburn.edu/faculty-staff/human-resources/wuprpm/WUPRPM-Procedures-and-Regs/E.%20BenefitsRegs.pdf>).

VIII. Faculty Travel

The University encourages faculty attendance at regional and national professional meetings. It urges participation of faculty members in the presentation of papers and as elected officers in professional associations. Guidelines are established by the Deans of the major academic units and vary from year to year depending on budget allocation. The Deans will indicate the policy early in the academic year.

For details of Washburn travel procedures, see the Washburn University Policies, Regulations, and Procedures Manual.

IX. Reprints of Scholarly Articles

The University assists faculty and staff members in the purchase and distribution of reprints of scholarly articles when such purchase and distribution serve the purposes of the University, are recommended by the Research Committee, and are approved by the Provost & Vice President of Academic Affairs. Application for reimbursement is made through the Provost & Vice President of Academic Affairs Office.

X. Research Support

Two types of research grants are administered by the Research Committee. Smaller grants are awarded to assist in preparing papers, purchasing reprints, and providing other services connected with research. Larger grants support requests for (1) developing ideas or projects that are to be submitted to other agencies for more extensive funding, and (2) funding either in full or in part original research or scholarly activity.

For additional details, see the description of the Research Committee, Section One.VII.C.1. Applications for such support should be made to

the Provost & Vice President of Academic Affairs, who serves as the chairperson of the Committee on Research.

XI. Leaves

A. Leave Without Pay

The Board of Regents may grant a faculty member a leave without pay for a period not to exceed one year (two consecutive academic semesters) for the faculty member to continue graduate work or engage in other professional activity or for other purposes approved by the appropriate Dean and the Provost & Vice President of Academic Affairs. Continuation of the leave without pay may be granted on an annual basis with the approval of the appropriate Dean, Provost & Vice President of Academic Affairs, and the Board of Regents. Approval for both the initial leave request and for any request for continuation of such leave shall be granted only if there is a determination that the continuation of leave is in the best interest of the University. Determination if the continuation of leave is in the best interest of the University shall include considering the following:

- Department's ability to accommodate the continued leave without pay without loss of program integrity and without placing undue burden on other Employees;
- Extent of the financial impact on the University; and
- Impact on the University's ability to complete its mission and to fulfill its obligations.

The faculty member must request the continuation no later than the beginning of the last semester of the leave. Application for a leave without pay may be granted by the Board only after receiving the recommendations, through the President, of the Department Chair/Dean of the affected major academic unit and the Provost & Vice President of Academic Affairs. At the time leave is granted, the Board shall determine whether the period of leave without pay shall be credited towards the length of service requirements of the faculty member for promotion and/or tenure. Upon expiration of leave, the returning faculty member shall receive his/her class and office assignments from his/her Department Chair/Dean. The Department Chair/Dean shall also make a recommendation for the salary of the faculty member in the normal budgeting process. The recommendation for salary shall take into consideration salary increments to which such faculty would have otherwise been entitled had she/he not been in a leave without pay status.

B. Intergovernmental Exchange

The Board of Regents may authorize the exchange of Washburn University of Topeka employees to another governmental entity in the State of Kansas as provided by K.S.A. 75-4401 et. seq. Employees who participate in an intergovernmental exchange of personnel shall be considered during such participation to be in the status of leave without pay. The period of an employee's participation in an intergovernmental exchange shall not exceed two consecutive academic or calendar years. Application for participation in an intergovernmental exchange of personnel shall be initiated and awarded in the same manner as a leave without pay.

C. Academic Sabbatical Leave

The Academic Sabbatical Leave Program at Washburn University is designed to allow faculty members the opportunity for research and study, which will enable them to enrich substantially their teaching

effectiveness and/or engage in a substantial scholarly project. Faculty are not required to engage in their university, school, and departmental obligations during the sabbatical leave.

Faculty members may use academic sabbatical leave to develop expertise outside their own academic discipline for the purpose of enhancing teaching abilities. The program is not designed for study programs leading to terminal degrees required for promotion and tenure.

The maximum number of sabbaticals granted in a particular year shall be equal to 4% of the full-time eligible faculty, excluding the Law faculty. Exceptions may be made by the Board of Regents if a larger number of well-qualified applications are received immediately following a year in which the limit was not reached. The number of sabbaticals that may be granted to Law faculty shall be determined by the Dean and the Office of Academic Affairs based on the School of Law budget and the needs of the Law School. Leaves are not awarded automatically, however, but are evaluated according to the merits of the proposals submitted. The Academic Sabbatical Committee shall give to unsuccessful applicants a brief narrative outlining the strengths and weaknesses of their sabbatical proposals.

1. Eligibility and Frequency

- a. Only faculty members who have been considered full-time faculty at Washburn University for at least the six years preceding the date of application shall be considered eligible.
- b. Once a faculty member receives a leave, he/she may apply for another academic sabbatical in his/her sixth additional year of full-time service.
- c. If a faculty member is awarded an academic sabbatical leave and then fails to use it without just cause, he/she will lose the opportunity to apply for another three years. Just cause would include failure of funding required for the proposal, unsuccessful candidacy for grants such as Fulbright, Mellon, McArthur, etc., which was a component of the candidate's sabbatical proposal, serious illness in the family, or other excusable emergency as determined by the Sabbatical Committee.
- d. If a faculty member is recommended for but is not awarded an academic sabbatical leave grant due to the inconvenience to the University as determined by the Dean of the respective school or college, the faculty member will be allowed to take the academic sabbatical leave the next year with no diminution of number of leaves available that year.

2. Terms

- a. A faculty member taking an Academic Sabbatical Leave shall:
 - 1) Choose to have a leave for one semester at full pay or choose to have a leave for a full year at one-half pay of the salary budgeted for his/her position for the academic year of the sabbatical;
 - 2) Have TIAA-CREF, group health, group life and disability insurance remain in effect during the period of leave;
 - 3) Have salary increments for the next year equal to what one would customarily expect for the position; and
 - 4) Have the time of the academic sabbatical leave credited toward promotion.

3. Restrictions

- a. A faculty member accepting an academic sabbatical leave must:
 - 1) Return to full-time service at Washburn University for the academic year immediately following the academic year in which the leave is taken.
 - 2) Not accept other employment during the sabbatical period unless the position is part of the research or study program outlined in the leave proposal. Accepting grants such as Fulbright, Mellon, McArthur, etc., is not considered accepting employment. A faculty member violating either 1) of 2) above must repay the salary and value fringe benefits received during the academic sabbatical leave.

- b. Grants normally will be made only if no full-time faculty replacement is required. To support the leave, course offerings may be reduced, delayed, or assigned to other members of the academic unit with their consent for one semester. Adjunct faculty may be used to help meet a portion of the course assignments. If the whole year is opted, adjunct instructors will be used up to the extent of one-half the salary of the grantee.

4. Application Procedure

The applicant must complete the form designated by the Academic Sabbatical Committee and available from the Office of Academic Affairs. The completed form must be submitted to the Provost & Vice President of Academic Affairs on the designated date of the year preceding the academic year during which the academic sabbatical leave would be taken.

The application should contain a written description of the type of study to be undertaken or work to be done in terms understandable to persons not specialists in the applicant's academic discipline. The proposed dates of the academic sabbatical leave should be included along with costs and other anticipated sources of support.

- a. Value of the project. The applicant should demonstrate that the project will either:
 - 1) enable the applicant to produce or to make substantial progress toward producing significant scholarly work or
 - 2) substantially enhance the applicant's teaching effectiveness by increasing his/her body of knowledge or skills.

- b. Evidence which effectively demonstrates the value of the project might be, but is not limited to:
 - 1) the work contemplated will be of high quality, will contribute to an academic field and is likely to be completed successfully;
 - 2) the project contemplated will enable the applicant to assume additional courses of study to be taught;
 - 3) the project will directly benefit the University.

- c. Why leave justified. The applicant should explain why the scope, nature, or location of the project makes it difficult or impossible to carry out as part of the normal activity expected of Washburn University full-time faculty.

5. Grant Approval

Approval of academic sabbatical leave shall be made by the Board of Regents upon recommendation of the President. The President receives a recommendation from the Provost & Vice President of Academic Affairs, who receives a recommendation from the Academic Sabbatical Committee.

Leaves are granted by action of the Board of Regents. The number of sabbaticals lies in the discretion of the Board of Regents.

6. Academic Sabbatical Leave Report

The faculty members shall submit a written report to the Dean of his/her school or college, with a copy to the Provost & Vice President of Academic Affairs for faculty records, no later than ninety (90) days after the conclusion of the academic sabbatical leave.

7. Standards and Procedures for Law Faculty Sabbatical Applications and Approvals

a. Requirements for application

Any member of the law faculty who has served six years as a full-time faculty member at Washburn and who has not received a sabbatical grant within the past six years may apply. Application must be made on the appropriate university form and submitted to the Office of the Dean of the Law School no later than November 1 of the year prior to the academic year during which the sabbatical will be taken.

While the normal sabbatical project will be a program of research leading to a substantial written report of high quality, the law school committee and the university committee will consider other programs of self-enhancement and creative activity as acceptable. Such programs, however, may not include study leading to the granting of an academic degree.

The typed application must contain a detailed description of the proposed sabbatical project and include the following information.

- i. The reasons why the project will be of value and interest to the legal profession or to a law professor.
 - ii. The ways in which the project will enhance the professional growth of the applicant, by improving himself or herself as a teacher, or by developing his or her expertise.
 - iii. The past experience of the applicant in research, publication, or other activity that would indicate (a) the quality of any writing likely to be done and (b) the probability that the project will be completed.
 - iv. The scope, nature, or location of the project that prevents it being done as the normal activity every faculty member is expected to do as a part of his or her contract obligations.
- Only applications for sabbaticals which meet these requirements will be forwarded with a favorable endorsement to the university for consideration.

b. Law School procedure for evaluating applications

- i. There shall be a Sabbatical Committee of the Law School Faculty composed of three tenured faculty. Each member shall serve a three year term. A new member will be appointed each year so that there will be overlapping terms to provide continuity of experience and standards. At least two members shall have been past recipients of a sabbatical grant.
- ii. This committee shall meet in November of each year to consider all applications for sabbatical grants received by the Dean's Office prior to November 1 and shall file their report no later than November 21.
- iii. The committee shall decide first whether the application meets the requirement of Section A.
- iv. In the event that more than one application is to be forwarded with favorable endorsement to the university, the committee will rank the applications from that one most highly recommended.

Such report shall identify the committee's reasons for the ranking, including the committee's evaluation of the following factors:

- (a) Relative value of the proposed project to the legal profession.
 - (b) Relative enhancement of each applicant's teaching and professional expertise.
 - (c) Relative likelihood, based on past research, publications and other activities that each applicant will do high quality work and will complete the project.
 - (d) Relative value of any other reasons submitted for the sabbatical program.
 - (e) In the event that two projects are ranked about equally on the preceding criteria, the project of the more senior faculty person or the one who has served longest since having a sabbatical grant will be ranked higher.
- v. The report of the Faculty Sabbatical Committee shall be forwarded with the Dean's Recommendation to the University Committee.

D. Sweet Summer Sabbatical

Through the generosity of the late Mary B. Sweet, the Washburn University Foundation has established a summer sabbatical grant program for Washburn University faculty.

"The purpose of the 'Summer Faculty Grant' is to further the education and training of the recipients in their individual capacity by enabling the recipient to study a subject of his own choice at some university outside the state of Kansas. Study, however, may consist of travel if a definite design is in view by way of the training and educational development of the recipient." (Mary B. Sweet, 1958)

The most pertinent requirements provide:

1. That the recipients of the awards be full-time university employees with the rank of lecturer, senior lecturer, assistant professor, associate professor or professor in the College of Arts and Sciences, the School of Business, the School of Nursing, the School of Applied Studies or the Center for Student Success and Retention, or a full-time librarian who is not a member of the Law School faculty who has completed a minimum of three years of full-time service.
2. That the income be used for faculty summer grants consistent with the purpose of the "Summer Faculty Grant" as stated above. Additional eligibility and award criteria are listed in the Application Guidelines.
3. That the recipients' study, work or travel be outside the State of Kansas for at least 30 consecutive days between the end of the spring semester and the beginning of the fall semester.
4. That applicants may receive Sweet Summer Sabbatical awards no more than twice in any four-year period. However, the selection committee may consider the recency and size of previous awards in considering the relative merits of proposals.

Applications are due in the office of the Provost & Vice President of Academic Affairs no later than the end of January in the spring semester for the coming summer from the applicant's department chair (when applicable) and dean.

Applications received by the Provost & Vice President of Academic Affairs will be referred to the Sweet Summer Sabbatical Committee for its recommendation concerning (1) which proposals are to be funded based on the criteria established and (2) the amount of each grant. Subsequent to the Sabbatical Committee's recommendations, the Provost & Vice

President of Academic Affairs will make a recommendation to the Washburn University Foundation. The Washburn University Foundation will make final funding decisions.

The Washburn University Foundation will make all award payments directly to the recipient. The recipients are not employees of the Washburn University Foundation. The Washburn University Foundation will provide the recipient the required copy of the IRS form submitted to federal and state taxing authorities. Recipients of Sweet Sabbatical awards are required to submit a written report with the Office of Academic Affairs no later than the end of September of the year the award was received. That report will specify the general activities of each day of the sabbatical.

E. Mabel Kline Law Sabbatical Leave Fund

Washburn College established the George A Kline and Mabel Kline Memorial Endowment Fund from a bequest received from Mabel Kline. A part of the net income from the fund is to be used for a Sabbatical Leave Fund for School of Law Faculty.

1. A few of the more pertinent facts regarding this Sabbatical Leave Fund are:

- a. That the candidates be chosen from full-time instructors in the School of Law on tenure. (This includes the Dean and the law librarians provided they are full-time members of the faculty on tenure.)
- b. That the grants be awarded in rotation according to the longest full-time service in the Washburn School of Law.
- c. That the income be used for Faculty summer grants.
- d. That "the number of grants awarded any summer will depend upon the amount of interest received that year...". (For practical purposes, the annual income is used for one sabbatical each summer.)
- e. That the recipient study in some university outside of Kansas or if study includes travel, there be some definite report on return to the School of Law faculty in a verbal request.
- f. That the grant implies return to Washburn for the next academic year or refund of the grant.
- g. That in case a candidate is unable to use the grant when his/her turn comes, the name may head the list for the next summer.

2. The grants represent compensation to the recipient which is included in the gross income and subject to the with-holding of income tax. An application form available in the Dean's Office is to be prepared by the applicant and submitted to the Dean of the School of Law, who in turn forwards it with recommendation to the President of the University. The President submits the application to the Finance Committee of Washburn College for action. The Finance Committee of Washburn College serves as the awarding and policy-determining committee.

3. The faculty member shall submit a written report to the Dean of the Law School, with a copy to the Provost & Vice President of Academic Affairs for faculty records, no later than ninety (90) days after the conclusion of the Mabel Kline Law Sabbatical leave.

XII. Voluntary Phased Retirement

On February 18, 1998, the Washburn University Board of Regents approved the following phased retirement program:

Generally

The Voluntary Phased Retirement Program permits eligible employees to reduce their workload in preparation for full retirement from Washburn

University. When approved for the program, pursuant to written agreement, the employee's appointment with the University is reduced and her/his salary is also proportionately reduced from her/his full-time salary. The employee receives employer-paid benefits based on her/his full-time salary.

Who is Eligible for Phased Retirement?

Any employee in a benefits-eligible position who has completed at least ten years of full-time service shall be eligible to participate in the Phased Retirement Program upon reaching 55 years of age.

How is Participation in the Program Requested and Approved?

The employee shall submit a letter to her/his supervisor. If entry into the agreement is in the best interest of Washburn University, the supervisor shall forward the proposed agreement through normal channels to the President, and then to the Washburn Board of Regents for consideration.

How Long can an Employee Participate in the Program?

The maximum length of a phased retirement agreement shall be five (5) years. By entering into the agreement, the participating employee agrees to retire from Washburn University at the expiration of the agreement.

What is in the Phased Retirement Agreement?

Each phased retirement agreement shall specify:

- 1) the fractional time appointment (from 25% to 75% of their full time teaching or administrative load) to be served as mutually agreed upon by the University, through the Board of Regents, and the employee. Duties may be divided throughout each fiscal year as agreed to by these parties;
- 2) that the agreement concerning the fractional time appointment or assignment of duties may be modified by mutual agreement;
- 3) the initial salary to be paid for the fractional time appointment;
- 4) the full-time benefits to be enjoyed by the employee;
- 5) the duration of the agreement, which shall not exceed five (5) years, and the date of full retirement.

Benefits under the Program

While participating in the program, the employee continues to receive the following benefits:

- 1) the same health care benefits as "full-time" employees;
- 2) life insurance and disability benefit based on actual salary;
- 3) sick leave and personal leave (if eligible) based on fractional time appointment
- 4) employer's contributions to the Retirement Plan based on full-time salary;
- 5) the employee may contribute to the Retirement Plan and to Supplemental Retirement Annuity Program to the extent permitted by federal regulations;
- 6) for tenured members, retention of tenure;
- 7) continued full use of university facilities;
- 8) continued eligibility for annual salary increases; and,
- 9) holiday pay (if eligible) based on the fractional time appointment.

The employee is also eligible to participate in other voluntary benefit programs available to unclassified employees including, but not limited to, the educational assistance program and the cafeteria plan.

Miscellaneous

- 1) Participants in the Phased Retirement Program may partially annuitize their Retirement Plan.
- 2) Funding for the program will come from the existing salary base.

- 3) Regulations of the Board of Regents shall be used and followed relative to operation and implementation of the program.
- 4) An appointment under a phased retirement agreement must be at least 25% but no more than 75% of the employee's full time load.
- 5) Entry into a phased retirement agreement shall be voluntary on the part of Washburn University. Washburn University shall refuse to enter into the agreement when it is not in the best interests of the institution. Considerations that would affect the University's best interests include:
 - (a) the ability of a department, school, or area to accommodate the partial retirement without loss of program integrity and without placing an undue burden on other employees
 - (b) the extent of the financial impact that the partial retirement would have on the University
 - (c) the impact that the partial retirement would have on the University's ability to complete its mission and to fulfill its obligations to its students and communities.
- 6) The agreement may be rescinded within seven (7) days of the signature at the option of the employee. After that time, the agreement shall be irrevocable, except that it may be rescinded by mutual agreement of the University and the employee.
- 7) The agreement may, by mutual consent, be modified by changing the participant's fractional time appointment prior to the specified date of retirement or permitting the employee to take full retirement at an earlier date.
- 8) Employees who have retired at the end of their agreement shall not be precluded from re-employment on a post-retirement basis as a result of accepting a phased retirement agreement.
- 9) The phased retirement agreement entered into shall have a non-competition clause prohibiting employment of a phased retiree at a post-secondary education entity providing services in the state of Kansas.
- 10) This program shall undergo review for re-authorization, the initial period of which shall be in effect for three years beginning July 1, 1998 and ending June 30, 2001. Specific Board approval will be required to renew this program.

XIII. History of Changes to Section 5

11 September 1997

Part V.C., "Statement on Use and Qualifications of Adjunct Faculty" was added. This statement was approved by the University Council on 2/13/97.

18 June 1999

Part XI, "Voluntary Phased Retirement" was added. This policy was adopted by the Board of Regents on 2/18/98.
Part VI.6.H, "Tuition Waiver for Children of Faculty and Staff" was added. This policy was adopted by the Board of Regents on 6/9/99.

27 October 2006

Part X.C.1.c, X.C.4, X.C.5 - References to "Personnel Committee" were changed to "Sabbatical Committee" to accurately reflect the reorganization of the committee structure which was changed when the Board of Regents approved the governance structure change from University Council to Faculty Senate on 11 March 2005.
Part X.C.5 - The Sabbatical Grant Approval process was updated to more accurately reflect the process which is followed with the governance structure change approved by the Board of Regents on 11 March 2005.
Part X. D. - The Academic Sweet Sabbatical guidelines were modified to reflect the updated criteria approved by WEA effective 2005.

23 August 2007

Part X.C. - The policy for the number of Academic Sabbaticals awarded was modified from no fewer than six to an equated number which is equal

to 4% of the full-time faculty in a given year. In addition, unsuccessful applicants will receive a brief narrative outlining the strengths and weaknesses of their sabbatical proposals. Approved by the Board of Regents July, 2007.

21 May 2008

Part VI "Benefits" modified so that the short list of benefits was replaced by a link to the Human Resource comprehensive list of all faculty benefits. Faculty Tuition and Fee Waivers became a separate part (Part VII) and the remaining Parts were renumbered from VII through XI to VIII through XII.

Part VIII "Faculty Travel" (Previously part VII) modified to link to the WUPRPM travel procedures approved by the Board of Regents 5/16/08.

16 July 2013

VII.B. Elimination of ROTC faculty/staff for authorization of waiver of residence requirement since Washburn University hosts ROTC faculty on campus from other state institutions.

VII.D. Change all references to Washburn Endowment Association to Washburn University Foundation.

26 June 2015

Part I.A. Update regarding how and when typical faculty load is adjusted. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part I.B. Eliminates duplicative wording regarding providing appropriate consideration for faculty teaching both day and evening courses. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents

11 June 2015

Part XI.A. and B. Maintains maximum of one year of leave without pay with the right to request additional leave. Approval process will now also involve the Vice President for Academic Affairs. No maximum number of years of leave is set but annual requests are required for continued leave. In addition, sets standards to be used to approve application for leave and continuation of leave. Requires requests for continuation to occur early enough for academic units to have sufficient time to cover continued absence. Ensures intergovernmental exchange leave policy is consistent with traditional leave without pay. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part XI.D.1. and 4. Clarifies that the three-year minimum full-time service applies to all eligible participants in the Sweet Sabbatical and adds flexibility to the application and final report submission deadlines. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

28 January 2018

Part II. Update Employment Outside the University – expanded beyond consulting to compensated work. Approved by General Faculty 28 January 2018.

Part V.C. Update policy regarding minimum qualifications for adjunct faculty. Approved by General Faculty 28 January 2018.

7 May 2018

Part VII.C. – Educational Assistance Program – Replace the wording of the existing policy with a link to the most current policy in the Washburn Policies, Regulation, Procedures Manual (WUPRPM) to ensure accuracy of information should the policy be modified. Approved by General Faculty 3 May 2018.

Part XI.C. – Academic Sabbatical Leave – Clarify that faculty on academic sabbatical leave are not required to engage in university

obligations while on leave, to clarify the eligibility and frequency and procedures for sabbaticals, and to clarify the guidelines to be used in the determination of the awarding of academic sabbaticals. Approved by General Faculty 3 May 2018.

Part XI.D. – Sweet Summer Sabbatical – Add flexibility to the application and submission deadline. Approved by General Faculty 3 May 2018.

3 May 2023

Edits to reflect title and unit name changes.

26 February 2025

Part VII.D. Faculty and Tuition Fee Waivers language deleted and replaced with an embedded link to the applicable section in the WUPRPM.

Section 6: Classroom Procedures & General Faculty Responsibility

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- II. Student Records (p. 55)
- III. Student Credit Hour Definition (p. 55)
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- XX. Tutoring (p. 61)
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- XXVI. History of Changes to Section 6 (p. 62)

I. Professional Ethics

(The following is from the American Association of University Professors' "Statement on Professional Ethics," which was adopted by the General Faculty 2017)

From its inception, the American Association of University Professors has recognized that membership in the academic profession carries with it special responsibilities. The Association has consistently affirmed these responsibilities in major policy statements, providing guidance to professors in their utterances as citizens, in the exercise of their responsibilities to students, and in their conduct when resigning from their institution or when undertaking government-sponsored research. The Statement on Professional Ethics that follows, necessarily presented in terms of the ideal, sets forth those general standards that serve as a reminder of the variety of obligations assumed by all members of the profession.

In the enforcement of ethical standards, the academic profession differs from those of law and medicine, whose associations act to assure the integrity of members engaged in private practice. In the academic profession the individual institution of higher learning provides this assurance and so should normally handle questions concerning propriety of conduct within its own framework by reference to a faculty group. The Association supports such local action and stands ready, through the general secretary and Committee on Professional Ethics, to counsel with any faculty member or administrator concerning

questions of professional ethics and to inquire into complaints when local consideration is impossible or inappropriate. If the alleged offense is deemed sufficiently serious to raise the possibility of dismissal, the procedures should be in accordance with the 1940 Statement of Principles on Academic Freedom and Tenure and the 1958 Statement on Procedural Standards in Faculty Dismissal Proceedings.

No set of rules or professional code can guarantee or take the place of a faculty member's personal integrity; however, the university expects faculty members to abide by the following guidelines for ethical behavior.

1. Professors, guided by a deep conviction of the worth and dignity of the advancement of knowledge, recognize the special responsibilities placed upon them. Their primary responsibility to their subject is to seek and to state the truth as they see it. To this end, professors devote their energies to developing and improving their scholarly competence. They accept the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. They practice intellectual honesty. Although professors may follow subsidiary interests, these interests must never seriously hamper or compromise their freedom of inquiry. See also Section 3.V and Appendix X.
2. As teachers, professors encourage the free pursuit of learning in their students. They hold before them the best scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to ensure that their evaluations of students reflect each student's true merit. They respect the confidential nature of the relationship between professor and student. They avoid any exploitation, harassment, or discriminatory treatment of students. They acknowledge significant academic or scholarly assistance from them. They protect their academic freedom.
3. As colleagues, professors have obligations that derive from common membership in the community of scholars. Professors do not discriminate against or harass colleagues. They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own. Professors acknowledge academic debt and strive to be objective in their professional judgment of colleagues. Professors accept their share of faculty responsibilities for the governance of their institution.
4. As members of an academic institution, professors seek above all to be effective teachers and scholars. Although professors observe the stated regulations of the institution, provided the regulations do not contravene academic freedom, they maintain their right to criticize and seek revision. Professors give due regard to their paramount responsibilities within their institution in determining the amount and character of work done outside it. When considering the interruption or termination of their service, professors recognize the effect of their decision upon the program of the institution and give due notice of their intentions.
5. As members of their community, professors have the rights and obligations of other citizens. Professors measure the urgency of these obligations in the light of their responsibilities to their subject, to their students, to their profession, and to their institution. When they speak or act as private persons, they avoid creating the impression of speaking or acting for their college or university. As citizens engaged in a profession that depends upon freedom for its health and integrity, professors have a particular obligation to promote conditions of free inquiry and to further public understanding of academic freedom.

II. Student Records

The University Registrar's Office is charged with the responsibility of maintaining permanent academic records of each student who enrolls at Washburn University. This is an impossible task without the complete and prompt assistance of the faculty member. Furthermore, all persons concerned with the records of the student, including faculty, shall recognize the confidentiality of them. The Family Education Rights and Privacy Act of 1974 (FERPA) prohibits the disclosure of information (other than "Directory Information") from academic records without consent of the student.

III. Student Credit Hour Definition

Washburn University conforms to the Council for Higher Education Accreditation (CHEA) proposed definition of a student credit hour which states: "For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time..." This credit hour definition is to be included in the University Information and Resources document attached to each course syllabus. However, not all academic activities precisely match this definition (e.g., internships, student teaching, laboratory work, online courses, study abroad, and independent study). In such credit-bearing activities, the amount of student work required per credit hour will match as closely as possible the standard definition as defined above.

A. Internship/Externship/Practicum

1 Credit Hour = A minimum of three hours per week engaged in the supervised field placement for 15 weeks or equivalent over the course of a term for the average student.

B. Independent Study

1 Credit Hour = Meet with faculty member and/or engage in related academic activity for 3 hours per week for 15 weeks or equivalent over the course of a term for the average student.

C. Study Abroad

Students who enroll for semester- or year-long study abroad experiences are awarded credit based on the standard definition of a credit hour provided by CHEA.

D. Faculty-Led Travel Course

A faculty-led travel course is a credit-bearing course in which the majority of the academic work is accomplished through group study and travel external to the Washburn University campus. Normally, short-term programs are arranged for 1 to 3 credit hours. Typical activities included in determining the credit hours awarded for faculty-led travel courses are: pre-trip academic and cultural awareness sessions; on-site formal/structured learning; immersion activities; cultural interactions; group and individual reflection activities; student presentations; and service learning projects. Determination of the number of credit hours granted is based on the standard definition of a student credit hour espoused by the university (completion of approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each

week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time).

E. Online/Hybrid

Class Online and hybrid courses must meet the same credit hour requirements as face-to-face courses. Online and hybrid courses must account for a minimum of 3 hours per week per credit hour for 15 weeks or equivalent over the course of a term for the average student. Course hours should involve faculty-led activities and engagement pertinent to the content of the course. Outcomes and assignments across multiple modes of teaching must be equivalent.

F. Laboratory Course

1 Credit Hour = A minimum of two (2) class hours of work each week in a laboratory under the supervision of a lab supervisor/instructor and an expectation of one (1) class hour of additional out-of-class student work each week.

G. Credit for Prior Learning

Credit for Prior Learning is awarded in accordance with the HLC criteria for accreditation, American Council on Education (ACE) and the Council for Adult and Experiential Learning (CAEL) Standards, and the CPL quality check list as recommended in the Kansas Credit for Prior Learning Handbook (April, 2016)

Note: As studio and ensemble work varies between fine art disciplines, assignment of credit hours should be according to discipline standards and/or accreditation criteria while meeting the main CHEA standard adopted by the University.

IV. Class Rosters

Class rosters authorizing class attendance for all students who have completed the total registration procedure are available to the faculty on MyWashburn whenever they choose to review the roster. Students are not eligible to attend class unless they are duly registered. Any student whose name is not on the class roster should be directed by the instructor to properly register on MyWashburn.

Students who do not appear on the class roster by the end of the late enrollment period should not be allowed to continue attending classes.

V. Grading Procedures

The essential purpose of grades is to differentiate accurately and appropriately between the students as to achievement in a particular course. An instructor must exercise great care in determining final grades of the student.

A. Grades

Term grades are submitted on-line and are due after the final examination period as specified in the appropriate class schedule so the necessary processing can be completed before the next semester/term. An electronic announcement will be sent to the faculty indicating the deadline for submission of grades. Grades not submitted by the deadline will be recorded as "NR" (not recorded). Timely submission of final grades is a basic faculty responsibility. Faculty failures to meet this deadline impacts students negatively.

After the deadline, grades or grade changes must be submitted using the formal paper process on a "Change of Recorded Grade" form.

B. Grades and Grade Points

1. The following symbols and their values are used in grading except for the School of Law.

Symbols	Meaning	Grade Points Per	Hour of Credit
A		Excellent	4
B		Well above average	3
C		Average	2
D		Below average but passing	1
F		*Failure	0
I		**Incomplete	0***
IP		In Progress	0***
W		Withdrawn	0***
CR		Credit – Letter grade C Or better	0***
P		Credit – Letter grade D	0***
AU		Audit	0***
NC		No college credit	0***
NR		Not recorded	0***

*Faculty will report grades of F in one of three ways:

FF – Grade of F earned due to performance in class

QF – Grade of F assigned due to student nonattendance at some point in the semester. The last date of participation will be provided

NF – Grade of F assigned due to student nonattendance from the beginning of the semester

Students who officially withdraw during a semester prior to the twelfth week deadline receive a W.

**The letter "I" indicates "incomplete work". The report "I" will not be used when a definite grade can be assigned for the course. It will not be given for the work of a student in any course except to indicate that some part of the work, for good reason, has not been completed, while the rest of the work has been satisfactorily completed. The student must have completed three-fourths of the course requirements. The "I" grade should be used only when, in the opinion of the instructor, there is expectation that the work will be completed.

Unless an earlier deadline is stipulated by the instructor of the course, the incompletes in undergraduate courses must be completed by the last day of classes. The instructor must submit grades to the University Registrar's Office using an "Incomplete Grade Report Form" by the grade submission deadline of the subsequent Spring semester for Fall incompletes or the subsequent Fall semester for Spring and Summer incompletes; otherwise, an "F" grade will be recorded.

***Not included in grade point average

2. The following symbols and their values are used in grading in the School of Law:

A - 4, B+ - 3.5, B - 3, C+ - 2.5, C - 2, D+ - 1.5, D - 1, F - 0, I - Incomplete, W - Withdrawn passing, CR - Credit, AU - Audit.

Incompletes in the School of Law must normally be made up no later than the next time the final examination for that course is given; otherwise, an F grade will be recorded.

C. Change of Grade

After a grade has been rolled to the transcript or an "I" grade has been automatically changed to an "F" by the University Registrar's Office (because it has not been submitted by the deadline), the grade may be changed with the approval of the department chairperson and Dean of the College/School by using a "Change of Recorded Grade Form." Exceptions may be made as a result of a decision by the Grade Appeal Committee or, in case of a law student, a decision by the Grade Review Committee. It is important to proofread grade rosters carefully for errors before submitting them. The "Change of Recorded Grade" forms for initiating grade changes may be obtained in the University Registrar's Office. The School of Law Grade Review Committee and the Grade Appeal Committee may direct grade changes that will be implemented by the Provost & Vice President of Academic Affairs following the appropriate appeal process described below. (See F, 1. & 2. below)

D. A/Credit/Pass/Fail Option

Under certain circumstances, undergraduate students have the option to elect to enroll in a course for a letter grade or for "A/Pass/Fail." A student can enroll in a course with the A/Pass/Fail option under the following conditions:

1. Must have a minimum of twenty-four semester hours completed.
2. Must have a cumulative G.P.A. of 2.0 or higher.
3. Courses in a student's major (including minor and correlate courses) cannot be taken for A/Pass/Fail without written permission from the appropriate department chairperson or dean on file in the University Registrar's Office.
4. May take the A/Pass/Fail option for only one course per semester.

If the student earns an "A" in the course, this is recorded on the transcript. If the student earns a grade of "B" or "C" this is recorded as "CR" (Credit) or if earning a "D" a "P" (Passing) is recorded on the transcript. Recorded grades of "CR" or "P" are not figured in a cumulative grade point average. If the student fails the course, a grade of "F" is recorded, and this grade is figured in the cumulative grade point average. While there is no specific limit to the total number of semester hours that may be taken on a non-graded basis (Pass/Fail, credit by examination, advanced placement, and/or military service), a minimum of 84 hours presented for graduation with a Bachelor's degree, 42 with an associate degree must be on a graded basis. For international students presenting transfer credit from an international tertiary institution accredited by the Ministry of Education (or its equivalent) in that country, a minimum of 60 hours for a baccalaureate degree (30 hours for an associate degree) presented for graduation must be on a graded basis since Washburn converts grades earned in these transfer courses to CR, P, and NC.)

Subject to the provisions above, a student may elect graded or A/Pass/Fail status for a course at any time during the period in which that student may elect to withdraw from that course. Certain courses may not be taken for a grade, but may only be taken pass/fail. The above policy does not pertain to such courses.

E. Examinations

All examinations, with the exception of the final examinations, are scheduled at the discretion of the instructor. Final examinations are administered in all courses where applicable. All examinations are proctored by the instructor or, under certain circumstances, by persons appointed by the instructor. Strict adherence to final examination schedules is essential and any deviation from the printed schedule must

be cleared with the Dean of the college or school. No final examinations, except "take home final examinations" may be given by an instructor during the five days prior to the first day of final examinations without approval of the Dean of their major academic unit. The faculty shall not administer any test, examination or quiz worth more than 10% of the final course grade during the last three days prior to the first day of scheduled final examinations each Fall and Spring semester to allow for proper preparation for the finals. Instructors may however, at their own discretion, in very unusual circumstances, arrange to give an individual the opportunity to take a final examination at another time. In the College of Arts and Sciences, chairpersons submit to the Dean a list of courses from the departments in which final exams are not "applicable." These lists should be compiled with the approval of departmental faculty.

F. Procedure for Contesting Grades

1. The College, Schools, and Graduate Programs, except the School of Law

The following grade appeal procedure applies to the College and the Schools, not the School of Law. The obligation of the instructor to evaluate the performance of students on sound academic grounds is basic to the formal education process. A student who believes the grade awarded him/her by an instructor is based upon reasons other than the student's academic performance may appeal the grade received in a course. Students utilize the procedure outlined below to appeal the grade unless a student believes the grade was awarded based on illegal discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status or sexual orientation/gender identity. Appeals based upon complaints of discrimination follow the University's procedure for complaints of discrimination.

Consultation with the Faculty Member. A student must first attempt to resolve his/her dispute concerning the final grade received in a course through consultation with the instructor of the class. Such consultation normally shall take place following award of the grade but in no event shall such consultation take place later than the fourth week of the next regular academic semester following the award of the grade. In the event the course instructor is no longer at the University or is on a leave of absence during the semester following the contested grade or the instructor shall have refused to consult with such student, the student may proceed to the next stage, mediation by the Department Chair (where such exists). If no Department Chair exists, the next stage is mediation by the Dean of the College or School in which the course was offered.

Mediation by the Department Chair. If the student is dissatisfied with the result of his/her consultation with the instructor or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Department Chair in the unit in which the course was offered. The Department Chair must be notified in writing by the student of his/her intention to continue the appeal process. Such notification must be received within 10 working days of the day on which the student/instructor consultation has been completed. The process shall be terminated if notification is not received within the 10 working days. The instructor shall make available to his/her Department Chair all of the materials and criteria which entered into the determination of the student's final grade in the course. The student shall provide the Department Chair, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Department Chair shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

Mediation by the Dean of the College or School in which the course was offered. If the student is dissatisfied with the result of his/her consultation with the instructor and with the Department Chair (where appropriate) or the student shall have been unable to meet with the instructor because of the instructor's refusal to meet or absence, the student may seek mediation of the matter with the Dean of the College or School in which the course was offered. The Dean must be notified in writing by the student of his/her intention to continue the appeal process. Such notification must be received within 10 working days of the day on which the student/Department Chair consultation has been completed. The process shall be terminated if notification is not received within the 10 working days. The instructor shall make available to the Dean all of the materials in his/her possession and criteria which entered into the determination of the student's final grade in the course. The student shall provide the Dean, in writing, the grounds for contesting the grade by the instructor. After receiving and reviewing these materials, the Dean shall meet with the student and the instructor, either jointly or separately, to attempt to mediate the dispute about the contested grade.

Appeal to Grade Appeal Committee. If, after mediation with the Dean as provided above, the student is still dissatisfied with the result, she/he may file a notice of appeal with the Dean, which shall specify the grade requested and provide a written summary of the grounds for appeal to the Grade Appeal Committee. Such notification must be received by the Dean within 10 working days of the day on which the student/faculty member consultation was completed. The process shall be terminated if notification is not received within the 10 working days. Upon receipt of the notice of appeal, the Dean shall forward it and all materials submitted by the faculty member and student during the mediation process to the Vice President of Academic Affairs, the faculty member, and the student. The Provost & Vice President of Academic Affairs, upon receipt of the notice and materials, shall appoint and convene a committee of five persons comprised of three faculty members (at least one and no more than two members from the department/discipline from which the grade appeal originated and a minimum of one from other departments/disciplines) and two students from departments/disciplines outside the originating College/School to serve as the Grade Appeal Committee. The Provost & Vice President of Academic Affairs may request names of potential discipline-based committee members from the appropriate Dean and/or Department Chair. The awarding of grades that are fair and equitable is taken seriously by the University. Therefore, faculty members are urged to view a request to serve on a Grade Appeal Committee as an important obligation and a service to the University which should be refused only under extraordinary circumstances. At its first meeting, the Grade Appeal Committee shall select its chairperson and set the date, time and place for the appeal to be heard, and review appeal materials from the Provost & Vice President of Academic Affairs. The committee shall advise the student and the faculty member of the hearing date. The Grade Appeal Committee may only request clarifying information related to the original documents of the appeal packet. Clarifying information requested from the student/faculty member by the committee should be requested through the Provost & Vice President of Academic Affairs. Any clarifying information gathered by the Provost & Vice President of Academic Affairs will also be shared with the student and/or faculty member.

Hearing. The hearing will take place before the entire Committee. The burden of proof rests with the student who shall, during the course of the hearing on the contested grade, be responsible for presenting evidence to support the claim. The hearing will be informal and the formal rules of evidence shall not be applicable. Oral testimony of witnesses may be presented but is not required. If either the student or the faculty member

presents witnesses, he/she must provide a written summary of the testimony expected of the witness(es) to the Provost & Vice President of Academic Affairs not later than five business days prior to the date of the hearing. The Provost & Vice President of Academic Affairs will then disseminate such information to the committee and each party within three business days. The student or the faculty member may be accompanied by an advisor whose only role in the course of the hearing will be to render advice to the student/faculty member. The student is required to attend the hearing. It is recommended that the faculty member attend the hearing. Should both the student and faculty member attend, they will meet with the committee jointly. The amount of time allotted to each party will be left to the discretion of the committee. The hearing will not be audio, video, or digitally recorded.

Decision. The student will prevail only if at least four of the five members of the committee agree that the relief (grade) sought should be awarded for the reasons stated in his/her notice of appeal and the student's grade be changed. The committee shall report its decision in writing to the Provost & Vice President of Academic Affairs who will then disseminate the decision to the student, faculty member, Dean, and Department Chair (if applicable). The decision of the committee shall be final. If it is the judgment of the committee that the grade be changed, the Provost & Vice President of Academic Affairs shall notify the University Registrar, who will enter the changed grade.

2. School of Law

The grading system normally involves discretion and judgment. All grades come with the presumption that they are based exclusively on the professor's reasonable assessment of the student's academic performance. The fact that another professor might have assessed the student's performance differently does not establish that the grade was improper or unreasonable. Grade review is designed to prevent major deviations from appropriate grading standards and to process substantial complaints. To that end, the grade review process is intended to address improper grades, not to second-guess the judgment of an individual professor.

A student who believes a final course grade awarded by a professor is improper may request review of that grade using the procedure outlined below after the final grade has been posted for that course. A grade is improper if it is based upon reasons other than the student's academic performance.

1. **Consultation with the Professor.** A student must first initiate and participate in a review consultation meeting with the professor of the course by no later than forty-five (45) days after the grade is posted.
2. **Grade Changes.** A faculty member may change a posted grade, only with the approval of the Associate Dean for Academic Affairs, if:
 - there was a posting error,
 - the grade originally assigned was based on an arithmetic, clerical, or calculation error, or
 - a mistake was made in grading the exam or paper that does not reflect merely a change in judgment by the faculty member after rereading the exam or paper. E.g., if a faculty member failed to read part of an answer (written on the back of a page so the faculty member did not see it the first time), a grade change based on reading the overlooked part is permitted. However, if a faculty member concludes that a paragraph in an exam answer which was originally assigned 1 point could have been assigned 2 points, resulting in a change in the overall grade on the exam or paper, the initial judgment cannot be changed once grades are posted.

3. **Grade Review Committee.** After consultation with the professor as outlined above, or in the event the professor is not available to meet during the period described in paragraph 1, the student may submit to the Dean or the Associate Dean for Academic Affairs a written petition for grade review. The petition must state the specific reasons that the student alleges the grade is improper and must include any relevant evidence. The petition must be filed with the Dean or the Associate Dean for Academic Affairs no later than sixty (60) days after the grade is posted.

- a. The Dean or the Associate Dean for Academic Affairs shall furnish a copy of the petition to the professor and allow a reasonable time for the professor to submit a written response to the student petition, if the professor wishes to do so.
- b. The Dean or the Associate Dean for Academic Affairs shall furnish a copy of the student's petition and any response from the professor to the Grade Review Committee, a standing committee that includes the Associate Dean for Academic Affairs and three faculty members appointed by the Associate Dean for Academic Affairs at the start of each academic year. If the grade being challenged was assigned by one of the members of the Committee, that faculty member will recuse themselves from the Committee's involvement in this process.
- c. The Committee may in its discretion ask either the student or the professor to furnish additional evidence and the student and professor may inspect such materials (except those of a confidential nature as determined by the Committee).
- d. The Committee shall review the written statements and evidence and determine whether the student has clearly established that the disputed grade was awarded for reasons other than the student's academic performance.
- e. The decision and any recommendations shall be forwarded to the Dean, who will make the final determination of any further necessary action. The Dean's determination will be binding on both the student and the professor. [Note: If the grade being challenged was assigned by the Dean, the Provost shall make the final determination.]

VI. Class Attendance

These regulations do not apply to the School of Law; Law School class attendance requirements are printed in the Law School catalog.

The value of a college education is enhanced by full participation and attendance in class activities. Because classroom activities are intended to assist the students in the learning experience, it is expected that they will attend class sessions whenever possible.

There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason, each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course. The faculty member's attendance requirements must be included in a course syllabus that is distributed to the class and/or is subsequently available to class members upon request. There is no University-wide attendance policy.

An instructor, after giving due notice to the student, may request withdrawal of a student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question.

VII. Change of Schedules

A. Adding a Class

A student wishing to add a course to his/her schedule may do so on the web when it is available for registration/enrollment. Specific instructions will be available in the appropriate Class Schedule Bulletin or on the web.

A student adding a course to his/her schedule may need for an instructor to place an override or a combination of overrides on the My Washburn account. Placing an override on the student's account provides special approval to enroll for a student who has circumstances which have prevented the student from adding the class. Some types of overrides that may be needed by the student to register include: capacity, class (classification), level (i.e., undergraduate, graduate, law), link (linked courses), corequisite, prerequisite, special (special permission), and time (time conflicts). Students may add a class at any time throughout the registration period prior to the last day to enroll in a course without instructor's permission. After this date, all course additions require the student to utilize the late add process found on the registration screen on the My Washburn account. Courses added after the last day to enroll without instructor's permission require that the instructor provide a late add override through the My Washburn account thereby permitting the student to register if the instructor believes this is appropriate. When an instructor places a late add override on a student account after the last day to enroll without instructor's permission, this single override will take the place of all overrides the student might need and assures the student will be added into the class.

B. Dropping/Withdrawing

1. Initiated by Student: Withdrawing from class(es) or from the University

A student who wishes to withdraw from a course may do so on the web when it is available for registration/enrollment. Specific instructions will be available in the appropriate Class Schedule Bulletin on the web.

The date of withdrawal is determined by the day the withdrawal is processed. Students who cannot complete the withdrawal process on the web must notify the University of their intent to withdraw by sending an e-mail using their MyWashburn account to enrollment@washburn.edu. To verify that the withdrawal process has been successfully completed, students should access their MyWashburn account on-line and view the "Detail Course Schedule" link on the Student Tab. The status will indicate withdrawn and the date the course was withdrawn successfully. The responsibility for initiating and processing withdrawals rests with the student, not the faculty. Failure of the student to officially withdraw requires the instructor to record an "F" grade at the end of the semester/term. Students are responsible for all assessed charges.

Specific dates for withdrawal deadlines are listed in the academic calendar, in the appropriate Class Schedule Bulletin, and on the web using the "last day" deadline link. When a student drops a course, an e-mail is automatically generated and sent to the instructors' MyWashburn account as notification of the drop.

2. Initiated by Instructor

a. Withdrawal for Lack of Attendance

An instructor, after giving due notice to the student, may request withdrawal of a student from a course because of nonattendance during the semester. (Instructors may not initiate or process any other type of withdrawal since it is the responsibility of the student to withdraw.)

The Instructor must inform the University Registrar's Office in writing if the student is being withdrawn for lack of attendance. In such cases the grade W is recorded if the withdrawal is on or before the last day to withdraw. After the last day to withdraw, a student cannot be withdrawn by the instructor.

b. Administrative Withdrawal

Instructors may administratively remove students from the class roster who are inappropriately registered in a class or classes at the completion of registration/enrollment. The most common example of inappropriate registration would be that the student has not satisfied the prerequisites for the course. The instructor may write a memo to the Office of the University Registrar providing the name of the student, his/her student identification number, and the name and course reference number of the class as well as stating the reason for the removal of the student from the class. The request for administrative withdrawal must be submitted by the end of the second week.

c. Changes to an Individual Class

A student may make other changes to his/her class (i.e. change of section; involving pass/fail, audit, or grade status; change in credit hours, etc.) by submitting the change on the web registration form.

VIII. Honors

Washburn has a variety of means to provide proper recognition for outstanding academic success and several programs to encourage highly motivated and talented students to undertake work at the honors level. For information about honors recognition and programs, please refer to the Washburn University Catalog.

IX. Academic Fresh Start

Students who have performed poorly in their first year or two at any regionally accredited post-secondary institution and then withdraw or are dismissed frequently return to school at a later date to resume their education. Unfortunately, their prior academic record often presents a major obstacle to their overall success.

Students who want an opportunity for a fresh undergraduate start at Washburn University, without the handicap of their prior academic record, may apply for admission under Academic Fresh Start within the first term of attendance subject to the following conditions.

A. All previous academic work at any regionally accredited post-secondary institution will be disregarded with respect to Washburn University graduation requirements.

B. The prior academic record remains a part of the student overall academic transcript, but is not carried forward as part of the student's program.

C. The Washburn transcript will indicate "Academic Fresh Start" and the date it was granted.

D. The student will then begin college study again under the current catalog with no credits attempted, no credits earned, and no grade points earned.

E. A person may receive Academic Fresh Start only once.

The Academic Fresh Start policy applies only to the Washburn academic record. A student granted Academic Fresh Start is an entering first-

year student and as such is eligible for consideration for all academic opportunities afforded by Washburn. A student transferring from Washburn University to another institution will have to follow the receiving institution's policy.

To be eligible for consideration of an Academic Fresh Start:

- A. At least three years must have elapsed between the end of the semester in which the applicant was last in attendance at any regionally accredited post-secondary institution and the beginning of the semester in which he/she intends to re-enroll. This three-year waiting period may be waived if course work was completed prior to high school graduation.
- B. Student must petition for Academic Fresh Start within the first term of attendance.
- C. Student must apply for admission through the Office of Admissions.
- D. Student must submit official transcripts from all regionally accredited post-secondary institutions attended.
- E. Application fee paid.

Granting of Academic Fresh Start does not mean the student is eligible for institutional scholarships or financial aid. An individual request for reinstatement of federal aid should be directed to the financial aid office in writing.

Petitions are available through the Office of Academic Advising.

X. Academic Misconduct

See Section 7 of the University Faculty Handbook for details.

XI. Auditors

A person who does not desire credit in a course may attend class as an auditor on approval of the instructor. Auditors enroll for the course and pay the same fee as the students enrolled for credit. The names of auditors are entered on the class roster as evidence of their eligibility to attend class. A student who enrolls as an auditor in a course may change to credit status the first week of classes and may change from credit status to auditor during the first three weeks of classes.

XII. Repetition of Courses

Undergraduate courses may be repeated. Courses for which grades of Ds and Fs are recorded can be retaken without departmental approval; courses for which a grade of C, or pass, or higher are recorded will require departmental approval. The transcript will contain a complete record of all courses taken and grades earned. The repeated and not the original grade will be included in determining the cumulative grade point average. However, after a student has repeated the same course three times, or has repeated three different courses, that student must have the permission of his/her academic dean before repeating any course. Students who are taking graduate courses (excluding law courses) may repeat courses in which they received a grade of C, D or F if the repeat is granted by the dean/chair of the academic unit/department offering the course. The dean/chair must provide a letter to the Office of the University Registrar indicating approval has been given to the student to repeat a graduate course in which a C, D or F grade was received. The transcript will contain a complete record of all courses taken and grades earned, but only the last grade earned in a repeated course will be used to compute the cumulative grade point average. Law students can repeat

only those courses in which they earned an F, unless approval of the faculty Curriculum Committee is obtained in advance. The transcript of a law student will contain a complete record of all courses taken and grades earned, and all grades earned in repeated courses will be averaged to compute the cumulative grade point average.

XIII. Student Perception of Faculty

Student perception surveys may provide helpful information for faculty as they strengthen their teaching techniques. Information from these surveys, along with other methods, is used for the purposes of professional development of teaching, annual evaluations, promotion, and tenure. Schools and departments administer student perception surveys for each course taught.

XIV. Absence of the Instructor from Class

Travel authorization forms are available on-line for instructors who plan to be absent from class because of attendance at professional meetings or because of some other professional activity. These forms provide not only the data for compensation for travel but also serve the purpose of notifying the various offices of such absence from class.

If absence from class is necessary as a result of sudden emergencies such as illness or other unforeseen circumstances, the chairperson and/or dean of the department should be notified in every case and effort should be made to make some arrangement for the class meeting. Classes are dismissed only when no such arrangement can be appropriately made.

Faculty teaching on-line courses must fill out travel authorization forms even though they are not missing a physical class, and for the same purpose: the notification of various offices of absence from teaching duties. On-line faculty should also inform the chairperson and/or dean of the department and students of absences from their presence on class discussion boards and any other activities considered to be continuous as defined by the structure of the class, whether due to professional activity, illness, or unforeseen circumstances. As with face-to-face classes, timely contact with students in discussions and with responses to assignments is part of a faculty member's duties.

XV. Copyrighted Materials for Classroom Use

For the most current guidelines associated with copyrighted materials for classroom use, please link to Washburn University Libraries LibGuide.

XVI. Claims for Damages on University Property

The University, by operation of the Kansas Tort Claims Act (KSA 75-6101 et seq and amendment), may be held liable for damages caused by the negligent or wrongful act or omission of any of its employees acting within the scope of their employment. Employees may also be held liable for tortious acts in the course of their employment.

The University shall provide for the defense of an employee named as a defendant in a civil lawsuit in either his/her official or individual capacity on account of an act or omission in the scope of his/her employment; provided, however, that a request for such defense be made in writing to

the Vice President for Administration within fifteen (15) days after service of process upon the employee.

The University may refuse to provide for the defense if the University determines:

1. The act of omission giving rise to the action was not within the scope of the employee's employment; or
2. Such employee acted or failed to act because of actual fraud or actual malice; or
3. The defense of the action of proceeding by the governmental entity would create a conflict of interest between the governmental entity and the employees; or
4. The request for defense was not made within fifteen (15) days of service of process.

XVII. Participation in Activities

It is assumed that all faculty members will attend faculty meetings and participate in commencement activities in proper academic regalia. All faculty are urged to participate as fully as possible in assemblies, lecture series, concerts, plays, and whatever other activities contribute to the cultural life of the University community.

XVIII. Student Office Hours

In accepting employment at Washburn University, the faculty member accepts the objectives of the University and, among these objectives, the idea of a close association with students on an individual basis. This implies that faculty members are available to students for individual advising. To this end, all faculty members must establish a schedule of student office hours sufficient to meet this obligation and include these on their course syllabi and office door. Syllabi with student office hours must also be posted on the university learning management system. Student office hours should be scheduled at periods when the students are most likely to be able to utilize them. Student office hours should be kept as faithfully and regularly as class hours.

XIX. Committee Responsibilities

Much of the planning and studying of the University's program is done by standing and special committees. They are basic to the shared faculty, administrative, and student organization of the University. Washburn University seeks to encourage the fullest possible participation of the total faculty in such committee activity. On the other hand, election and assignment to committees will be distributed so that the work does not intrude too deeply into the time of any faculty member. During the first year of employment faculty members generally are not given committee responsibility.

XX. Tutoring

A. Faculty Tutoring

Faculty members are encouraged to assist individual students. The degree to which any faculty member wishes to devote time to helping the individual student in academic work must be determined by the faculty member. In no case is a faculty member permitted to accept payment from students for tutorial work.

B. Peer Tutoring

Certain departments are granted funds for organized student, i.e. peer, tutoring. This service is intended primarily to aid beginning students or those in lower-class courses in areas in which tutoring has proven valuable, and in which the student is most vulnerable. Requests for tutoring funds are made to the academic deans.

XXI. Professional Meetings

The faculty are encouraged to participate in state, regional, and national professional meetings. Even though attendance at such meetings conflicts with classroom teaching and laboratory supervision at times, it is essential to professional growth to meet with peers from other institutions in professional discussion and to present professional papers.

Washburn University also favors such meetings on its own campus, and faculty members should invite their respective professional organizations to the campus. In order to prevent serious problems of space utilization, such arrangements should be discussed with the Dean of the appropriate school and cleared by University Scheduling so that conflicts may be avoided. Invitations to the organizations are issued by the President.

XXII. Emergencies

In cases of accident or sudden illness in the classroom or on campus, keep the person as comfortable as possible, do not move him/her any more than is necessary, do not administer liquids to an unconscious person, and do not remove objects that may be embedded in his/her skin. In the event of a life-threatening condition (severe chest pains, gunshot wounds, severe burns, hemorrhaging, severe head injuries, and open (compound) fractures, among other things), call 911 and then contact University Police at extension 1153. Fire department paramedics will respond for treatment and transportation to a hospital emergency room. For any other injuries or illnesses help the individual seek medical attention at Student Health Services in Morgan Hall, Room 140 or contact University Police at extension 1153.

XXIII. University Smoking Policy

See the most current smoking and tobacco use policy at the following link: <http://www.washburn.edu/campus-life/student-activities/policies-forms/tobacco-use.html>

XXIV. Faculty Members as Advisors

Advising is an integral and natural part of teaching and research. At Washburn University advising is under the general direction of the Deans of the various schools and colleges. Each school develops its own program. On occasion faculty members may be asked to assist the Director of Admissions in making new student contacts and in explaining specific programs in their area. Faculty members are urged to cooperate whenever possible.

XXV. Success Week Policy

Success Week refers to the last week of classes (the week before final exams) in a normal 15 week semester. It does not apply to part-of-term courses (condensed courses consisting of fewer than 15 weeks).

For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination must be given during Success Week, it should be given on Monday or Tuesday of Success Week. Assignments worth more than 10% of the final grade or covering more than one-fourth of assigned reading material in the course should not be given or due during Success Week.

B. Major course assignments (extensive research papers, projects, etc.) should be due by the week prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If a major course assignment must be given during Success Week, it should be due on Monday or Tuesday of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades during this week are acceptable.

This policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.

University departments shall not sponsor any meetings of registered student organizations and such organizations shall be encouraged to refrain from conducting any organizational activity or meeting during Success Week.

Instructors may petition their dean or department chair if they believe the policy jeopardizes or impairs their ability to teach.

The deans and department chairs will publicize and monitor this policy.

XXVI. History of Changes to Section 6

2 August 2000

Part III.F.1, Procedure for Contesting Grades, modified to include language referring to graduate programs, and to include specific membership on the appeal committee of graduate students and appropriate faculty when the grade appeal involves a graduate student. Approved by General Faculty, Feb. 3, 2000.

1 August 2004

Due to implementation of an integrated information system, changes in procedures were required to move from manual systems to on-line systems in the following areas (effective Fall 2004):

II - Class Rosters - No longer printed and distributed by University Registrar but available on the web for faculty to print as needed.

III.A, III.D- Grades - In order to allow the integrated system to enforce course prerequisites of C or better, courses completed in pass/fail grading status required differentiation of an earned grade of "D" which is now recorded as a "P" if completed in pass/fail grading status and "CR" if the earned grade is above a "D".

V.B - Dropping/Withdrawing - Students are no longer required to manually complete the withdrawal process and must withdraw themselves on the web.

X - Repetition of Courses - Approved by the Board of Regents, the repeat policy was modified so that the most recently repeated course grade is used when an eligible course is repeated but permission of the student's academic dean is required after the third instance of a repeat (single course repeated three times or three courses repeated once). The

previous policy allowed the use of the most recent grade for the first five repeats and the inclusion of both the original and the repeated grades for subsequent repeats.

15 November 2004

Part III.D. - New Pass/Fail policy approved by General Faculty and Washburn Board of Regents effective Spring 2005. Students who choose to complete a course in A/Pass/Fail grading status are awarded a grade of "A" if that is the grade earned for the course. If a grade of "B" or "C" is earned, "CR" is recorded. If a grade of "D" is earned, "P" is recorded. If a grade of "F" is earned, "F" is recorded. Recorded grades of "A" or "F" are figured in the student's cumulative grade point average. Recorded grades of "CR" or "P" are not figured in the student's cumulative grade point average.

10 June 2005

Part V.A. - Effective Fall 2005, new option added through integrated information system so faculty are able to access the web to allow students to enter their courses late rather than complete a manual paper process to do so.

15 November 2005

Part III.B. - New Incomplete Deadline policy approved by General Faculty and Washburn Board of Regents effective Spring 2006. Unless an earlier deadline is specified by the course instructor, the deadline for completing course requirements when an Incomplete is awarded changed from two weeks before the final examination period of the subsequent semester to the end of the subsequent semester.

18 June 2008

Part III.F.1, Procedure for Contesting Grades, modified to include language directing students who believe their grade was awarded due to discrimination on the basis of race, color, religion, age, national origin, ancestry, disability, sex, marital or parental status or sexual orientation to appeal the grade following the University's procedure for complaints of discrimination instead of the established procedure for contesting grades. Change required based on the "Resolution Agreement" signed by the University with the Department of Education's Office for Civil Rights.

21 July 2008

Part XX - The procedure for handling a medical emergency in the classroom or on campus was revised to reflect the university-approved procedure identified in the Employee Safety Manual.

16 January 2009

Part III.F.1 - Based on a directive from the Washburn Educational Opportunity Officer, a clarification was added to this section which identifies when a student should utilize the existing grade appeal procedure and when a student should use the existing procedure for handling complaints of discrimination.

12 January 2010

Part XXI - The University Smoking Policy was revised to reflect the policy approved by the Washburn Board of Regents.

3 March 2010

Part X - The policy regarding repetition of courses was revised to allow any course to be repeated with the approval of the departmental chairperson of the course which is to be repeated. Approved by the Board of Regents Summer 2009.

11 May 2010

Part III.F.1 - The Grade Appeal Procedure was modified to clarify the process, ease the transfer of communication and to alter the composition of the Committee. Approved by General Faculty 11 May 2010.

24 September 2010

Part III.E. - The Final Examinations section was adapted to incorporate Success Week which limits the course activities which are allowed during the last full week of classes before final examinations. Approved by General Faculty 11 May 2010. Approved by the Board of Regents 24 September 2010.

1 May 2014

Part III.D.4. International transfer credit will no longer be accepted on a graded basis but as CR, P, or NC so the number of graded hours required for a baccalaureate or associate degree has been reduced for students who transfer international transcripts. Approved by General Faculty 24 April 2014. Approved by the Board of Regents 1 May 2014.

26 June 2015

Part III.A. and B. Grades - Adds explanatory information regarding the importance of submitting final grades on time and spells out the new requirement for the three ways of reporting a grade of F. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part III. D. A/Pass/Fail Eliminates the exception regarding allowing PE/KN 198 to be taken A/Pass/Fail in conjunction with a second course in a given semester. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part V.B. Dropping/Withdrawing Changed to reflect the current method of dropping a class. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part VII. Academic Fresh Start Changes reflect updated procedures for implementing Academic Fresh Start. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

Part XV. Participation in Activities Modified to reflect existing practice. Approved by General Faculty 30 April 2015. Approved by Washburn Board of Regents 11 June 2015.

27 April 2017

New Part I - Professional Ethics moved from Section Two to Section Six and updated to latest AAUP statement on professional ethics. Approved by General Faculty 27 April 2017. New Part III - Definition of Student Credit Hour. Specifies that Washburn University conforms to the Council for Higher Education Accreditation (CHEA) proposed definition of a student credit hour. Approved by General Faculty 27 April 2017.

20 June 2017

New Part XXIII - University Smoking Policy. Updated to reflect the new smoking and tobacco use policy. Approved Board of Regents 21 July 2016.

7 May 2018

Part VII.B.2. – Dropping/Withdrawing by Instructor procedure changed to ensure administrative withdrawals are handled in a consistent manner. Approved by General Faculty 3 May 2018.

Part XIII. – Student Evaluation of Faculty changed to Student Perception of Faculty and updated to reflect current practice. Approved by General Faculty 3 May 2018.

Part XIV – Absence of the Instructor from Class – This policy was updated to include absence from online classes. Approved by General Faculty 3 May 2018.

Part XV – Copyrighted Materials for Classroom Use – Outdated policy replaced with link to most current copyright policy which is maintained

in the Washburn University Library as a LibGuide. Approved by General Faculty 3 May 2018.

12 November 2019

Part XXV. Success Week Policy modified to reflect existing practice.

2 February 2023

Part XVIII. Office or Conference Hours policy modified. Office or conference hours are now referred to as student office hours and there was language added regarding posting hours.

3 May 2023

Edits to reflect title and unit name changes.

26 February 2025

Part V.F.2. School of Law updated grade review procedure.

Section 7: Services for and Responsibilities of Students

- I. Academic Advising (p. 64)
- II. Student Health Services (p. 64)
- III. Financial Aid (p. 64)
- IV. Career Services (p. 64)
- V. Counseling Services (p. 64)
- VI. Organizational Advising (p. 64)
- VII. Student Conduct and Disciplinary Code (p. 64)
- VIII. Academic Impropriety Policy (p. 64)
- IX. School of Law Honor Code and Procedure for Law Students (p. 66)
- X. History of Changes to Section 7 (p. 66)

I. Academic Advising

University staff in the Academic Advising Center (Morgan 122) are especially helpful to students who are undecided about programs, or who lack a definite plan upon preparing to return to college. Advisors in the Center assist students and prospective students in making choices about individual courses, planning schedules and choosing majors. They help students gain a better overall understanding of the many academic options offered at Washburn. Academic advising for students with a declared major is conducted by departments.

II. Student Health Services

The University maintains a department of Student Health Services in Room 170 of Morgan Hall. This service is operated primarily for the benefit of students, but assistance is available to faculty members in emergency situations. The University physician and nurse are available from 8:00 a.m. to 5:00 p.m. on weekdays for the purposes of health counseling and the treatment of minor ailments and injuries. This service is provided at no additional charge to students. Faculty members should feel free to refer students to the Student Health Services when they observe the need for medical advice.

A. Health Insurance

Students have available to them a low cost health insurance program. Information concerning health insurance is available in the Student Life Office.

B. Psychiatric Referral

Psychiatric assistance for students is available on a referral basis through Counseling Services or through Student Health Services. Faculty members may refer students who might benefit from such assistance to these departments.

III. Financial Aid

The Office of Financial Aid is located on the first floor in Morgan Hall. Scholarships, grants-in-aid, loans, and a variety of part-time job opportunities are available to students who can qualify. Financial aid policies are established by the Student Financial Aid Committee.

IV. Career Services

Located in Morgan Hall, Career Services provides comprehensive career development assistance for Washburn students. From the freshman deciding on a major or career to the senior or alumnus seeking a full-time career opportunity, Career Services helps with the developmental process through assessments, counseling, presentations, and print and online materials. Individual counseling, assessments workshops, events, and use of the online job search system are free to currently-enrolled Washburn students.

V. Counseling Services

The mission of Counseling Services is to help, in concert with faculty and staff, all Washburn University students to reach their full academic potential by offering student assistance with personal, social and intellectual issues. Counseling Services is located in Kuehne Hall.

VI. Organizational Advising

Each registered student organization is recommended to have a faculty advisor. Sponsored student organizations are required to have a faculty advisor. When serving in this capacity, the faculty member is expected to provide active leadership and advice to the organization.

VII. Student Conduct and Disciplinary Code

Washburn University strives to provide an environment in which students may pursue their educational interests. Students are expected to conduct themselves in a manner which promotes learning and preserves academic freedom for all.

Students are subject to the imposition of sanctions for engaging in prohibited conduct or behaviors independent of any other status they might have with the University. Conduct standards are set forth in writing to give Washburn students general notice of prohibited behavior.

Click on the following link to access the Student Conduct Code (<https://www.washburn.edu/student-life/policies-forms/academic-policies.html>).

VIII. Academic Impropriety Policy

- A. Preamble
- B. The Basic Presumption
- C. Academic Improprieties
- D. Academic Action
- E. Procedures and Appeals for Academic Actions
- F. Procedures and Appeals for Disciplinary Actions

A. Preamble

The grades and credits earned by college students in their courses provide an important measure of the quality and extent of their academic achievements. Preserving the integrity and significance of grades and credits is a professional responsibility of the teaching faculty, but requires the cooperation and support of students. The present policy is designed to assist faculty and students in this task. First, it identifies the basic presumption underlying the integrity and significance of academic grades and credits. Second, it defines as academically improper, and officially forbids, all forms of student behavior that undermine, or that could reasonable be interpreted as undermining, the validity of this

basic presumption. Finally, it requires faculty to take reasonable steps to prevent such behavior from occurring and to take appropriate academic action when it does occur.

B. The Basic Presumption

Grades or credits are fair and equitable measures of academic achievement only on the presumption that the academic work submitted by each student is his or her own and is created under course conditions or rules (e.g., time and resources allowed for the completion of an examination) common to all students in that course.

The moment this presumption's validity is reasonably doubted, the integrity of grades and credits as signs of actual academic achievement is seriously undermined. Therefore, it is incumbent on students and faculty alike to ensure that the validity of the basic presumption is preserved beyond any reasonable doubt.

C. Academic Improprieties

An academic impropriety is any student action that undermines, or could reasonably be interpreted as undermining, the presumption that the academic work being produced or submitted by a student is his or her own, or that undermines, or could reasonably be interpreted as undermining, the presumption that the student is not enjoying, or has not enjoyed, an unfair advantage over other students in the production of the work in question. Thus, an academic impropriety is any action by a student that either actually undermines, or could reasonably be interpreted as undermining, the validity of the basic presumption.

All academic improprieties are hereby officially forbidden.

Academic improprieties may or may not involve dishonesty.

Accordingly, the claim or determination that a student has engaged in academically improper behavior does not always require the claim or determination that the student acted dishonestly.

There are two kinds of academic improprieties: Academic irregularities and academic dishonesties. Each kind is defined below.

All academic improprieties, whether irregularities or dishonesties, require appropriate academic action by the faculty member in whose course the impropriety takes place. Academic action is defined below. Academic dishonesties require, in addition, appropriate disciplinary action by the Associate Vice President for Student Life.

1. Academic Irregularities

An academic irregularity is any form of academic impropriety whose commission by a student does not by itself imply any dishonest motive or intent on the part of the student and which either is expressly described in this document or is both described and prohibited by the course instructor in a syllabus or other announcement.

Although academically irregular behavior does not necessarily involve dishonesty on the part of the student, it does not preclude it either. Thus, an instance of academic irregularity may subsequently be determined to be also in instance of academic dishonesty.

The following actions, unless specifically authorized by the course's instructor are academic irregularities:

a. During an examination, test, or quiz:

(i) Failure or refusal to follow the instructor's instructions concerning seating arrangements or rearrangements during the examination, test, or quiz period.

(ii) Failure or refusal to follow the instructor's instructions concerning the distribution of the examination, test, or quiz period.

(iii) Failure or refusal to stop working on the examination, test, or quiz at the end of the examination, test, or quiz period.

(iv) Communicating in any way, shape, or form with any person other than the course instructor.

(v) Looking at or in the direction of another person's examination, test, or answer sheet.

(vi) Looking at or manipulating books, notebooks, papers, notes, cards, etc. that are not part of the examination, test or quiz materials.

(vii) Looking at or manipulating any written or symbolized material that is not part of the examination, test, or quiz materials.

(viii) Looking at or manipulating radios, tape or cassette players, calculators, or other devices not required or authorized for use during the examination, test or quiz.

b. On all external assignments for course credit (including term papers, research papers, take-home examinations or tests, exercises, independent lab work, etc.):

(i) Failure to turn in the assignment on the day and time it is due.

(ii) Failure to acknowledge the incorporation of another person's work into one's own, including the failure to properly identify as such material that is being paraphrased or quoted.

(iii) Failure to document properly all works consulted, paraphrased, or quoted.

(iv) Submitting the same work for more than one course, unless authorized to do so by the instructors of all the courses in question.

(v) Submitting work previously submitted by another student in an earlier semester, provided that the instructor has retained a copy of the original submission.

(vi) Submitting under one's name a research or term paper bought through the mail from "paper mills," provided that the instructor has a copy of the original work.

This list of examples is not meant to be all-inclusive, but is presented for guidance in defining acts of academic irregularity which, if they are found to have occurred, require academic action by the faculty in whose course they occurred.

2. Academic Dishonesties

An academic dishonesty is any form of academic impropriety whose commission by a student involves a dishonest motive or intent. The following actions are examples of academic dishonesty:

a. Cheating on examinations, tests, or quizzes.

b. Copying from another student's examination, test, or quiz.

c. Using unauthorized materials during an examination, test, or quiz.

d. Unauthorized collaboration with another person during an examination, test, or quiz.

e. Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of, or information about, an unreleased examination, test, or quiz.

f. Bribing another person to obtain a copy of, or information about, an unreleased examination, test, or quiz.

g. Bribing or allowing another person to substitute for oneself to take an examination, test, or quiz.

h. Plagiarism, which shall mean the appropriation of another person's work, with or without that person's consent, and the unacknowledged incorporation of that work into one's own work offered for credit.

i. Collusion, which shall mean the unauthorized collaboration with any other person in preparing work offered for credit.

This list of examples is not meant to be all-inclusive, but is presented for guidance in defining acts of academic dishonesty which, if they are found to have occurred, require academic action by the faculty in whose course they occurred.

D. Academic Action

An academic action is any action undertaken by faculty to prevent the continuation of a student's academically improper behavior or to offset, through an adjustment in the evaluation of the student's course performance, any possible advantage that might otherwise accrue to the student as a result of his or her academically improper behavior.

When it is determined that an academic impropriety has occurred, the faculty member teaching the course in which it occurred may make an appropriate adjustment to the student's grade.

The following are examples of academic actions intended either to prevent the continuation of a impropriety or to offset the advantage gained through an impropriety:

1. Verbal warning to the student that he or she is acting improperly.
2. Instructing the student to move to another seat or desk.
3. Collecting or voiding the student's examination, test or quiz, with or without the opportunity for a make-up. If a make-up is granted, it may include a grade reduction to offset the advantage the student gains from having additional time to study for the examination.
4. Adjusting the grade in an examination to offset the advantage gained by the student by continuing to work on the examination after the examination period has ended.
5. Adjusting the grade in an assignment to offset the advantage gained by the student by submitting the assignment late.
6. Giving a failing grade to, or granting no credit for, the work submitted.
7. Giving the student an F for the course.
8. This list of examples is not meant to be all-inclusive, but is presented for giving guidance relative to appropriate academic action.

E. Procedures and Appeals for Academic Actions

An academic action that does not involve a grade adjustment is not subject to appeal. Nonetheless, at the earliest opportune moment, the instructor should communicate the rationale for such an action to the student or students affected by it.

Whenever an academic action involves a grade adjustment, the instructor shall communicate to the student the nature of the impropriety and the intended academic action, and shall provide the student with the opportunity to be heard. If, after reviewing the situation with the student, the instructor determines that an academic action is required, he or she shall so notify the student.

The instructor shall keep a record of the nature of the impropriety, of the time and date of its occurrence and, if applicable, of any relevant

evidence. The instructor shall also keep a record of the academic action taken and of its rationale.

When the impropriety is an irregularity, but the faculty member has reasons to believe that it also constitutes an attempt by the student to improve his or her grade or course standing by dishonest means, the faculty member may file a complaint with the Associate Vice President for Student Life. Investigation of the complaint, in accord with the provisions of Washburn's Student Conduct Code, may or may not result in a disciplinary sanction imposed on the student by the Associate Vice President for Student Life or by the Appeals Board. In no case, however, is the academic action for the irregularity dependent on the outcome of the disciplinary investigation. If the investigation results in a finding of dishonesty, the faculty member may take additional academic action to supplement the original one.

When the instructor believes an academically dishonest action has occurred, but the action is not an instance of academic irregularity, the instructor should file a complaint with the Dean of Students. The instructor cannot take academic action unless a complaint is filed and the investigation the complaint leads to a determination of dishonest or guilt.

A student who believes that an academic action is unjustified or excessive may request mediation first by the department chair or area head and then by the Dean of the College or School. In both cases the mediator serves as an advisor only and the student has no further recourse unless the action demonstrably affects the course grade earned, the dissatisfied student, in accord with the established procedure for contesting course grades may petition the Provost & Vice President of Academic Affairs to convene and chair a committee for the final determination of the matter.

F. Procedures and Appeals for Disciplinary Actions

Disciplinary action necessitated by academically dishonest behavior is imposed either by the Associate Vice President for Student Life or by the Appeals Board. It is not imposed by the instructor in whose course the dishonest behavior took place.

The procedures and appeals for disciplinary actions are covered in the University's Student Conduct Code.

IX. School of Law Honor Code and Procedure for Law Students

The School of Law has adopted an Honor Code which all law students are expected to follow.

X. History of Changes to Section 7

8 August 2006

Updated Student Conduct Code which was approved by the Board of Regents 10 April 2002

29 June 2016

Updated all references from Dean of Students to Associate Vice President for Student Life

7 May 2018

Replaced dated School of Law Honor Code with a link which is maintained with the most current version of the Honor Code. Approved by General Faculty 3 May 2018.

13 September 2019

Part VII. Student Conduct and Disciplinary Code modified. Deleted Student Conduct Code policy language and added an embedded link to the most current version of the Student Conduct Code available online.

3 May 2023

Edits to reflect title and unit name changes.

Section 8: Governance of Major Academic Units

- I. Governance Structure of the College of Arts and Science (p. 68)
- II. Governance Structure of the School of Law (p. 71)
- III. Governance Structure of the School of Applied Studies (p. 72)
- IV. Governance Structure of the School of Nursing (p. 73)
- V. Governance Structure of the School of Business (p. 74)
- VI. History of Changes to Section 8 (p. 75)

I. Governance Structure of the College of Arts and Science

- A. Composition and Responsibilities of the College Faculty
- B. Academic Departments
- C. Divisions
- D. College Faculty Council
- E. Dean of the College

The College of Arts and Sciences is the core of Washburn University, providing an environment in which all students may obtain a liberal education within an urban setting. Maintaining a standard of excellence in all of its programs, the college strives to motivate and challenge students to develop creative thinking, aesthetic awareness, and discriminating judgment, as well as a sense of purpose and a zeal for continued independent and formal learning.

A. Composition and Responsibilities of the College Faculty

1. Composition

The voting faculty of the College of Arts and Sciences shall consist of the president, the provost & vice president of academic affairs, the dean of the college, and full time members of the university who hold faculty appointments in the College of Arts and Sciences with the rank of professor, associate professor, assistant professor, or instructor.

2. Responsibilities

a. Subject to conformity with established university policies, the faculty shall initiate, institute and review college policies governing admission, retention and dismissal of students, curriculum design and requirements, methods of conducting its educational programs, faculty status and related personnel matters, the selection, evaluation and retention of the dean and chairpersons, and the use of resources.

b. In accord with its policies, the faculty shall be responsible for implementing the curricula and awarding degrees. The faculty also makes recommendations concerning appointments, reappointments, decisions not to reappoint, promotion, granting tenure and dismissals of faculty members, selection, evaluation and retention of the dean and chairpersons, and, rules and structures under which the college functions. The faculty participates in the college's planning process and accreditation efforts.

c. To insure the principle of shared governance and to promote effective coordination between the college faculty and the college dean, decisions affecting the college should follow from deliberations between the two. The faculty recognizes the expertise and the responsibilities of the dean regarding such administrative matters as the budget, allocation of resources, compensation, scheduling, and communication. The dean

recognizes the expertise and the responsibilities of the faculty regarding such academic matters as the curriculum, faculty status, tenure, and promotion.

3. Conduct

a. The faculty of the college shall meet at least once each semester to hear a report from the dean concerning the affairs of the college and to consider matters for its approval. The dean shall preside and a secretary, elected annually from the faculty, shall maintain a record of the proceedings. Reports, minutes, and documents shall be preserved in accordance with university policy.

b. The college faculty may exercise its responsibilities through a representative College Faculty Council and its related committees. However, policies and guidelines involving changes in graduation requirements, in degrees and majors, in faculty status, and in college governance shall be forwarded to the college faculty for approval.

c. Action by the faculty or the College Faculty Council shall be binding:

i. Unless the dean of the college shall not concur, in which case the dean shall promptly communicate for the record reasons for nonconcurrence and request reconsideration by the faculty or its council. In the rare instances where the dean and the faculty or its council reach an impasse on matters of policy and action, the position of the faculty or its council and the dean's statement of nonconcurrence shall be forwarded for action to the provost & vice president of academic affairs.

ii. r, in the case of action by the College Faculty Council, unless challenged by a petition signed by no less than 10% of the college faculty and presented to the dean, who shall bring it before the college faculty for disposition at its next meeting. If specified in the petition, a special meeting of the college faculty shall be called for the consideration of the matter in question.

4. The College Promotion and Tenure Committee

The college promotion and tenure committee (CPTC) is advisory to the dean of the college and consists of one member elected from each division for staggered two-year terms. Selection of replacement representatives of the CPTC shall remain the responsibility of that representative's division. The members elect a chairperson from their number for a one-year term. Tenure and promotion petitions together with the recommendations of the departmental committee and the department chairperson are examined and a recommendation made to the dean based upon the committee's decision as to whether or not the petition demonstrates that the candidate has met the standards in each of the criteria: teaching, research and scholarship, and service.

B. Academic Departments

1. Authority and responsibilities of the department

a. Academic departments are composed of faculty members of the College of Arts and Sciences who hold faculty appointments in the department and report through the department chairperson to the dean of the college.

b. According to university policy, leadership of the department is assumed by the chairperson. The departments are responsible for the implementation of teaching by developing and reviewing curriculum and administering major, minor, and optional minor requirements; advising students; making recommendations concerning faculty appointments, retention, tenure, and promotion; encouraging and supporting scholarly

activity and professional service; initiating the purchase and maintenance of equipment and other materials; initiating acquisition of library holdings; initiating and responding to contacts with prospective students; and preparing budgets necessary to carry out these responsibilities.

c. Chairpersons shall regularly convene department members for information, discussion, and review and development of departmental policies. Policy decisions shall reflect this collegial process.

2. Authority and responsibilities of individual faculty

a. The authority of each faculty member is derived from appointment to an academic department within the university by the Board of Regents.

b. Each is responsible for the mastery of, and continuing contribution to, a scholarly discipline; the competent transmission of the discipline to students; and the exercise of professional judgment concerning curriculum, instructional methods, departmental equipment and material, quality of scholarly activity, faculty status, and those aspects of student life which relate to the educational process.

c. Faculty members are also answerable to their colleagues, their chairperson, and the dean for orderly and competent discharge of their responsibilities.

3. Department role in matters of faculty status

The department plays a major role in recruiting its faculty members, in encouraging their professional development, and in determining their status in retention, tenure and advancement.

a. The procedures and role for departments in recruiting new faculty are established by university policy (see University Faculty Handbook, Section 2.V., and Sections 3.I., II., III.A.).

b. Each department and its chair shall provide guidance for all its members through formal reviews and informal counseling.

1. Reviews shall be based on professional assessments of teaching, research and scholarship, and service in accord with university and departmental policies.

2. Records of formal reviews shall be maintained by department chairs in accord with university policies.

C. Divisions

1. Responsibilities of the divisions

a. Divisions within the college are the faculty of clusters of academic departments. Divisions:

i. serve as conduits of information between the faculty and the dean, between the faculty and the College Faculty Council, and between the divisions and their elected representatives;

ii. provide a forum for discussing college and/or university issues pertaining to the members;

iii. elect representatives to appropriate college and university standing and ad hoc committees;

iv. review and make recommendations concerning curriculum changes proposed by departments within the division.

b. The composition of divisions is based on academic relationships. Current divisions include humanities; social sciences; natural sciences,

mathematics and computer information sciences; creative and performing arts; and education/kinesiology. Changes in the number and composition of divisions are the responsibility of the college faculty.

c. Divisional conduct

i. Each division shall meet regularly, establish its own rules of procedures, and elect its chairperson and secretary from among its membership.

ii. Each division shall review any curriculum change proposed by member departments. Changes requiring review include the addition or dropping of courses and changes in course level or credit. The division's recommendation shall be determined by a majority vote of the division's faculty who are present and forwarded with the proposal to the dean.

2. Responsibilities of the division chairperson

Divisional deliberations shall be presided over by an elected chairperson from among its own members for a term of two years. Individuals may not serve more than two consecutive terms and no member of the same department may succeed another as division chairperson. Chairpersons shall represent their divisions in the College Faculty Council as voting members.

D. College Faculty Council

1. Composition

Voting members of the faculty council shall include one representative from each academic department within the college, the elected chairpersons of each division, and the dean of the college, who shall be the council's presiding officer.

a. Departmental representatives shall be elected annually by the voting members of the department. Department representatives may serve no more than three terms consecutively.

b. Terms and procedures for selecting division chairpersons are provided for in section 8.I.D.2.

2. Responsibilities

As provided in section 8.I.A.3.b., the College Faculty Council is the agent of the college faculty, subject to conditions expressed in section 8.I.A.3.c.

3. Conduct

a. The council shall meet regularly, establish its own rules of procedures, and elect its secretary from among its membership. It shall consider matters relevant to its jurisdiction brought to it by individual college faculty, the president, the provost & vice president of academic affairs, the dean, department chairpersons, or its established committees. The council may make recommendations concerning resources needed for the conduct of its obligations.

b. The secretary shall maintain an accurate record of the proceedings and actions of the council and its various committees, transferring to the university archives non-current records. The secretary shall distribute agenda notices of council meetings and minutes of meetings to the faculty of the college.

4. Committees

In acting as the agent of the faculty of the College of Arts and Sciences, the College Faculty Council (CFC) recognizes that its work may be effectively conducted through committees. The council shall determine

the membership of the standing committees of the council; these committees, with the exception of the student academic appeals committee, shall elect chairs from among their own membership. The standing committees include the committee on committees, the curriculum committee, the professional development committee, the resources committee, and the student academic appeals committee. The council may impanel additional committees with specified responsibilities from among the membership of the college faculty.

a. Composition of committees

- i. The CFC committee on committees (COC) is composed of division chairpersons.
- ii. Membership on the professional development, resources, and curriculum committees is to be broadly representative of the college.
- iii. Unless otherwise specified, each committee term is for one academic year.
- iv. The student academic appeals committee consists of the dean of the college (or the dean's designated representative) as chairperson; two members from each division elected for staggered two-year terms and three students matriculated in the College of Arts and Sciences, appointed yearly by the president of the Washburn Student Association.

b. Procedures for establishing committee composition

- i. The CFC committee on committees (COC) shall prepare and present a slate of nominees for membership on the CFC committees to the CFC and the college faculty for approval.
- ii. To assure the orderly impaneling of both the CFC and its committees, departments and divisions shall elect their representatives to the CFC prior to April 15 and submit the names of these representatives to the current secretary of the CFC.
- iii. Prior to April 22, the current chairperson of the COC shall convene the new members of the COC for the next academic year. The COC shall then elect a chair from among its membership, determine the number of members needed for each CFC committee, solicit committee preference from among the members of the newly elected CFC, make nominations in light of those expressed preferences, and assure that the membership of each committee is broadly represented from across the college.
 - (a) Each member of the CFC shall serve on a standing committee, unless that member requests not to be nominated.
 - (b) If in the interest of balancing expertise and representation, the COC needs to expand any committee's membership from outside the CFC, it shall nominate additional members from among the college faculty.
- iv. The COC shall present its slate of committee members to the newly elected CFC for its approval at the May meeting.
- v. The CFC slate shall be presented to the college faculty at its first fall meeting for ratification. Additional nominees may be made and approved at that time.

c. Responsibilities of committees

- i. The committee on committees shall establish committees as outlined above in section 8.I.E.4.b. If a vacancy occurs on one of the CFC committees, the COC shall name a replacement, subject to the confirmation of the CFC. Whenever the college is required to designate or elect faculty from among its membership to university committees for which nominations and/or election procedures are not otherwise

provided, the COC shall serve as the nominating committee, subject to the confirmation of the CFC.

- ii. The curriculum committee shall recommend to the council policies on: academic priorities, degree requirements and standards; academic major requirements; the awarding of academic credit and honors; and those matters of curriculum assigned to it by the council. The curriculum committee shall recommend action on departmental initiatives concerning new programs, program changes, and the addition, modification, or deletion of courses.

- iii. The professional development committee shall recommend to the council policies concerning the following personnel matters: faculty support and evaluation in the areas of teaching, research and scholarship, and service; faculty teaching loads; faculty grievances; selection, evaluation, and retention of chairpersons and the dean; and other personnel issues assigned by the council.

- iv. The resources committee shall review policies and past allocations, recommend revisions of them, and act upon other matters concerning resources as they are assigned to it by the council. The resource matters routinely assigned to this committee shall include those of faculty compensation and benefits.

- v. The student academic appeals committee acts on all student academic appeal requests except changes of grade.

E. Dean of the College

1. Authority and responsibilities of the dean

- a. The dean is the chief administrative and academic officer of the College of Arts and Sciences. The dean's leadership role is supported by delegated authority from the board, the president, the vice-president for academic affairs, and the faculty of the college. The dean is directly responsible to the provost & vice president of academic affairs.

- b. The dean in consultation with the faculty directs and supervises the academic programs within the College and is responsible for staffing, budgeting, research, and faculty development in the departments within the college. It is the dean's responsibility to work directly with the vice president for academic affairs on long-range planning and budget allocations for the academic units of the college. The dean has principal administrative responsibility for the operation of all the College of Arts and Sciences programs.

- c. The dean provides leadership and vision in matters of academic achievement and policy development and its implementation. The dean shares with the college faculty the following responsibilities: a) defining and attaining academic goals; b) developing, reviewing and implementing academic policies, budget priorities, and allocation of resources; c) coordinating the communication system linking components of the College; and d) making recommendations concerning faculty status and salaries.

- d. In matters of policy development, the dean shares responsibility with the college faculty, department chairs, College Faculty Council, and appropriate members of the College. In matters of policy implementation, the shared responsibility shall be exercised by the chair and faculty of each academic department, with the support, guidance, and supervision of the dean. In matters of communication, the shared responsibilities shall be exercised through the concerted actions of the dean, the division chairs, the department chairs, and the faculty.

2. *Matters of non-concurrence*

The power of review and final decision on all matters internal to the college is delegated to the dean by the board through the president and the provost & vice president of academic affairs. If the dean does not concur with the college faculty, or its council, the dean will communicate the reasons in written form to the same. The faculty shall have opportunity for further consideration of the matter, and may transmit its views to the vice president of academic affairs, or, when necessary, to the president and the board of regents.

3. *Role of the college faculty in the search for and evaluation of the dean.*

The college faculty has both the right and the obligation to make recommendations in the search for and evaluation of the dean.

a. Search for the dean

i. The provost and vice president of academic affairs shall notify faculty and its council when it is necessary to appoint a new dean. The CFC may make recommendations concerning the time-line and search procedures.

ii. The dean selection committee (DSC) shall include faculty representatives from the college: one representative shall be a departmental chairperson elected by the department chairs and one representative from each division elected from among its own members. The representatives shall report periodically to the college faculty, or to its divisions, on the status of the search.

iii. The DSC shall include one student with a declared major in the college who shall be appointed by the Washburn Student Association upon notification by the vice president of academic affairs.

iv. The provost and vice president of academic affairs may serve as a non-voting member of the DSC.

v. The DSC shall elect its own chairperson. The DSC shall comply with established University search procedures.

vi. The DSC shall invite the faculty to nominate candidates. Nominations from the faculty shall be made in writing to the DSC.

vii. The committee shall recommend to the vice president a minimum of three candidates.

viii. The provost and vice president of academic affairs shall invite at least three candidates for a campus visit. Each visiting candidate shall meet and confer with the president, the provost and vice president of academic affairs, and the DSC. In addition, the faculty, chairs, and students of the college must have ample opportunity to interview and confer with each candidate.

ix. After all campus visits have been completed, the DSC shall invite individual faculty recommendations. Individual college faculty members may make recommendations to the DSC, preferably in writing.

x. The DSC shall forward to the provost and vice president of academic affairs its recommendation together with the recommendations received from faculty members. The DSC may rank candidates in its recommendation, and the members of the committee may submit separate individual recommendations to the vice president of academic affairs.

xi. The dean is finally chosen by the president based upon the recommendations of the provost and vice president of academic affairs,

the other deans, the DSC, and individual faculty. The final selection of the dean is subject to the approval of the board of regents.

b. Faculty evaluation of the dean

i. Based on the description of the dean's responsibilities as stated in section 8.I.F.1, the college faculty shall evaluate the performance of the dean during the third year in office and every three (3) years thereafter. Recognizing the unique working relationship which exists between the dean and the chairpersons, a separate evaluation committee shall be constituted to represent the chairpersons' evaluation of the dean. Therefore, two separate evaluation committees shall be constituted to complete the evaluation process.

(a) The members of the CFC shall establish a dean evaluation committee.

(b) The department chairpersons shall establish a dean evaluation committee.

ii. The CFC evaluation committee shall distribute the evaluation form approved by the CFC to each faculty member (excluding chairpersons) of the College of Arts and Sciences. The chairpersons evaluation committee shall distribute its evaluation form to each department chairperson in the College of Arts and Sciences.

iii. Both committees' duties include collecting, analyzing, interpreting, and summarizing all data gathered via the dean evaluation form. Each committee will prepare a report including a summary of methods of obtaining information, a summary and interpretation of findings, pertinent recommendations, and an overall evaluation. Additional evaluation materials may be gathered by either committee to be offered as an addendum to the interpretation of results.

iv. A written summary of the CFC evaluation committee's report shall be forwarded to the CFC for approval. The chairman of the evaluation committee shall preside for the presentation and discussion of the committee report. The dean will be excused for this meeting. Following approval, copies of the report shall be forwarded to the dean, who shall have the opportunity to file a statement regarding the committee's report. The evaluation and the dean's response shall be sent to the provost and vice president of academic affairs.

v. A written summary of the chairpersons' committee for the evaluation of the dean shall be forwarded to the dean, who shall have the opportunity to file a statement regarding the committee's report. The evaluation and the dean's response shall be sent to the provost and vice president of academic affairs.

II. Governance Structure of the School of Law

A. Curriculum Committee

1. Purpose

a. To review suggestions and make recommendations to the full faculty concerning policy changes and/or additions in the Law School curriculum.

2. Responsibilities

a. Review student requests for transfer credit petitions.

b. Review suggestions and requests for additional courses or revisions in existing courses and to submit all recommendations to the full faculty for approval.

c. Monitor compliance with ABA standards related to curricular offerings

3. Membership

Five faculty members appointed by the Dean.

B. Faculty Recruitment Committee

1. Purpose

a. To help select highly qualified candidates for Law School teaching positions by developing a recruitment plan and actively recruiting for the position.

2. Responsibilities

- a. Coordinate with Human Resources to get job postings approved and to track applications received.
- b. Implement the recruitment plan to attract a robust pool of qualified applicants to the position posting.
- c. Review resumes and application materials for teaching positions.
- d. Select candidates to be interviewed.
- e. Interview candidates and select those individuals to be interviewed by full faculty.
- f. Make recommendation to the full faculty on who to hire.
- g. Follow the law school Hiring Communications Policy.

3. Membership

Dean, four faculty members appointed by the Dean.

C. Admissions and Scholarship Committee

1. Purpose

a. Make major policy decisions and review applicants for admission to the Law School.

2. Responsibilities

- a. Review applicant files as determined by the Dean and the person in charge of Admissions.
- b. Consider data as submitted by Law School Admissions Council.
- c. Make decisions concerning admittance of Law School applicants and transfer students.
- d. Coordinate with the Dean regarding award of individual scholarships.

3. Membership

Three faculty members appointed by the Dean, plus the person in charge of Admissions (non-voting).

D. Faculty Development

1. Purpose

To consider professional development projects and policies for Law School faculty.

2. Responsibilities

- a. Make recommendations for future professional development projects and plans to full faculty.
- b. Review and consider professional development of the entire Law School faculty.

3. Membership

Three faculty members appointed by the Dean.

E. Law Journal Committee

1. Purpose

To set policies and make recommendations for Law Journal Program.

2. Responsibilities

- a. Advise Law Journal board members and staff as needed.
- b. Assist in selection of new Law Journal editors for each academic year.

3. Membership

Three faculty members appointed by the Dean.

F. Sabbatical Committee

1. Purpose

To review applications by law faculty members for academic sabbaticals.

2. Responsibilities

Recommend to the Dean in rank order applications by faculty members for academic sabbaticals

3. Membership

Three faculty members who previously have received sabbaticals, appointed by the Dean.

G. Strategic Planning Committee

1. Purpose

To develop and revise a strategic plan for the law school.

2. Responsibilities

- a. Coordinate with faculty about goals for the institution.
- b. Make recommendations to the Dean and faculty.
- c. Discuss and evaluate IRA data analysis.

3. Membership

Dean; four faculty members appointed by the Dean.

H. LL.M. Committee

1. Purpose

To support LL.M. students throughout their education.

2. Responsibilities

- a. Coordinate with Admissions Office to oversee review of LL.M. applications.
- b. Coordinate and oversee the LL.M. student orientation program.
- c. Advise LL.M. students as necessary.
- d. Refine as necessary policies related to the LL.M. program.

3. Membership

Four faculty members appointed by the Dean.

I. Diversity Committee

1. Purpose

To increase institutional diversity, equity, and inclusion.

2. Responsibilities

- a. Spearhead and coordinate programming and events to enhance DEI.

3. Membership

Three faculty members appointed by the Dean.

III. Governance Structure of the School of Applied Studies

A. Mission Statement

The School of Applied Studies has the primary function of offering quality career oriented programs in areas which respond to community and state needs.

The mission for the School of Applied Studies will be accomplished when all graduates are:

- Holistic Learners who demonstrate a basic knowledge and understanding of the arts and sciences.
- Lifelong Learners who are committed to continuing education and scholarship.
- Competent Individuals who possess the necessary skills for entry-level employment.
- Complex Thinkers who have the ability to problem solve, analyze, synthesize, and evaluate.
- Informed Individuals who are sensitive to cultural diversity.
- Effective Communicators who have the necessary verbal and written skills to work in our global society.
- Responsible Individuals who demonstrate commitment to professional values and ethics.
- Technologically Literate Individuals with applications skills relevant to their profession.

B. Curriculum Committee

The School's Curriculum Committee has the responsibility to assist the faculty and Dean of the School in achieving and maintaining the highest possible academic standards.

The Curriculum Committee will have the authority to review all new courses and programs (majors) and all major changes in courses and programs (majors). The Committee shall request that regular minutes and recommended actions be approved by the Faculty Council of the School and the Dean of the School. The Committee shall have the additional responsibility of planning the curriculum evaluation activities of the School.

The Committee shall be composed of five faculty members representing each department within the School. Members are appointed on an annual basis to staggered terms. The Assistant/Associate Dean serves as Chair of the committee.

C. Standing Committees

Certificate and Awards Ceremony
Committee Scholarship Committee
Promotion and Tenure Committee

IV. Governance Structure of the School of Nursing

A. Policies and Procedures

MEMBERSHIP and VOTING

The faculty of the SON consists of the President, Provost & Vice President of Academic Affairs, the Dean, the Associate Dean, and all full time faculty members with the rank of Lecturer or higher. Adjunct and part-time faculty members shall have voting privileges.

The School of Nursing (SON) Governance Committee (SGC) shall serve as a committee-of-the-whole and as the major decision-making body of the School of Nursing for non-academic and general policies. The purpose of

SGC is two-fold: for decision making for School and University matters; and to elect faculty representatives to University committees. The SGC shall take action on recommendations forwarded by any SON committee.

All faculty members constitute the membership of the SON Governance Committee (SGC). The chair of SGC must be a full- or part-time faculty member and will be elected by faculty to serve a 2-year term. The chair shall develop and publish the agenda at least 24 hours prior to the meeting. Requests for items to be on the agenda shall be submitted to the chair at least two days prior to the meeting. The chair of SGC is elected at the last SGC meeting of the academic year. The SGC meets at least twice each semester. Special meetings may be called by the chair upon request by either the Dean, SGC Chairperson, or three members of the faculty. Members must be alerted to special meetings by email notice at least 48 hours in advance. All members of SGC have full voting privileges. Members may request voting to be completed by written ballot. A majority of full and part-time faculty will constitute a quorum. Recommendations for action shall come to SGC through committees or by individuals. Policy revisions or adoptions shall pass with a simple majority vote. Written reports of all SON Committees shall be published with the SGC agenda and provided to all members. The SON Administrative Assistant will serve as recorder for SGC and faculty assembly meetings. The chair of the SGC will be elected by the entire voting faculty to serve a 2-year term. Election of the chair is held at a spring SGC meeting in odd-numbered years (2009, 2011, 2013, etc.

(Section approved October, 2016)

All faculty may serve as chairs of any SON Committee. The Promotion and Tenure Committee membership is comprised on tenured faculty only *(September, 2016)*.

Committee chairs will be chosen by members of their respective committees unless otherwise specified within a particular committee. The committee chairs will serve the academic year. Recorders are elected by the membership of the committee, unless otherwise stated.

The SON has committees that have delegated functions and consists of Academic Graduate, School-wide, School and Faculty Welfare, Student Welfare, and Academic Undergraduate committees.

The Academic Graduate committees include:

- Graduate Education
- Graduate Admissions, Progression, Retention
- Nurse Practitioner Faculty Committee
- The School-wide committees include:
 - Assessment
 - International Study
 - Simulation
 - Health Clearance*

The School and Faculty Welfare Committee include:

- Continuing Ed*
- Faculty Enrichment*
- Alumni Relations
- Social*
- Promotion and Tenure
- Policy & Procedure

- Graduation
- Faculty Assembly

Student Welfare Committees include:

- Dean's Council, which includes which includes representatives from the Student Nurses of Washburn (SNOW).
- Academic Undergraduate committees include:
- Undergraduate Education
- Undergraduate Admissions, Progression, Retention
- Honors*

Ad hoc committees* are appointed by the Dean for specific functions for no more than two academic years. Should an ad hoc committee be required for more than two years, SGC will consider making the committee a Standing Committee. (Effective 10-15-2016)

V. Governance Structure of the School of Business

The governance structure consists of the Dean, Associate Dean, directors, the Faculty Chair, committees, and the faculty as a whole. The Dean is the executive officer for the School of Business and reports to the Provost & Vice President of Academic Affairs (see Section 1.V.D). The Associate Dean's responsibilities are assigned by the Dean. Both the MBA and MAcc programs have faculty directors. The Associate Dean, program directors, Director of Student Affairs, and the Director of the Washburn University Kansas Small Business Development Center report to the Dean. The Dean and Associate Dean work with the faculty committees, the Faculty Chair, and Directors to accomplish the goals and objectives of the School.

Committees act as advisory to the Dean and also review (and/or initiate) various proposals and initiatives. Their proposals and reports are referred to the Faculty, Coordinating Committee, or Dean as appropriate.

Present Committees are:

- Coordinating
- Planning and Review
- Student Affairs
- Curriculum
- Faculty and Personnel
- Promotion and Tenure (ad hoc)
- Task

The chairpersons of the Planning and Review, Curriculum, Student Affairs, and Faculty and Personnel Committees are elected by the members of the respective committees. The Chairperson of each committee is usually a carry-over member. Appropriate membership is determined by the Coordinating Committee.

The School also has a major nonacademic unit, the Washburn University Kansas Small Business Development Center. The WUKSBDC functions include training programs, counseling and research and information services. There are important areas of interaction between the WUKSBDC and faculty such as serving as consultants and instructors for training programs.

A. Committee Purposes and Responsibilities

The general purpose of all committees is to establish and modify policies and processes for adapting and responding to the dynamic internal and external operating environment of the School of Business, including compliance with AACSB standards. Committees may solicit input from School of Business stakeholders. Other duties may be assigned to the Committees as needed by the coordinating committee or the Dean.

1. Coordinating Committee

The Coordinating Committee is composed of the Dean, Associate Dean, and Faculty Chairperson, Graduate Program Directors, the Chairpersons of the Planning and Review, Curriculum, Student Affairs, and the Faculty and Personnel Committees. The Dean serves as Chair of this Committee.

The Coordinating Committee is primarily responsible for developing, implementing, evaluating and modifying the processes for:

1. Nominating School of Business committee membership (subject to faculty approval).
2. Coordinating the activities of all committees.
3. Ensuring committee compliance with the School of Business mission statement and committee responsibilities.
4. Responding to unforeseen issues as appropriate.

2. Planning and Review Committee

Planning and Review Committee is primarily responsible for the processes of developing, reviewing, modifying, and monitoring the implementation of the School's

1. Mission statement.
2. Strategic plan.
3. Academic programs.
4. Compliance with AACSB Standards related to Mission and Strategic Management.

3. Student Affairs Committee

This committee is primarily responsible for developing, implementing, evaluating, and modifying the processes for:

1. Marketing and recruiting new students, and placement of graduating students.
2. Maintaining and reviewing academic and behavioral standards for students.
3. Advising students.
4. Awarding scholarships to students.
5. Encouraging development of School of Business Student Organizations
6. AAACB Standards compliance related to Student Affairs

4. Curriculum Committee

This committee is primarily responsible for:

1. Reviewing and making recommendations to the faculty for the graduate and undergraduate curriculum.
2. Evaluating all new program proposals, course proposals and revisions and making recommendations to the faculty
3. Evaluating course content as it relates to Student Learning Outcomes (SLOs), and documenting compliance with the School of Business Assurance of Learning process.
4. Evaluating course content to ensure consistency in the core courses.

5. Preparing and reporting the SOBU annual assessment report.
6. Documenting compliance with and reporting on AACSB Standards as related to Curriculum and Assurance of Learning Standards.

5. Faculty and Personnel Committee

This committee is primarily responsible for:

1. Developing and modifying processes and procedures for appointment, evaluation, and tenure and promotion of faculty.
2. Developing, maintaining, and promoting programs that enhance faculty performance.
3. Review and maintenance of the School's Journal Quality List.
4. Periodically evaluating and refining procedures for recruitment and retention of faculty.
5. Monitoring the AACSB Standards related to faculty and personnel issues and recommending changes in SOBU policies and procedures to ensure compliance with those standards

6. Promotion and Tenure Committees (*Ad hoc*)

Committees are created, as needed, according to the School's Promotion and Tenure policies.

These committees are primarily responsible for reviewing applications for tenure/promotion of faculty members.

1. Review applications for tenure/promotion of faculty members.
2. Provide individual, written recommendations to the Dean for approval or rejection of applications for promotion/tenure.
3. The senior ranking member of the Committee will normally serve as Chair of the Committee

7. Task Committees

These committees will be formed to perform specific duties. Task committee duties will be a subset of the assigned activities of one or several permanent committees and will require oversight by the permanent committees. Any member of the administration or faculty of the School of Business can propose a task committee by presenting a written proposal to the Coordinating Committee for approval. The proposal must include: a. the specific responsibilities, outcomes, and name of the proposed task committee, b. the reporting relationship of the task committee with pertinent permanent committees, and c. the expected duration of the task committee. Task Committees will be established only after approval of the Coordinating Committee. The chair and the members of the committee will be solicited and appointed by the Coordinating Committee. A Task committee will disband after the assigned task is complete

B. Selection of Committees

The Coordinating Committee offers nominations for committee positions on the Planning and Review, Curriculum, Student Affairs and Faculty and Personnel committees in the Fall semester for the academic year. The nominations are presented to the whole faculty for amendment as necessary and approval. Committee assignments are reviewed on an annual basis, with a comprehensive review to occur every five years.

Faculty preferences will be considered when assigning committee membership.

Promotion and Tenure committees are established annually. Individual committee membership will be in accordance with Section III.B.4d. The

Associate Dean will call an organizational meeting of eligible committee members.

C. Faculty Meetings

The Faculty Chairperson is elected by all full-time faculty in the spring semester for the following academic year.

The Faculty Chairperson presides over all faculty meetings.

Faculty meetings can be called by any of the following:

1. The Dean of the School of Business
2. The Faculty Chairperson
3. At least three faculty members.

In faculty meetings, the faculty:

1. Receive reports from the Dean and others.
2. Review proposals forwarded by School committees, and provide approval recommendations to the Dean.
3. Elect the faculty chairperson and SOBU representatives on the Faculty Senate and University-wide committees.

VI. History of Changes to Section 8

1 May 2016

Part IV – School of Nursing Governance – Modified to reflect current governance structure. Approved by School of Nursing 15 October 2016.

13 September 2019

Part V. Governance Structure of the School of Business was updated to reflect current governance structure. Approved by the School of Business April 2019.

4 December 2023

II - Governance Structure of the School of Law - Modified to reflect current governance structure. Approved by School of Law Spring 2023.

3 May 2023

Edits to reflect title and unit name changes.

Section 9: Appendix

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- Appendix VII: Agreement on Guidelines for Classroom Copying Not-For-Profit Educational Institutions With Respect to Books and Periodicals (p. 89)
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Appendix I. Academic Organizational Chart

The President reports to the Board of Regents.

The following areas report to the President: University Counsel, Administration/Treasurer, Student Life, Intercollegiate Athletics, Enrollment Management, Public Relations, Equal Opportunity, **Academic Affairs**.

The following areas report to the **Vice President for Academic Affairs**: University Libraries, International Programs, KTWU, Center for Student Success and Retention, Aleshire Leadership Institute, Center for Community Service/Service Learning, Honors, Sponsored Projects, Washburn Transformational Experience, and Center for Teaching Excellence and Learning.

The major academic units also report to the **Vice President for Academic Affairs**: The College of Arts & Sciences, the Harmony J. Hines School of Nursing, the Brenneman School of Business, the School of Applied Studies, the School of Law, and the Washburn Institute of Technology.

The College of Arts & Sciences consists of the Mulvane Art Museum in addition to five academic divisions: (1) Creative and Performing Arts; (2) Mass Media and Kinesiology; (3) Humanities; (4) Natural Sciences and Mathematics; and (5) Social Sciences. The College is home to undergraduate and graduate programs.

The School of Law contains the Law Library, Law Professional Development, Law Clinic, various Centers, Admissions, Advancement, and Alumni.

The Gregory D. and Ronda K. Brenneman School of Business is home to undergraduate and graduate programs. The School also hosts the Kansas Small Business Development Center at Washburn University.

The Harmony J. Hines School of Nursing consists of undergraduate and graduate programs in nursing.

The School of Applied Studies contains the following departments: Allied Health, Criminal Justice and Legal Studies, Education, Family and Human Services, and Social Work. The School is home to undergraduate and graduate programs.

The Washburn Institute of Technology contains the following divisions: Manufacturing Construction Design & Health Occupations, Hospitality and Human Services, Transportation.

The **College of Arts and Sciences** consists of five divisions: (1) Creative and Performing Arts (Departments of Art, Theatre, Music and Mass Media); (2) Education and Kinesiology; (3) Humanities (Departments of English, Communication Studies, Modern Languages, Philosophy); (4) Natural Sciences and Mathematics (Departments of Physics/Astronomy, Chemistry, Biology, Computer Information Sciences, Mathematics/Statistics); and Social Sciences (Departments of Political Science, History, Psychology, Sociology/ Anthropology).

The **School of Law** contains the Law Library, Law Professional Development, Law Clinic, various Centers, Admissions, Advancement, and Alumni.

The **School of Business** undergraduate program consists of accounting, marketing, management, finance, economics, entrepreneurship and innovation, and international business. The School of Business also

houses two graduate programs and the Small Business Development Center

The **School of Nursing** consists of undergraduate and graduate programs including a Master of Science in Nursing and a Doctor of Nursing Practice.

The **School of Applied Studies** contains the following units: Allied Health (Health Services Administration, Medical Imaging, Health Information Technology, Physical Therapist Asst., Respiratory Therapy, Radiologic Technology, Medical Sonography, Health Information Coding, Radiation Therapy, Technology Administration, Occupational Therapy Asst. and a graduate program in Health Education), Human Services (Addiction Counseling with graduate program, Developmental Disabilities, Gerontology/Aging, Mental Health, Youth Services, and Victim/Survivor Services), Criminal Justice and Legal Studies (law enforcement, corrections, security administration, criminal justice graduate program, legal studies) and Social Work (BSW, MSW).

The **Washburn Institute of Technology** contains the following units: Advanced Manufacturing (Advanced Systems Technology, Certified Production Technician, Machine/Tool Technology, Fast-Track Welding, Welding), Business (Office Careers Technology, Business/Bookkeeping/Accounting, Legal Office Professional, Medical Office Specialist), Computer and Networking Technology (Computer Repair, Computer Networking), Construction (Building Technology, Cabinet/Millwork, Climate and Energy Control Technologies, Commercial and Heavy Construction, Electrical Technology), Drafting and Design (Graphics Technology, Technical Drafting), Health Care (Advanced Health Care Technology, Certified Nurse Aide, Certified Medication Aide, Emergency Medical Technician, Health Care Technology, Home Health Aide, Practical Nursing, Surgical Technology), Hospitality and Human Services (Culinary Arts, Early Childhood Professional), Transportation (Auto Collision, Automotive Service Technician, Diesel Technology).

Appendix II. The Core of Academe: Teaching, Scholarly Activity & Service

Since the earliest days of the academy, faculty members at institutions of higher education have been engaged in those activities intimately associated with teaching, scholarly activity, and service. Not always known by these labels, these three functions have constituted the idea of a university. Although most institutions today use teaching, scholarly activity, and service as the foundation upon which their programs are built, few definitions exist—by concept or example—of these core elements of the professorate. Teaching: Program Planning, Instruction, Evaluation, and Advisement. Although a college or university may acknowledge its commitment as a teaching institution, this does not mean that it does not also have the obligation to engage in scholarly activity and public service. It does, however, set the teaching/learning process as an institutional priority. Teaching has four components: academic program planning and development, instruction, evaluation, and student academic advisement. The orientation of these elements facilitates the acquisition of knowledge and skills and enhances behavioral change.

Teaching is the critical ingredient that provides the mechanism by which two major purposes of the institution are achieved. Education should be concerned with experiences which strengthen human relationships, forge common bonds, and enhance the quality of life. Its emphasis should concern areas of our interrelatedness as members of the human community. Education should also develop within students the capacity for further learning in a particular discipline, concentrating on the knowledge and skills unique to the discipline and of value to graduates in the world of vocation. These two purposes then—one emphasizing the interrelatedness of knowledge and the other focusing on the uniqueness of knowledge—provide a framework within which the four components of teaching can function.

Professors may teach, but students learn. Further, students are quite capable of learning on their own. Given adequate resources from which to learn, the human organism is quite capable of self-instruction. The ability to learn independently, after all, is a valued quality of the professorate. Many educators think that the most significant single outcome of a university education is that students become lifelong learners when they leave the tutelage of the institution. The task of the professor, then, is to arrange the contingencies of teaching for learning to be most efficient and effective. A brief description of each of the four components of teaching follows.

Academic program planning and development consists of analyzing the educational goals defined by a particular field of study. These goals are then reduced to objectives which define the scope and sequence of the subject content and learning experiences to be made available to the student. The specification of the scope and sequence of content must recognize the standard parameters of the instructional system in which the academic program is to function (124 semester hours' credit, number and credentials of the faculty, facilities available, etc.). The competencies of students entering the program should be specified and opportunities to achieve additional necessary competencies identified. The task of academic program planning and development is to specify the desired results of the educational process and the most effective and efficient methods to achieve those results.

Instruction refers to the process of using resources to achieve an identified educational objective. It is a process with internal order,

sequence, and purpose. It is not a random encounter. Knowing what is to be achieved by the student, as well as the student's initial competencies, the professor identifies the knowledge and skills to be taught, the learning experiences to be provided, instructional media to be used, the instructional strategies to be employed, and the time and facility resources required. All these are "arranged" in the proper order and time sequence to facilitate the learning process of the student. It is possible to categorize instructional methods available to faculty in three broad areas: large and small group instruction, used primarily for the dissemination of knowledge; laboratory, practicum, and internship sessions, used for skill development; and the tutorial, to provide students the opportunity for independent study and faculty for individual guidance (small seminars, reading courses, theses and dissertations, etc.).

Evaluation spans academic program planning and development, instruction, and advising. It provides an objection verification that the academic plan (component one) was carried out (component two), and that a legitimate learning experience occurred. Evaluation is used initially to determine the needs of students, as well as their initial level of competency. During instruction, evaluation is utilized to provide guidance to students for their learning experiences, as well as data to the professor to evaluate the instructional process. Evaluation is again employed at the termination of instruction to assess the attainment of the adequacy of instruction. Evaluation may also be used to provide performance data concerning instructional strategies, various forms of instructional media, relevance of the content of the course, and the adequacy of the facilities used in instruction. Evaluation meets two basic needs of teaching: (a) it provides information about the student and (b) it provides information concerning instruction.

Academic advising goes beyond reviewing requirements for graduation, assisting students in madding out a schedule, or signing a class card. It is a vehicle by which the student may develop as an independent thinker and learner. The goal of academic advisement is to assist the student in the exploration of the student's life/career goals and the specification of an educational plan to reach those goals. It also includes monitoring the student's progress toward implementing that plan, providing advice and an interpretation of appropriate and inappropriate learning behaviors during the instructional sequence, and evaluating of the learning experience at the termination of the instructional process. Academic advisement is an active process of sharing between the faculty member and the student concerning any relevant variable associated with the student's academic program. The goal of academic advisement is to assist the student in obtaining as much benefit from the educational experience as possible.

There are a multitude of activities concerned with teaching. Some of those representative are noted below. Those provided are meant to serve as examples only and should not be perceived as the total universe of teaching activities. The professor is engaging in academic program planning and development, instruction, evaluation, and academic advising when he or she: demonstrates teaching competence in a chosen content area and guides and inspires students; integrates current scholarly activities within a given discipline into the overall scope of instructional content; holds membership on graduate student committees and directs theses and special investigations; teaches honors courses and provides for individualized instruction where required; contributes to course and curriculum development and prepares and uses instructional media; experiments with instructional methods and techniques; attends conferences, conventions and meetings relevant to teaching in the chosen discipline; demonstrates an impact on students, both objectively and subjectively; participates in the academic governance of the academic unit to which assigned; contributes to the

development of both library and other learning resources relevant to content area of teaching; seeks opportunities to interact with colleagues to improve instruction; is available to the academic community to consult with students concerning learning difficulties and with colleagues concerning academic program issues; periodically reviews and revises course materials including textbooks, syllabi, evaluation instruments and instructional media; maintains academic integrity and the academic standards of the institution; provides students with objectives relevant to the course taught, appropriate references, information about the topics to be covered, and criteria for performance; provides for student evaluation of the course and the instructor and uses the results of such evaluation to revise course and methods of instruction; makes available opportunities for students to learn of the primary sources of information associated with a particular discipline or area of study; sponsors field trips, outside resource instructors, and student research projects; assists students in making rational and relevant academic decisions as an academic adviser; observes academic regulations as legislated by the faculty senate and instructional "good practices" as recognized by the profession.

Scholarly Activity: Research, Scholarship, and Creative Endeavor

Although a university may be committed to the idea of being a "teaching institution," that concept cannot be fulfilled apart from a similar commitment to scholarly activity. Scholarly activity has three components—research, scholarship, and creative endeavor—whose principal foci are oriented toward the academic program of the university and are carried out by individual faculty. These activities are vital to the university and to its academic program and have an impact on the student as a learner. They are a very real part of the instructional process. In progress through undergraduate studies, the student is constantly moving toward more and more independent learning and learns that research and creative endeavor are necessary elements in the learning process. Students must have models of ongoing scholarly activity in which they can see the possibilities for their own creative talents. Faculty engaged in scholarly activity provide those models. In this sense, scholarly activity is an integral part of teaching.

Research, creative endeavor, and scholarship are also intimately involved in the professional development of individual faculty members. Through the process of sharing the outcomes of professional efforts with colleagues both on and off the campus, validation of progress in developing as a scholar in a discipline is received. Reviewing and critiquing the work of others provides opportunities for faculty to test ideas and concepts developed in their own work. Often, sharing scholarly activity with colleagues on the campus functions as a stimulus to fellow faculty. Since professional development is a lifelong task, sustained effort in this area of involvement is needed.

A detailed description of the three components of scholarly activity follows:

Research for the purposes of this discussion will be categorized as discipline, applied, and pedagogical. The first orients toward new knowledge, the second toward the utilization of that new knowledge, and the third toward methods of teaching and learning. Discipline research is that activity which is carried out with the deliberate intent of extending the frontiers of knowledge in a particular academic discipline. Little attention is given to the applicability or practical use of possible discoveries. Applied research is activity that is carried out with the deliberate intent of solving a specific problem in an immediate time frame. The focus of the activity is the applicability of the research to a well-defined, real-life need. Pedagogical research is activity which explores the merits of one educational approach to instruction over

another approach, under what conditions students learn best, how educational material may be organized to enhance the learning process, investigations of the degree to which curricula meet the requirements they have been designed to meet, etc. The sharing of the results of research, as outlined later in this paper, is an integral part of the research process. The responsibility to communicate the results of research to assist colleagues, as well as to validate findings, is the task of the faculty member. The responsibility to support and facilitate research efforts on the part of the faculty is the task of the academic administrator.

Scholarship is an area of scholarly activity that refers to updating and extending an area of study within the professional life of the faculty member. University professors must be constantly alert to new and innovative directions in their disciplines if their leadership in the classroom is to be truly effective. It is this kind of activity that frequently spells the difference between professors who are inspiring and creative in the role as teacher and those who only continue to use notes on aging yellow pages. Faculty engaged in scholarship are those who take advantage of the opportunities to remain viable and active in their particular areas of specialty. The development and sharing of ideas; the conception and implementation of new and creative instructional materials; participation in conferences, conventions, workshops, professional meetings; and the publication of articles and monographs in areas other than research are samples of such activities.

Creative endeavor refers to the result of the production of creative work by faculty. Creative endeavor is most easily identified when associated with the performing arts (theater, music, dance) and the fine arts (two- and three-dimensional art, writing). It is also most appropriate to apply it in the area of applied arts (architecture, graphics and printing, design, decorating). Creative endeavor involves not only the creation of a tangible product, but the subjection of that creative piece to judgment by public and peers through the vehicle of performance, show, publication, display, or exhibit. There is some overlap area of scholarships. For example, an article dealing with the impact of carbon steel by its inventor could be classified as creative endeavor.

Some activities indicative of scholarly activity follow. Those provided are meant to serve as examples only. They should not be perceived as the total universe of scholarly activities.

- produces, exhibits, or performs creative works;
- delivers invited lectures, papers, speeches, or presentations at colleges or universities, professional meetings, conventions, and conferences; submits products of scholarship to colleagues for evaluation and critique; collaborates with colleagues on the local and other campuses in activities oriented toward making a contribution toward the advancement of knowledge, methodology, or development of a discipline;
- applies for and receives grants and awards;
- obtains recognition regionally, nationally, or internationally for recent, as well as past, contributions to a particular field of study by a variety of means (requests for reprints, invitations to read papers, citations of research, invitations to exhibit, etc.);
- participates in institutes, short courses, seminars, and workshops that are related to the faculty member's discipline;
- publishes the results of research, scholarship, and creative endeavor
- through vehicles such as monographs, textbooks, papers, abstracts, book reviews, poems, plays, musical compositions, etc;
- holds membership in professional societies relevant to a specific discipline; obtains copyrights or patents on works produced;

- engages in specific self-study or a professional growth plan to enhance professional competency;
- edits papers for journal publication, grant proposals for awards, chapters for books, or other scholarly activity of like nature.

Service: Institutional, Professional, and Community

An institution should strive, through its faculty and staff, to provide excellent teaching, quality scholarships, and meaningful service. Service activities have the potential to make positive contributions to both scholarly activity and teaching and have been a traditional part of all academic communities. This service manifests itself in three areas: institutional service, professional service, and service to the community.

It is recognized that faculty members possess talents and interests in a variety of fields and are capable of rendering service in areas quite unrelated to their discipline, as well as those that are very closely related. Although they should not be discouraged from providing service in any field in which they have an interest, it should be understood that faculty activities are, as a general rule, considered to be valid university service only when they are performed using competencies relevant to the faculty member's role and/or area of specialization at the university. Services provided through an avocational interest or associated with some special talent or skill not related to one's professional competence or assignment will not be considered valid university service unless the performance of the service is in some manner related to one's university appointment. For example, if a faculty member whose discipline is psychology sings in the community chorale, such service would not be considered a university-contributed community service. On the other hand, if that faculty member led group marriage counseling sessions for the YMCA, such service would be a legitimate contribution of the university to the community. Should a member of the psychology faculty be invited to provide a service (one not related to that discipline) because of the fact that the individual is affiliated with the university, such service would also be considered a university-contributed service. Faculty members are encouraged to pursue any opportunity to participate in the improvement of the quality of life in the community as citizens of that community and as examples of good citizenship. Service activities have the potential of making significant contributions to teaching, scholarly activity, and the quality of life in the academic and lay community. The setting of academic policies and regulations, guiding of curriculum development, and contributing to the acquisition and use of library media and instructional technology are intimately related to the teaching function of the faculty member and the university.

Consulting, speaking to groups external to the academy, planning professional development opportunities, and serving in professional societies contribute more than tangentially to one's scholarly activity. Representing the university at various community functions, serving on community committees, providing training to lay groups, and giving of one's expertise in accomplishing community tasks influence positively the quality of life in the community as well as the university. A detailed description of the three components of service follows.

Institutional service consists of serving departmental, school, and university standing and ad hoc committees. In addition, teaching in continuing education credit and non-credit programs both on and off campus are also considered in the service category as are activities associated with completing special studies and projects for the university (e.g., studying the economic impact on the region, surveying the adequacy of academic advising in a particular academic unit, etc.).

Professional service consists of serving in some official capacity (officer, committee member, discussant, reviewer, session chairperson, editor,

etc.) the needs of a professional society or organization related to some degree to the discipline area of expertise of the faculty member. Professional service should also be acknowledged for establishing consulting relationships with government, business, or industry, whether that service receives compensation or not. The key here is that the faculty member is recognized as having an expertise that has been sought. If the service performed is considered an integral part of the faculty member's assignment (such as "on loan," exchange or various released time arrangements), then it should also be evaluated in the most relevant category (e.g., administering a workshop for the Environmental Protection Agency would be teaching, performing research for pecan growers in Northeast Oklahoma would be scholarly activity, developing a computer program for a small business would be service). Relevance to the faculty member's area of expertise still remains the overriding factor.

Community service literally includes that remainder of the myriad of activities that faculty perform for the local and regional community in which they live that are related to university expertise or affiliation. Serving on various city, country, state, and regional (or federal) committees in a wide variety of capacities are categorized in this particular area. Non-governmental and not-for-profit agencies and organizations are also included here. It must be remembered that the categorization of service activities in many cases will be arbitrary and the degree of accuracy with which one categorizes service is not precise. The critical task is, first to, do the service, and second, categorize that service. The only reason that these classifications are presented is to provide some structure that will enable faculty and academic administrators to define relevant service activities, not to place them compulsively into a variety of categories.

Examples of institutional service, professional service, and service to the community may take the form of any of the sample activities given below:

- provides academic and career counseling and advisement to students on a regular basis;
- participates in non-credit continuing education programs both on and off campus;
- plans and leads non-credit workshops, institutes, discussion groups; functions as an officer of local, regional, national, or international professional organizations;
- serves on departmental, school, and university committees;
- assumes a variety of administrative responsibilities relating to both the academic and support services of the university community;
- conducts various institutional studies;
- contributes services to the community that are relevant to the faculty member's role at the university;
- consults as requested with government, business, and industry to provide a variety of applications of the faculty member's expertise;
- participates in sponsoring activities of various student clubs, societies, organizations.

Institutional Purpose and the Core of Academe

Cardinal Newman in *The Idea of a University* noted that a "university ... aims at raising the intellectual tone of society at cultivating the public mind, at purifying the national taste, at supplying pure principles to popular enthusiasm and fixed aims to popular aspirations, at giving enlargement and sobriety to the ideas of the age, at facilitating the exercise of political power, and refining the intercourse of private life." The contemporary university must engage in all the activities discussed and others as well. Through program planning, instruction, evaluation, and advisement—buttressed by research, scholarship, and creative endeavor—

institutional, professional, and community service, a higher education institution merits the label of "university."

The university, through teaching, scholarly activity, and service, strives to transcend the limitations of ignorance, to probe the analogy that is life and the perceptions of truth that reside in the reality of existence.

James E. Gilbert, president, East Stroudsburg University of Pennsylvania, and the staff at Pittsburgh State University (KS) originated this statement.

Appendix III: Major Research Grants (MRGF) Guidelines

- I. Purpose and Scope
- II. Conditions for Released Time
- III. Application and Evaluation Procedure
- IV. The Proposal
- V. Proposal Preparation
- VI. Final Report

I. Purpose and Scope

The MRGF has been established to support two general types of faculty research activity: 1) development of ideas or projects to be submitted to other agencies for more extensive funding, and 2) research or scholarly activity. Requests for funding should be submitted to the Research Committee through the Office of Academic Affairs. The committee will consider requests for funds to cover expenses associated with research and scholarly activity which may result in publishable works and in the advancement of arts, humanities, sciences, and professions.

Allowable expenses include the following types of items: travel, equipment, assistants, services, and released time (under special conditions). Requests will be considered for activities that are conducted at any time including academic and summer sabbaticals. The committee will not consider requests for development of new courses, course materials supporting graduate work, dissertation research, or for the purchase of reprints. Generally, the committee will only consider requests between a minimum of \$3,000 and a maximum of 10% of the total annual budget.

II. Conditions for Released Time

In order for released time to be an acceptable funded item the following conditions must be met:

- A. Before considering released time, the Research Committee must have a statement approved by the Chairperson and Dean explaining how the department or school will handle the faculty member's teaching load if the grant is approved.
- B. The proposal on its research and scholarly merits must be judged worthy of support by the Research Committee.
- C. The released time must be necessary for completion of research.
- D. The time needed for research on the project must surpass the normal expected time allotment by a full-time faculty member to scholarly activities.

III. Application and Evaluation Procedure

The Research Committee has appointed an MRGF proposal Review Committee, which evaluates proposals twice annually, and recommends obligation of up to approximately 50% of the available annual funds. Therefore, proposals should be submitted as early as possible before the submission deadline each semester. The Office of Academic Affairs announces these deadlines each semester.

After evaluation of the proposals received before each submission deadline, the Review Committee will make recommendations regarding funding to the Research Committee. The Research Committee will then

make its recommendations to the Provost & Vice President of Academic Affairs, who shall in turn make recommendations to the President.

IV. The Proposal

A proposal is comprised of four major sections, a Cover Sheet, a Detailed Budget, the Narrative, and an Appendix (or Appendices). Proposals should closely follow this format in order to facilitate a fair and thorough review and evaluation.

A. Cover Sheet. The cover sheet is provided with the proposal guidelines and should be submitted as the first page of the proposal. Note that proposals involving a request for released time require a plan on how the department or school will handle the released time. This statement must be approved by the Chairperson and Dean.

B. Detailed Budget. The second page of the proposal should be the budget sheet (provided with the proposal guidelines). Detail all anticipated expenses which are to be covered by funds from the MRGF grant. Attach additional sheets if necessary to clearly explain the need for requested expenditures.

C. Narrative. The narrative presents most of the important information in the proposal. It should be comprehensive, concise, and clear. Remember that the reviewers may not be familiar with your particular jargon, and that use of jargon may obscure rather than clarify your ideas. Any tables, or figures which are necessary for the presentation of your proposal should be included as appendices, and research involving the use of human or animal research subjects must also show compliance with the federal, state, and local laws governing research involving human and animal research subjects (See Appendices IV and V for additional information). This information may be included in the narrative or in an appendix. Funding is contingent upon approval of the Institutional Review Board.

D. Applications for project approval are available in the Office of Academic Affairs. While it is not possible to anticipate all specific proposals, it is the judgment of the review committee that there are several important features of all potential proposals which could be objectively assessed to help determine the relative merit of a proposal. Accordingly, the narrative should be written following the outline below.

This outline has been specifically designed to be the basis of the evaluation process. Since the terms used to identify each part of the narrative will not have the same meaning for each person, a list of sample questions has been included to help clarify the requested information. This list of sample questions is NOT an exhaustive list. It should not be interpreted as a restriction of information supplied. These questions would clearly be relevant for some proposals, but may not always be relevant, and should therefore be interpreted as suggestions, and not necessarily as requirements.

1. Description and Nature of the Research Project
In what activities will you be engaged? Will other people participate? What is the rationale for the proposed research? Is there any relevant background information which would help the reviewers place the proposed project in perspective? How will the project be implemented? Where will the activities take place? How does the proposed project fit in with an existing body of knowledge? How will you comply with requirements for treatment of subjects? How will informed consent be secured? Etc.

2. Goal/Purpose of the Research

What hypotheses will be tested? What questions do you hope to answer? What predictions will be made? What experimental results are anticipated? What product/entity will result from the project? Etc.

3. Project Significance/Professional Contribution

What is the potential professional significance of the proposed research? What is the anticipated contribution to your discipline? How will the project advance the body of knowledge in your discipline? How might the results of the project enhance the quality of life for humankind? Etc.

4. Implementation Schedule

What is the anticipated schedule of activities? When will the project be completed? Will your activities be contingent on the acquisition of equipment or materials? Etc.

5. Evaluation Plan

What criteria will be used to determine whether or not the goal of the project was achieved? What sort of statistical evaluation might be appropriate? Are there potential publication outlets for the results? Will you attempt to measure or ascertain the professional impact of this project? Etc.

V. Proposal Preparation

The first two pages of the proposal should always be the Cover Sheet, and the Detailed Budget (provided with the proposal information packet). The Narrative portion of the proposal should always conform to the preparation guidelines with respect to both the order and content of each section. Please endeavor to limit the length of the narrative to the typewriting space available on the application form. Please avoid unnecessary jargon or technical language in drafting the narrative.

VI. Final Report

Recipients of major grants are required to submit final reports on their projects within a year following notification of the grant awards.

Appendix IV: Human Subject Research Policy

A. General Policy

It is the policy of Washburn University to safeguard the rights, safety and welfare of human subjects participating in research projects conducted under the auspices of the University.

B. Scope

This policy is applicable to all research projects involving human subjects conducted under the auspices of Washburn University.

C. Definitions

1. "Director" means the director of a research project who shall be a faculty or staff member of Washburn University.
2. "Human Subject" means an individual about whom a researcher obtains data or obtains information about the individual's behavior.
3. "IRB" means the Institutional Review Board established in part D of these regulations.
4. "Informed Consent" means consent freely given by a human subject for his or her participation in a research project as provided in part F of these guidelines.
5. "Minimal Risk" means that the risks of harm to the human subject expected in the proposed research project are not greater than those ordinarily encountered in daily living or in the performance of routine physical or psychological examinations or tests.
6. "Research" means a systematic investigation designed to develop or contribute to generalizable knowledge or information.

D. Institutional Review Board (IRB); Establishment and Membership

1. The Institutional Review Board shall consist of at least seven appointed members. The President and Provost & Vice President of Academic Affairs will serve as ex officio members.
2. Membership
 - a. Members shall be appointed by the President of the University.
 - b. Members shall have diverse backgrounds and shall not be of the same profession, nor shall all members be of the same sex.
 - c. Membership shall include the following:
 1. At least one member shall be appointed from each of the five major academic areas. The number of members from one academic area may not vary by more than one from any other area.
 2. At least one member, but no more than three members, shall be appointed who is not affiliated with the University, nor is related to anyone affiliated with the University.
 3. At least one member shall be appointed who is a full-time upper-division or graduate student with a 3.0 grade point average or better.

E. Institutional Review Board, Powers and Duties

The Institutional Review Board shall:

1. Review and have authority to approve or disapprove all research activities involving human subjects conducted under the auspices of the University;
2. Require that information given to human subjects as part of the informed consent process be in accord with 45 C.F.R. 46.116 and this policy;
3. Require documentation of informed consent as provided in 45 C.F.R. 46.117 and Part 11 hereof;
4. Notify the director of a proposed research project and the University, in writing, of its decision to approve or disapprove a proposed research project or modifications necessary in a proposed project to secure approval;
5. Conduct continuing review of research involving human subjects at intervals appropriate to the degree of risk but in no event less than once a year and shall have the authority to observe or have a third party observe any ongoing research project and informed consent process;
6. Have authority to suspend or terminate any research project involving human subjects that is not being conducted in accordance with IRB requirements or that has been associated with unexpected harm to subjects.

F. Institutional Review Board; Reports and Documentation

The Institutional Review Board shall prepare and maintain adequate documentation of its activities including:

1. Copies of all research proposals reviewed, scientific evaluations, accompanying research proposals, approved sample consent documents, progress reports submitted by directors, and reports of injuries, if any, to subjects;
2. Records (written or electronic) of actions taken; the vote on actions approving or disapproving research proposals, including the number of members voting for, against, and abstaining; the basis for requiring changes in, or disapproving, research; and a record of the discussion of controversial issues and a resolution;
3. Records of continuing review activities of research projects;
4. Copies of all correspondence between the IRB and the directors;
5. A list of IRB members;
6. The written procedures of the IRB required by these guidelines and 45 C.F.R. 46.103 (b) (4); significant new findings provided to subjects as required by 45 C.F.R. 46.116 (b) (5).

G. Application for IRB Approval

1. A director shall submit an application for IRB approval for a proposed research project involving human subjects to the IRB for its review and approval before commencing any research activity. The application shall contain at a minimum, the following information:
 - a. Research Project Title;
 - b. Director of the Research Project and Director's department;
 - c. A statement that the Director shall conduct the research project in accordance with the University's policies and requirements involving research, including any financial reporting required;

d. A description of the actual procedures to which the human subject will be subjected or exposed;

e. A description of the subject population for the proposed research project and how individual subjects will be recruited;

f. A description of the potential benefits of the proposed research projects;

g. A description of the risk to the human subjects and a detailed description of the steps to be taken to safeguard the rights, safety and welfare of the human subjects;

h. A description of the methods to be used in obtaining the informed consent of the subjects, including a copy of the proposed informed consent form and a copy of the information which will be provided to the potential human subjects regarding the proposed research activity as required by the informed consent process; and,

i. Any additional information requested by the IRB.

H. IRB Review of Application and Approval

1. The Chairperson of the IRB will coordinate the distribution of forms to applicants and proposals for review to IRB members.

2. Normal review process.

The Investigator is to submit nine (9) hard copies or one (1) electronic copy of the application to the Chairperson of the IRB. The application will be assigned a number, recorded and distributed to IRB members for review. The application will be evaluated, recorded and an "IRB PROPOSAL EVALUATION" form will be returned to the Principle Investigator or the Faculty Supervisor. The IRB keeps the original application on file along with a copy of the IRB PROPOSAL EVALUATION.

3. Expedited review process.

If the Investigator requests an expedited review, he/she must submit three (3) hard copies or one (1) electronic copy of the application. The Chairperson of the IRB and one other committee member will make the evaluation and return the IRB PROPOSAL EVALUATION. If either one or both decide that the proposal requires full committee review then the Investigator is notified with a request for six (6) more copies of the proposal (assuming hard copies of the application were originally submitted) and it will follow the normal review procedure.

a. All the below are eligible for expedited review (functionally, this means that a proposal can be reviewed within a week or two after receipt by the IRB).

Research activities involving no more than minimal risk and in which the only involvement of human subjects will be in one or more of the following categories (carried out through standard methods) may be reviewed by the Institutional Review Board through the expedited review procedure authorized in 246.110 of 45 CFR Part 46.

Collection of: hair and nail clippings, in a nondisfiguring manner; deciduous teeth; and permanent teeth if patient care indicates a need for extraction.

Collection of excreta and external secretions including sweat, uncannulated saliva, placenta removed at delivery, and amniotic fluid at the time of rupture of the membrane prior to or during labor.

Recording of data from subjects 18 years of age or older using noninvasive procedures routinely employed in clinical practice. This includes the use of physical sensors that are applied either to the surface of the body or at a distance and do not involve input of matter or significant amounts of energy into the subject or an invasion of

the subject's privacy. It also includes such procedures as weighing, testing sensory acuity, electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, diagnostic echography, and electroretinography. It does not include exposure to electromagnetic radiation outside the visible range (for example, xrays, microwaves).

Collection of blood samples by venipuncture, in amounts not exceeding 450 milliliters in an eight-week period and no more often than two times per week, from subjects 18 years of age or older and who are in good health and not pregnant.

Collection of both supra- and subgingival dental plaque and calculus, provided the procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques.

Voice recordings made for research purposes such as investigations of speech defects.

Moderate exercise by healthy volunteers. The study of existing data, documents, records, pathological specimens, or diagnostic specimens.

Research on individual or group behavior or characteristics of individuals, such as studies of perception, cognition, game theory, or test development, where the investigator does not manipulate subjects' behavior and the research will not involve stress to subjects.

Research on drugs or devices for which an investigational new drug exemption or an investigational device is not required.

b. The Institutional Review Board may expedite research from the requirements of this policy which, in its judgement, involves:

i. Normal educational practices, such as:

1. Research on regular and special education instructional strategies; or
2. Research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

ii. The use of educational tests (cognitive, diagnostic, aptitude, achievement), if information taken from these sources is recorded in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

iii. survey or interview procedures, unless the following conditions exist:

- information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and
- any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

iv. The observation (including observation by participants) of public behavior, unless the following conditions exist:

- Observations are recorded in such a manner that the human subjects can be identified, directly or through identifiers linked to the subjects;
- The observations recorded about the individual, if they became known outside the research, could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability; and

- The research deals with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

v. The collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects. Note: Expedited review and IRB monitoring as described above may not apply to research involving vulnerable populations such as children, prisoners, pregnant women, mentally impaired individuals and fetuses.

I. Institutional Review Board; Disapproval of Proposed Research Project

If the Institutional Review Board decides to disapprove a proposed research project, it shall notify the Director in writing of its disapproval and shall advise the Director of its reasons of the decision and give the Director the opportunity to respond in writing or in person.

J. Institutional Review Board; Suspension or Termination of Approved Research

If the Institutional Review Board suspends or terminates a research project which it has previously approved, it shall notify the Director of its decision in writing and shall include a statement of the reasons for the decision. The IRB shall also notify the University and, where appropriate, the Secretary of the U.S. Department of Health and Human Services and funding agency.

K. Informed Consent

Informed Consent must be obtained from any person who will be participating in any research as a subject.

1. Basic elements of the informed consent include:

- Providing all information required to be given to the subject, or his/her representative, by these guidelines in a language understandable to the subject or his/her representative;
- A statement of the purpose of the research project;
- A statement of the duration of the research;
- A description of procedures to be followed in the research identifying those which are experimental;
- A description of foreseeable risks or discomforts together with a description of any benefits to the subject;
- A statement describing the method by and extent to which the confidentiality of the subject will be preserved;
- An explanation of whom the subject may contact for information about the research and the subject's rights;
- A statement that the subject's participation is voluntary and that the subject's participation may be withdrawn or terminated by either the research project investigators or the subject at any time without any penalty or loss of benefits to which he would otherwise be entitled; and
- When appropriate, those elements contained in 45 C.f.R. 46.116 (b) (6) the IRB deems necessary.

2. Modification or Waiver of Informed Consent

The IRB may alter, modify, change or waive some or all of the requirements to obtain informed consent contained in the Part 6A if the Board finds and documents:

- The research is for the purpose of documentary or evaluating benefit or service programs which are not themselves research projects or procedures for obtaining benefits or services from such programs or changes or alternatives to such programs;
- The research involves no more than minimal risks to the right subjects;
- The waiver or alteration will not adversely affect the rights and welfare of the subjects; or
- The research could not practicably be carried out without the waiver or alteration.

3. Documentation

Except when the Board finds and documents that a written and signed consent form would comprise the only record linking the subject and the research activity or that the research presents no more than minimal risk of harm and involves no procedures for which consent is usually required, informed consent obtained shall be documented in writing and signed by the subject. The informed consent document to be signed by the subject shall contain all elements required by the Board. A copy of the informed consent form signed by the subject shall be provided the subject or his/her representative for his/her records.

History of Changes to Appendix Four

11 September 1997

Part H was changed entirely to reflect and better explain IRB practices. Part L was removed, as its contents are covered in the revised part H

11 May 2010

Part D was changed to allow expansion of the IRB Committee in order to deal with the increased number of submissions and describes how the expanded membership will be determined. Part F.2. was modified to reflect that most IRB reviews are now conducted electronically rather than in face to face meetings. Part H.2. and Part H.3. were modified to reflect the capability of submitting IRB proposals electronically.

Appendix V: Animal Subject Research Guidelines

A. Use of animal rooms and related facilities

1. Persons authorized to use animal care facilities.

Use of animal facilities is restricted to members of the faculty of Washburn University. Students or other persons may use these facilities only under the supervision of a faculty member. Responsibility for proper care and treatment of animals remains that of the faculty member.

2. Allocation of facilities

Allocation of space and facilities shall be the prerogative of the Department to which the facilities are assigned, not of the Institutional Animal Care and Use Committee.

3. Rules governing animal room operations

a. Reporting Animal Use. Numbers and kinds of all mammals brought into University animal facilities shall be reported in writing at the end of each semester to the chair of the Institutional Animal Care and Use Committee. For mammals other than laboratory rats and mice, a record of source, date of acquisition, and disposal shall be maintained by the responsible faculty member and submitted to the chair.

b. Animal identification. All cages must be clearly labeled with the name of the responsible faculty member. Dogs and cats must be individually identified as stipulated in Title 9 of the Animal Welfare Act.

c. Animal maintenance.

The responsible faculty member shall provide animal care in accord with standards set forth in the Title 9 of the Animal Welfare Act. Particular attention must be given to the following:

- Title IX requirements for cage size and construction must be met.
- Animals shall receive food at least once a day except as dictated by hibernation, veterinary treatment, normal fasts, or other professionally accepted practices.
- Cages must be maintained clean and bedding dry. Rodent and rabbit cages should be cleaned twice weekly, dog and cat cages cleaned daily. Cages should be disinfected before receiving new animals.

d. Feral and/or non-experimental animals. Non-experimental animals and feral mammals shall not be brought into the animal rooms without specific prior consent of the Institutional Animal Care and Use Committee.

B. Rules governing use of mammals in education or research projects

1. Animal use requiring specific approval by the Institutional Animal Care and Use Committee

a. All animal studies involving invasive procedures (other than routine withdrawal of blood or injection of drugs) or in which pain or stress to the animal may result must be approved by the Institutional Animal Care and Use Committee

b. All studies involving dogs, cats, or non-human primates must have prior approval of the Institutional Animal Care and Use Committee

c. Euthanasia, when appropriate, must be administered by a method approved by the Institutional Animal Care and Use Committee.

2. Procedures for committee review of proposed animal studies

a. Complete protocols for proposed animal studies shall be presented to the chair of the Institutional Animal Care and Use Committee.

b. Copies of protocols will be distributed by the chair to each committee member.

c. Committee members shall have seven days after receipt of a protocol to submit written objections or suggestions pertinent to that protocol.

d. Failure to receive written objections or suggestions within the allotted seven days shall be interpreted by the chair as approval by any committee member.

e. Final approval shall require concurrence of the majority of the Institutional Animal Care and Use Committee.

f. All suggestions or comments by committee members regarding a particular protocol shall be transmitted to the investigator who authored the protocol by the chair.

g. In the event that a protocol is not approved by the Institutional Animal Care and Use Committee, the author of that protocol may revise his/her protocol in accord with the suggestions of committee members and re-submit the protocol to the chair or request that the chair convene the Institutional Animal Care and Use Committee to hear arguments concerning the protocol.

Approval of a protocol by the convened committee shall require a simple majority of the full committee.

Appendix VI: AIDS Policy & Guidelines

The Washburn University AIDS Policy and Guidelines have been adopted in an effort to create an informed, educated, and supportive campus community regarding the issue of AIDS and to protect the rights of students and employees who have contracted Acquired Immune Deficiency Syndrome (AIDS), AIDS-related Complex (ARC), or the Human Immunodeficiency Virus (HIV) antibody. It is recognized that AIDS and related conditions are the subject of many misconceptions and fears. The information on which the policy and guidelines are based has been compiled from a variety of sources, including the American College Health Association and the U.S. Public Health Service's Centers for Disease Control, and is the most current medical information available. Although the AIDS virus has only recently come to the attention of the medical community and public, much is already known concerning the transmission of this virus. At this time, there is no evidence that AIDS or ARC can be transmitted in the ordinary academic, living, or employment environment.

Current knowledge indicates that students or employees with any form of HIV infection do not pose a health risk to other students or employees in an academic setting.

A University AIDS Policy and Education Committee shall be established with a membership consisting of the University Physician, the Director of Residential Living, the Director of Student Life, two students appointed by the WSA and one faculty member appointed by the Provost & Vice President of Academic Affairs. The University Physician shall serve as Committee Chair. The committee will be charged with maintaining and updating information regarding the AIDS virus and AIDS-related complex and ensuring that this information is readily accessible to all students and employees. In addition, the committee shall be charged with monitoring University policies and procedures to ensure University compliance with all local, state and federal laws regarding AIDS and AIDS victims. The committee shall be guided in its work by the following considerations:

- AIDS has been ruled to be a protected handicapping condition under Section 504 of the Vocational Rehabilitation Act of 1973. There shall be no discrimination against any student or employee as a result of that person's contraction of the AIDS virus or AIDS-related complex. The identification of students, employees, or other members of the University community who have AIDS or ARC shall be kept confidential.
- Each case will be assessed according to the individual's ability to function, the needs of the campus community, the legal obligations pertaining to the individual case, and the most recent medical knowledge available.
- In all situations concerning an employee or student who has AIDS or ARC, the Chair of the Committee shall serve as the contact person for Washburn University and it shall be his/her responsibility to act as the University AIDS information spokesperson. The Committee will be responsible to the Vice President for Student Affairs and will submit an annual report in June of each year describing its activities and accomplishments

Appendix VII: Agreement on Guidelines for Classroom Copying Not-For-Profit Educational Institutions With Respect to Books and Periodicals

DELETED by General Faculty 3 May 2018

As the modified copyright policy in Section Six XV now states:

For the most current guidelines associated with copyrighted materials for classroom use, please link to Washburn University Libraries LibGuid (https://libguides.washburn.edu/copyright)

Appendix VIII: Using Software: a Guide to the Ethical and Legal Use of Software for Members of the Academic Community Preamble

The EDUCOM Code
Questions You May Have About Using Software Alternatives to Explore
A Final Note

The following is the text (reprinted with permission) of a brochure published by EDUCOM's Educational Uses of Technology (EUIT) Program, which encourages the broadest possible adoption of this statement of principle. The EDUCOM Code is intended for adaptation and use by individuals, and educational institutions at all levels. It is provided only as a guide; this code has not been formally adopted by Washburn University.)

Software enables us to accomplish many different tasks with computers. Unfortunately, in order to get our work done quickly and conveniently, some people make and use unauthorized software copies. The purpose of this brochure is to provide a brief outline of what you legally can and cannot do with software. Hopefully it will help you better understand the implications and restrictions of the U.S. Copyright Law.

Here are some relevant facts:

UNAUTHORIZED copying of software is illegal. Copyright law protects software authors and publishers, just as patent law protects inventors. UNAUTHORIZED copying of software by individuals can harm the entire academic community. If unauthorized copying proliferates on a campus, the institution may incur legal liability. Also, the institution may find it more difficult to negotiate agreements that would make software more widely and less expensively available to members of the academic community.

UNAUTHORIZED copying and use of software deprives publishers and developers of a fair return for their work, increases prices, reduces the level of future support and enhancements, and can inhibit the development of new software products.

RESPECT for the intellectual work of others has traditionally been essential to the mission of colleges and universities. As members of the academic community, we value the free exchange of ideas. Just as we do not tolerate plagiarism, we do not condone the unauthorized copying of software, including programs, applications, data bases and code. THEREFORE, we offer the following statement of principle about intellectual property and the legal and ethical use of software.

The EDUCOM Code
Software and Intellectual Rights

Respect for intellectual labor and creativity is vital to academic discourse and enterprise. This principle applies to works of all authors and publishers in all media. It encompasses respect for the right to acknowledgement, right to privacy, and right to determine the form, manner, and terms of publication and distribution.

Because electronic information is volatile and easily reproduced, respect for the work and personal expression of others is especially critical in computer environments. Violations of authorial integrity, including plagiarism, invasion of privacy, unauthorized access, and trade secret and copyright violations, may be grounds for sanctions against members of the academic community.

Classification of Software

In terms of copyright, there are four broad classifications of software:

*Commercial *Shareware *Freeware *Public Domain

The restrictions and limitations regarding each classification are different.

COMMERCIAL software represents the majority of software purchased from software publishers, commercial computer stores, etc. When you buy software, you are actually acquiring a license to use it, not own it. You acquire the license from the company that owns the copyright. The conditions and restrictions of the license agreement vary from program to program and should be read carefully. In general, commercial software licenses stipulate that (1) the software is covered by copyright, (2) although one archival copy of the software can be made, the backup copy cannot be used except when the original package fails or is destroyed, (3) modifications to the software are not allowed, (4) decompiling (i.e. reverse engineering) of the program code is not allowed without the permission of the copyright holder, and (5) development of new works built upon the package (derivative works) is not allowed without the permission of the copyright holder.

SHAREWARE software is covered by copyright, as well. When you acquire software under a shareware arrangement, you are actually acquiring a license to use it, not own it. You acquire the license from the individual or company that owns the copyright. The conditions and restrictions of the license agreement vary from program to program and should be read carefully. The copyright holders for SHAREWARE allow purchasers to make and distribute copies of the software, but demand that if, after testing the software, you adopt it for use, you must pay for it. In general, shareware software licenses stipulate that (1) the software is covered by copyright, (2) although one archival copy of the software can be made, the backup copy cannot be used except when the original package fails or is destroyed, (3) modifications to the software are not allowed, (4) decompiling (i.e. reverse engineering) of the program code is not allowed without the permission of the copyright holder, and (5) development of new works built upon the package (derivative works) is not allowed without the permission of the copyright holder. Selling software as SHAREWARE is a marketing decision, it does not change the legal requirements with respect to copyright. That means that you can make a single archival copy, but you are obligated to pay for all copies adopted for use.

FREWARE also is covered by copyright and subject to the conditions defined by the holder of the copyright. The conditions for FREWARE are in direct opposition to normal copyright restrictions. In general, FREWARE software licenses stipulate that (1) the software is covered by copyright, (2) copies of the software can be made for both archival and distribution purposes but that distribution cannot be for profit, (3) modifications to the software is allowed and encouraged, (4) decompiling (i.e. reverse engineering) of the program code is allowed without the explicit permission of the copyright holder, and (5) development of new works built upon the package (derivative works) is allowed and encouraged with the condition that derivative works must also be designated as FREWARE. That means that you cannot take FREWARE, modify or extend it, and then sell it as COMMERCIAL or SHAREWARE software.

PUBLIC DOMAIN software comes into being when the original copyright holder explicitly relinquishes all rights to the software. Since under current copyright law, all intellectual works (including software) are protected as soon as they are committed to a medium, for something to be PUBLIC DOMAIN it must be clearly marked as such. Before March 1, 1989, it was assumed that intellectual works were NOT covered by copyright unless the copyright symbol and declaration appeared on the work. With the U.S. adherence to the Berne Convention this

presumption has been reversed. Now all works assume copyright protection unless the PUBLIC DOMAIN notification is stated. This means that for PUBLIC DOMAIN software (1) copyright rights have been relinquished, (2) software copies can be made for both archival and distribution purposes with no restrictions as to distribution, (3) modifications to the software are allowed, (4) decompiling (i.e. reverse engineering) of the program code is allowed, and (5) development of new works built upon the package (derivative works) is allowed without conditions on the distribution or use of the derivative work.

Questions You May Have About Using Software

What do I need to know about software and the U.S. Copyright Act?

It's really very simple. The Copyright Law recognizes that all intellectual works (programs, data, pictures, articles, books, etc.) are automatically covered by copyright unless it is explicitly noted to the contrary. That means that the owner of a copyright holds the exclusive right to reproduce and distribute his or her work. For software this means it is illegal to copy or distribute software, or its documentation, without the permission of the copyright holder. If you have a legal copy of software you are allowed to make a single archival copy of the software for backup purposes. However, the copy can only be used if the original software is destroyed or fails to work. When the original is given away, the backup copy must also be given with the original or destroyed.

If software is not copy-protected, do I have the right to copy it?

Lack of copy-protection does NOT constitute permission to copy software without authorization of the software copyright owner. "Non-copy-protected" software enables you to make a backup copy. In offering non-copy-protected software to you, the developer or publisher has demonstrated significant trust in your integrity.

May I copy software that is available through facilities on my campus, so that I can use it more conveniently in my own office or room?

Software acquired by colleges and universities is usually covered by licenses. The licenses should clearly state how and where the software may be legally used by members of the relevant campus communities (faculty, staff, and students). Such licenses cover software whether installed on stand-alone or networked systems, whether in private offices and rooms, or in public clusters and laboratories. Some institutional licenses permit copying for certain purposes. The license may limit copying, as well. Consult your campus authorities to be sure if you are unsure about the permissible use of a particular software product.

May I loan software?

The 1990 modification to the Copyright Law makes it illegal to "loan, lease or rent software" for purposes of direct or indirect commercial advantage without the specific permission of the copyright holder. Non-profit educational institutions are exempted from the 1990 modification, so institutional software may be loaned. Some licenses may even restrict the use of a copy to a specific machine, even if you own more than one system. In general, licenses usually do NOT allow the software to be installed or resident on more than a single machine, or to run the software simultaneously on two or more machines.

Isn't it legally "fair use" to copy software if the purpose in sharing it is purely educational?

Historically, the Copyright Law was modified to permit certain educational uses of copyrighted materials without the usual copyright restrictions. However, "fair use" of computer software is still a cloudy issue. The "fair use" amendments to the copyright law are intended to allow educational use of legally protected products, but it is limited (for paper-based products) to small portions of full works. For most software it is clearly illegal to make and distribute authorized, fully-functional

copies to class members for their individual use. Making copies of small sections of code from a program in order to illustrate a programming technique might not be a violation. The best alternative is to clear any such use with the copyright owner or consult the appropriate authorities at your institution.

Alternatives To Explore

Software can be expensive. You may think that you cannot afford to purchase certain programs that you need. Site-licensed and bulk-purchased software are legal alternatives that make multiple copies of software more affordable. Many educational institutions negotiate special prices for software used and purchased by faculty, staff and students. Consult your campus computing office for information. As with other software, site-licensed or bulk-purchased software is still covered by copyright, although the price per copy may be significantly lower than the normal commercial price. A usual condition of site-licensing or bulk-purchasing is that copying and distribution of the software is limited to a central office which must maintain inventories of who received it. When you leave the academic community by graduation, retirement, or resignation you may no longer be covered by the institutional agreement and may be required to return or destroy your copies of the software licensed to the institution.

Many colleges sell software through a campus store at "educational discounts." If you purchase software for yourself through such an outlet, the software is yours and need not be destroyed or surrendered when you leave the institution. It is, however, still covered by normal copyright protection and covered by the specific conditions of the licensing agreement.

A Final Note

Restrictions on the use of software are far from uniform. You should check carefully each piece of software and the accompanying documentation yourself. In general, you do not have the right to: Receive and use unauthorized copies of software, or Make unauthorized copies of software for others.

If you have questions not answered by this brochure about the proper use and distribution of a software product, seek help from your computing office, the software developer or publisher, or other appropriate authorities at your institution.

This brochure has been produced as a service to the academic community by the Educational Uses of Information Technology Program (EUIT) of EDUCOM and the Information Technology Association of America (ITAA). EDUCOM is a non-profit consortium of colleges and universities committed to the use and management of information technology in higher education. ITAA is an industry association providing issues management and advocacy, public affairs, business-to-business networking, education and other member services to companies which create and market products and services associated with computers, communications and data.

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EDUCOM ITAA

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Appendix IX: Grievance Policy & Procedure

- A. Terminology
- B. Access
- C. Termination of the grievance
- D. Advice and counsel
- E. Scope
- F. Grievance procedure
 - F.1. Written complaint
 - F.2. Administrative resolution of the written grievance
 - F.3. Grievance Hearing Committee
 - F.4. Grievance Hearing
- G. Miscellaneous provisions

It is the policy of Washburn University of Topeka that disputes concerning the terms and conditions of employment of faculty members be resolved, if possible, within the University community and in the best interests of the grievant and the University. A procedure providing a mechanism for the resolution of complaints concerning the terms and conditions of a faculty member's employment is hereby adopted. It shall be the responsibility of all concerned in the grievance process to exercise good faith efforts to resolve grievances in the best interests of the grievant and the University.

A. Terminology

1. "Faculty member" includes any member of the General Faculty as defined in the University Bylaws.
2. "Grievant" refers to a faculty member who files a grievance.
3. "Respondent" refers to a University employee whose perceived actions or omissions gave rise to the grievance or to a university employee designated by the Provost & Vice President of Academic Affairs to respond to the grievance.
4. "Parties" refers to grievants and respondents (and no others).
5. "Unit" refers to each of the School of Law, School of Business, School of Applied Studies, Division of Continuing Education, School of Nursing, the Library, Social Science Division, Humanities Division, Natural Sciences Division, Creative and Performing Arts Division, and Education-Kinesiology Division.

B. Access

Access to the grievance process is a faculty right. Any faculty member may file a grievance. No person shall be penalized for submitting or proceeding with a grievance. No restraining, coercive, discriminatory, or retaliatory action will be taken against a faculty member because of the faculty member's initiation or participation in a grievance.

C. Termination of the grievance

The grievant may terminate the grievance process at any time by withdrawing the petition. All parties may jointly terminate the grievance by mutual consent. Withdrawal or termination will be in writing and sent to the grievant's immediate administrative supervisor with copies to all parties.

D. Advice and counsel

Each party to a grievance may designate one consenting faculty member to act as an advisor and to assist in the preparation of a grievance or response. Each party may also be represented by counsel.

E. Scope

The grievance procedure provided may be used for any complaint concerning the terms and conditions of a faculty member's employment; provided, however, (a) the policy and procedure shall not extend to complaints concerning petitions for promotion, tenure, termination or non-reappointment and (b) the policy and procedure shall not be applicable to complaints under the jurisdiction of the university's Affirmative Action Policy.

F. Grievance procedure

1. Written Complaint

A faculty member who has a grievance will file a written complaint with the immediate administrative supervisor 1) within 30 calendar days of the date the faculty member knew, or should have known through due diligence, of the situation giving rise to the grievance or 2) as extended by timely attempts to exhaust available informal administrative remedies.

The written complaint will include:

- a. Name of the grievant;
- b. Statement of facts giving rise to grievance;
- c. Identification of individuals (if known) whose actions or commissions resulted in the situation giving rise to the grievance;
- d. Identification of provisions of written policies involved;
- e. Date on which the act or omission occurred and the date on which the grievant first gained knowledge of act or omission;
- f. The date of the initial submission of the grievance;
- g. The relief sought.

Once a grievance is filed, it may not be amended.

2. Administrative Resolution of the Written Grievance

A faculty member who has a grievance must attempt to resolve the matter through University administrative channels. This attempt should start with the faculty member's immediate administrative supervisor. (This supervisor may or may not be a party to the grievance.) If the grievance remains unsettled, relief shall be sought at the next higher level in the administrative structure, ending with the grievant's Vice President. At each administrative level, the administrator will notify all parties in writing of actions taken. This notification will be given within 14 days of the administrator's receipt of the grievance. If at any administrative level, the grievant considers the matter resolved, the grievant and the administrator will sign a memorandum outlining the complaint and its resolution. A copy of the memorandum will be sent to each party and to each previous administrative level. If the grievant does not consider the matter resolved or if the administrator fails to respond within 14 days, the grievant will, within seven days, notify the administrator and will forward the grievance to the next higher administrative level. The administrator will forward a summary of his/her action to the next high next higher administrative level.

Should the grievant fail to notify the administrator within seven days, the grievant is deemed to have accepted the administrator's action (if any) as a final resolution of the grievance. In such a case, the administrator will notify in writing each party and each previous administrative level. Should the matter remain unresolved at the Vice President's level, the Vice President will refer the grievance to the chairperson of the Personnel Committee, who shall convene a grievance hearing as indicated below. The Vice President will also send the grievance, with a summary of actions taken, to the President.

3. Grievance Hearing Committee

a. Committee Selection

Grievance Hearing Committees will be established to hear individual grievances. They will be selected by random draw from the tenured members of the General Faculty and librarians with more than six years service. The President, Vice Presidents and individuals reporting directly to a vice president shall not be eligible for selection. The members of the committee will be informed of the nature of the grievance and the parties named. Members may remove themselves from the committee for bias or conflict of interest.

Should any member remove him/herself, the Chair of the Personnel Committee shall draw additional name(s). Each party, beginning with the most senior in terms of administrative rank, shall exercise one challenge thereby reducing the committee to three members. Should any party not exercise its challenge within three days, the Chair of the Personnel Committee will exercise that challenge without further consultation.

In selecting committee members:

- i. No member will be from the same unit as any party and, in the event that a Dean is a party, no member will be from the Dean's School or College.
- ii. No member will be on a committee currently hearing another grievance.
- iii. No more than one member will be from a single unit.
- iv. The Chair of the Personnel Committee will randomly select three more names than the number of parties to the grievance.

b. Committee Chair

Each Grievance Hearing Committee will elect a chairperson from among its members.

c. Committee Responsibilities

The Grievance Hearing Committee has the following responsibilities:

- i. To attend all meetings called by the Chair of the Grievance Hearing Committee;
- ii. To ensure that fair and proper procedures are followed;
- iii. To consider all pertinent and relevant evidence in the case;
- iv. To determine matters of fact, to interpret policies and procedures, and to recommend actions to the President.

4. Grievance Hearing

Within fourteen (14) days of receipt of an unresolved grievance from the Provost & Vice President of Academic Affairs, the Personnel Committee will arrange for the Grievance Hearing. The purpose of the hearing shall be to receive evidence concerning the act complained of by the grievant and to recommend to the President a just resolution of the grievance.

The Grievance Hearing Committee shall not be found to follow the rules of evidence governing trials in the state and federal courts but shall take steps to ensure the hearing is conducted in an impartial and fair manner. The Committee Chairperson shall rule upon all procedural matters subject to the objection of a majority of the committee.

All parties to the grievance shall have the right to be represented by counsel and to present evidence and testimony of witnesses. Witnesses may be cross-examined by the parties and the Hearing Committee members. Upon completion of the testimony and submission of the evidence, both parties shall have the right to make a closing statement.

If a member of the Grievance Hearing Committee is unable to continue because of illness or for other good and sufficient reasons, a replacement will be randomly drawn from the tenured members of the general faculty by the Chair of the Personnel Committee, or the Grievance Hearing Committee may continue to operate with fewer than three members if agreeable to all parties. The Grievance Hearing Committee shall

deliberate in private in order to review the information presented and arrive at its recommendation.

Within 14 calendar days of the close of the hearing, the Grievance Hearing Committee shall formulate a recommendation based upon the evidence adduced at the hearing. The opinion of the Grievance Hearing Committee shall be reduced to writing and shall include, at a minimum:

- a. Findings of fact on the issues presented in the grievance;
- b. The University policies and procedures applicable to resolution of the grievance and including the committee's interpretation of the policies and procedures; and
- c. Its conclusions as to the allegations of the grievant.

Any member of the Grievance Hearing Committee may submit a minority opinion. The recommendation of the committee and all minority opinions will be forwarded to all parties, and to the President. The President will render the final decision within 14 calendar days. The decision from the President shall be in writing and shall state the reasons for the decision. The President's decision shall be sent to all parties and to all administrators who had previously received the grievance.

G. Miscellaneous provisions

Grievance hearings will not be started after the beginning of final exams of the Spring Semester in the College of Arts and Sciences until the date of registration of the College for the Fall Semester, unless all parties agree otherwise. Grievances filed during that period will be processed after the date of registration of the Fall Semester. Following grievance any party can appeal within 30 days to the President of the University and then within 30 days to the Board of Regents. The President and Board of Regents each will respond within 30 days. The appeal to the Board of Regents will constitute the final step in the internal remedies available to the faculty.

Appendix X: Policy Concerning Scholarly Misconduct

A. Policy statement

To ensure compliance with federal law and regulations and to preserve the integrity of research undertaken at or under the auspices of Washburn University of Topeka, it is the policy of the University that scholarly misconduct by persons employed by it or students assisting such persons, is prohibited. Sanctions for violation of this policy which may be imposed include reprimand, formal warning, censure, and termination of employment.

It is the intent of this policy that Washburn University of Topeka comply in all respects with Department of Health and Human Services regulations found at 42 CFR Part 50.

B. Definitions

1. "Inquiry" means information gathering and initial fact finding by the Institutional Review Board to determine whether an allegation or apparent instance of misconduct warrants investigation.
2. "Investigation" means the formal examination and evaluation of all relevant facts to determine if misconduct has occurred.
3. "Misconduct" or "Misconduct in Scholarship" means fabrication, falsification, plagiarism or other practices which seriously deviate from those that are commonly accepted within the scholarly community for proposing, conducting or reporting research. It does not include honest error or honest differences in interpretations or judgments of information.

C. Procedure

1. Allegations or Concerns about Misconduct

Any person who suspects or has knowledge of possible misconduct in research being performed at or under the auspices of Washburn University of Topeka may express his/her concern to, or file an allegation with, the University's Provost & Vice President of Academic Affairs (VPAA).

2. Inquiry

a. Commencement of Inquiry

In the event any allegation or other evidence of possible evidence of misconduct comes in to the possession of the VPAA, an inquiry shall commence. The inquiry shall be completed within sixty (60) days of its commencement.

b. Conducting the Inquiry

In conducting the Inquiry, the VPAA or designee(s) shall:

- i. protect, to the extent reasonably possible, the privacy of any person who reports any instance of possible misconduct;
- ii. maintain confidentiality, to the maximum extent possible, of materials and information which may come into his/her possession;
- iii. provide the person(s) whose research is in question an opportunity to comment on the allegation or report on possible misconduct;
- iv. provide the person(s) whose research is in question the report of his/her findings from the Inquiry.

c. Inquiry Report

The VPAA or designee(s) shall prepare a written report which summarizes the relevant interview, states the evidence obtained and states the conclusion of the Inquiry. In the event the conclusion of the Inquiry is that no probable cause exists which warrants further investigation, the matter shall then terminate.

3. Investigation

a. Determination to Investigate - Notice

i. Research Not Involving the Department of Health and Human Services
In the event it shall have been determined that probable cause exists that misconduct in research has occurred but such research does not involve grant funds or applications for grant funds from the Department of Health and Human Services, the Provost & Vice President of Academic Affairs shall make a record of the finding of probable cause. The record shall, at a minimum, identify the person(s) whose research is in question; the general nature of the allegations or concerns and the probable scope of the investigation and estimated date for concluding the investigation.

ii. Research Involving the Department of Health and Human Services
In the event it shall have been determined that probable cause exists that misconduct in research has occurred in research funded in whole or in part from a grant or cooperative agreement under the Public Health Services Act, the VPAA shall promptly notify the Director of the Office of Scientific Integrity, Department of Health and Human Services that an investigation of scientific misconduct is warranted. The notice shall include the following information at a minimum:
(a) Name(s) of the person(s) against whom the allegations of misconduct has/have been made;
(b) general nature of the allegation(s)
(c) the Public Health Service application or grant number(s).

b. Time Frame

An investigation should ordinarily be completed within 120 days of its initiation. The time frame includes conducting the investigation, preparing the report of findings, making that report available for comment by the subject(s) of the investigation and submitting the report to the appropriate office. In the event of research involving federal funding, the report is required to be sent to the office of Scientific Integrity. If known, the person(s) who raised the allegation(s) should be provided with those portions of the report addressing the allegation made, the opinions of the person(s) and the role(s) of the person(s) in the matter.

c. Scope

The investigation normally will include examination of all documentation, including, but not necessarily limited to, relevant research data and proposals, publications, correspondence, and memoranda of telephone calls. Interviews will normally be conducted of all individuals involved in either making the allegations or against whom the allegations are made, as well as other individuals who have or might have knowledge or information concerning key aspects of the suspected misconduct. Summaries of interviews shall be prepared, provided to the interviewed party for comment or revision and included as a part of the investigatory file.

d. Process

The investigation shall be conducted in such a manner as to ascertain the facts surrounding the alleged misconduct and in compliance with the provisions of the federal regulation promulgated by the Department of Health and Human Services pertaining to scientific misconduct found at 42 CFR Part 50, including confidentiality, preparing and maintaining a record of the investigation, protecting the funding and funding source, the

acquisition of evaluative expertise if required, and submission of a final report to the Office of Scientific Integrity.

e. Final Report to the Office of Scientific Integrity

The final report submitted to the Office of Scientific Integrity must describe the policies and procedures under which the investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings, and the basis for the findings, and include the actual text or an accurate summary of the views of any individual(s) found to have engaged in misconduct, as well as a description of any sanctions taken by the University.

4. Records

The VPAA shall maintain sufficiently detailed documentation of inquiries to permit a later assessment of the reasons for determining that an investigation was not warranted, if necessary. Such records shall be maintained in a secure manner for a period of at least three years after the termination of the inquiry. The records and documentation of evidence gathered during the course of any investigation shall be maintained for a period of not less than five (5) years from the later of the date of termination of the investigation or the date of imposition of sanctions.

5. Threat to Public Health, Safety or Funds

The University, during any inquiry or investigation involving federal funds, shall notify the Office of Scientific Integrity at any time it ascertains any of the following conditions exists or may exist:

- a. There is an immediate health hazard involved;
- b. There is an immediate need to protect federal funds or equipment;
- c. There is an immediate need to protect the interests of the person(s) making the allegations or of the individual(s) who is(are) the subject of the allegations as well as co-investigators and associated, if any;
- d. It is probable the alleged incident is going to be reported publicly; or,
- e. There is a reasonable indication of possible criminal violations.

In the latter event, the VPAA shall notify the Office of Scientific Integrity within 24 hours of obtaining that information.

Appendix XI: Critical Incident Protocol

1. Howell, E., Brown, K. and Atkins, J. (1990), Trauma in the workplace: an overview, AAOHN Journal, 38(10), 467-474.

Workplace traumas or critical incidents have become more common in recent years. The American Association of Occupational Health Nurses Journal reports that an estimated 10 million work related traumas and 7,000 trauma related deaths occur each year and approximately 25 occupational deaths and 10,000 injuries occur each working day.⁽¹⁾ In the mental health field, "critical incident" refers to any event that has significant emotional power to overwhelm usual coping mechanisms. Experiencing an abnormal event is what typically defines a critical incident. For example, witnessing a murder, being held hostage and experiencing natural disasters (tornados, earthquakes, etc.) are events that could be considered a critical incident.

Experiencing a critical incident may lead to a condition known as post-traumatic stress disorder (PTSD). This is a diagnosable disorder as defined by the American Psychiatric Association in 1985. Critical Incident Stress Debriefing (CISD) was developed by Jeffrey T. Mitchell, Ph.D., to assist persons who experienced a critical incident. In offering this debriefing, the hope is this intervention will assist in emotional recovery and help prevent PTSD. The debriefing meeting is a pre-scheduled activity facilitated by mental health professionals who have experience and training in trauma/critical incident events. In debriefing sessions participants may talk about the event and speak of their thoughts/reactions to the event. Debriefers give information and education and, before the session concludes, they take pertinent information from the participants so that professionals may contact them after debriefing to see how they are doing.

Were a critical incident to occur at Washburn University, it is imperative to manage this incident for the best outcome for our students, employees and institution. For this purpose, Counseling Services has developed a plan of action to assist staff and students who may experience critical incident stress. Counseling Services professional staff can evaluate staff, students and events for the need for Critical Incident Stress Debriefing.

*Single victim incident situations - Staff or students who experience a critical incident as an individual may be evaluated by the Counseling Services professional staff for appropriate referrals in the community for trauma counseling.

Multiple victim university incident - Counseling Services professional staff will assess the event and determine if CISD group session(s) would be advisable. Qualified agencies and contact persons that can offer CISD are listed below. Counseling Services professional staff will contact the agency and arrange for debriefing sessions.

Follow-up - Professional staff in the Counseling Services will contact individuals who participated in the debriefing to learn how they are doing and make referrals or recommendations, if necessary.

On-campus incident - In the event of an on-campus incident, space will be made available in the Counseling Services so that professional staff may be available to critical incident victims. If Counseling Services cannot be used, professional staff will search for space to provide a safe, private environment for victims.

Washburn University Police Department - Throughout any University critical incident the Counseling Services will collaborate and maintain close communication with Campus Police.

Appendix XII: Telecommunications Use and World Wide Web Policies Approved May 9, 1995 by the University Council

The mission of Washburn University of Topeka is to prepare individuals for careers and for a lifetime of continuous learning through post-secondary education in certificate programs, in specified associate, bachelor, master and professional degree programs and in not-for-credit educational courses. All University telecommunications resources, including the television cable system, the telephone system and the academic and administrative computer systems, exist to accomplish the mission of Washburn University.

Persons may be granted access to these telecommunications resources as a result of their status at the University as student, staff member or in another capacity conducting University-related business and to use the resource to which the access is granted as an educational resource in furtherance of the University's mission. These resources are limited and access to one or more of the telecommunications resources may be prioritized. First priority will be given to excellence in teaching and the University's role as a higher education institution. Additional priorities, policies and guidelines consistent with the University mission may be established for a specific telecommunications resource by the appropriate area head.

Each user is responsible for utilizing the University's telecommunications resources in an effective, efficient, ethical and lawful manner. By law such resources cannot be used for commercial purposes or for direct personal gain unrelated to the achievement of the University's public purpose, although an incidental personal benefit may be derived from such use. Nor, under federal, state and local laws against discrimination and related university policies, may such resources be used to create an intimidating, hostile or offensive educational or working environment on account of one's race, color, religion, age, national origin, ancestry, creed, disability, sex, marital or parental status or sexual orientation. Further, these telecommunications resources may not be used to harass or intentionally inflict severe emotional distress upon any person or group.

Washburn University World Wide Web (WWW) Policy
Adopted by the Electronic Technology Committee, January 27, 1999
Approved by the Washburn Board of Regents, June 9, 1999

WWW users are required to:
comply with applicable copyright and licensing laws; comply with applicable federal and/or state laws, including, but not limited to, those relating to libel, slander, obscenity, harassment and extortion; and comply with applicable Washburn University policies, including, but not limited to, the Telecommunications Use Policy, the Intellectual Property Rights Policy, the Sexual Harassment Policy, the Student Disciplinary Code, the Law School Honor Code, and all applicable Academic Computing Center (ACC) policies. References to existing policy, regulations, and/or laws (above) are intended to make it explicit that all actions or behaviors forbidden by the foregoing are also expressly forbidden in cyberspace. Faculty, staff, and currently enrolled students may provide a web site on a University server. Official University web site providers must:
place an official University home page/web site entirely on University servers; comply with the Washburn University Web Site Implementation Procedure to 1) obtain authorization for an official University home page/web site, and 2) publish an approved official University home page/

web site; and comply with all Requirements for Construction of Official University Home Pages and Web Sites.*

Except for Official University home pages/web sites, faculty, staff and student web site providers must include the following disclaimer. The views and opinions expressed in this page are strictly those of the author. The contents of this page have not been reviewed or approved by Washburn University."

Initial determinations concerning compliance with this policy are made by the Director of the ACC.

Definitions

"web site" means a related collection of computer files including, but not limited to, HTML-marked text files, graphic, sound, and/or video files, applets, scripts, and databases.

"WWW user" means any person, natural or legal, using University computing resources either for accessing the World Wide Web or providing a web site intended to be accessed via the World Wide Web.

"official University home page" and "official University web site" mean a home page and a web site, respectively, published by: the University itself; by a major academic unit; a department within a major academic unit; an operational or administrative unit; or, by a faculty member for any class, credit or no-credit, offered by the University.

* Washburn specifications are provided in the Requirements for Construction of Official University Home Pages and Web Sites available from the ACC

Appendix XIII: Conflict of Interest and Standards of Conduct Policy

1. Purpose

This policy for conflict of interest and standards of conduct is adopted to ensure University business is conducted fairly and impartially and that confidence in the University is maintained by its many constituents.

2. Standards of Conduct

Employees and others acting for and/or on behalf of the University shall conduct themselves in an ethical manner, beyond reproach, exemplifying the principles of professionalism, honesty, trustworthiness, respect, and accountability.

3. Conflict of Interest

No employee or other person acting for or on behalf of the University shall engage in any activity which is in conflict with, or appears to be in apparent conflict with, the interests of the University in dealing with any person or entity having or seeking to have any relationship with the University. A conflict of interest may arise in any situation in which an individual compromises or appears to compromise such individual's judgment in the performance of his/her duties in a manner that could lead, directly or indirectly, to the financial or personal gain of the individual, his/her family or others with whom the individual has a personal or business relationship or give improper advantage to others to the detriment of the University. A conflict of interest typically involves any situation in which an individual exploits her or his position for personal or financial gain or for the benefit of others. All persons involved in projects receiving federal funds shall review and comply with applicable federal laws, regulations and/or federal agency conflict of interest policies.

4. Supervisor's Role

Each supervisor shall ensure all persons acting for or on behalf of the University under his or her supervision are familiar with this policy and with the policies and procedural requirements of his/her position.

5. Disclosure

Each person acting for or on behalf of the University shall promptly and fully disclose any conflict, or potential conflict, of interest she or he has or may have individually, as a family member or through other relationship with others and refrain from participating in any matter to which the conflict pertains until the conflict has been resolved in the best interests of the University.

Certain designated employees of the University shall, on an annual basis, make a disclosure of all business interests, affiliations, or relationships which could reasonably give rise to a conflict of interest, or an apparent conflict of interest with the University.

6. Disciplinary Action

Violations of this policy by an employee shall subject such person to disciplinary action resulting in a sanction which may range from verbal counseling to reprimand to suspension or termination from employment.

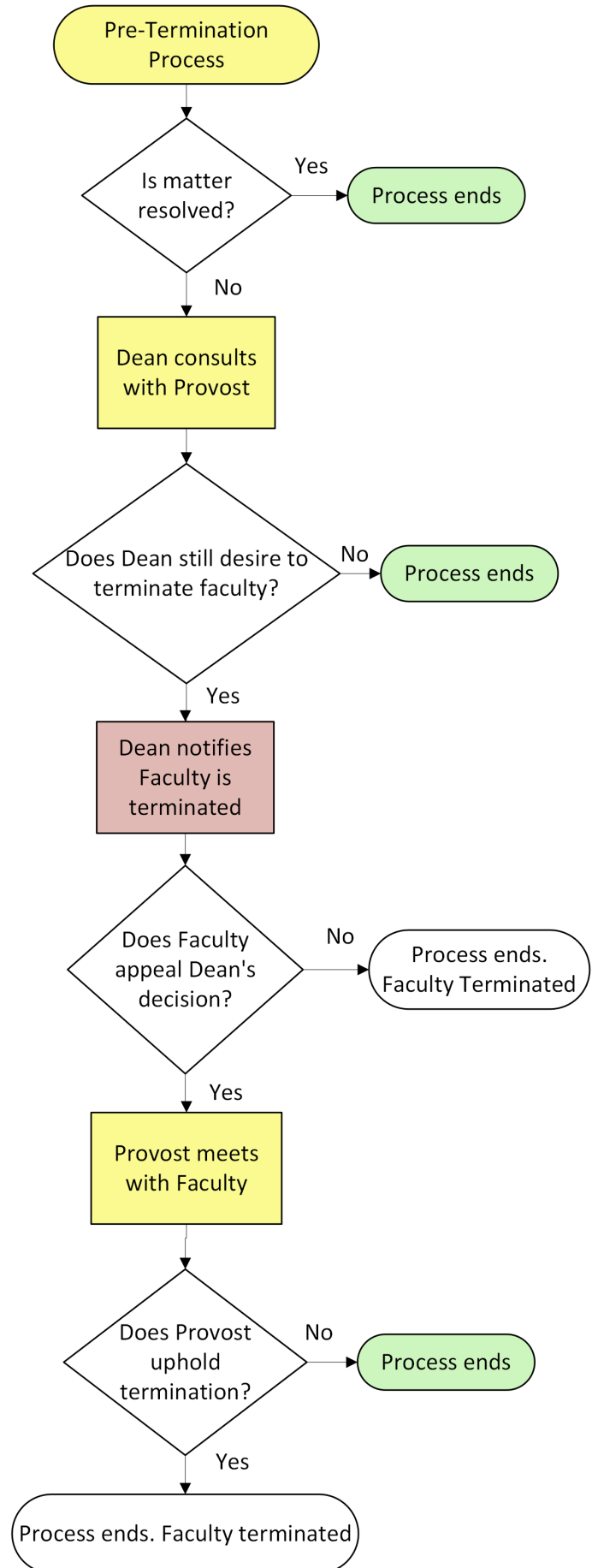
7. Enforcement

Enforcement of this policy is the ultimate responsibility of the President who may delegate authority for enforcement to other University officials. Conflict of Interest Regulations and Procedures Annual Conflict of Interest Disclosure Statement

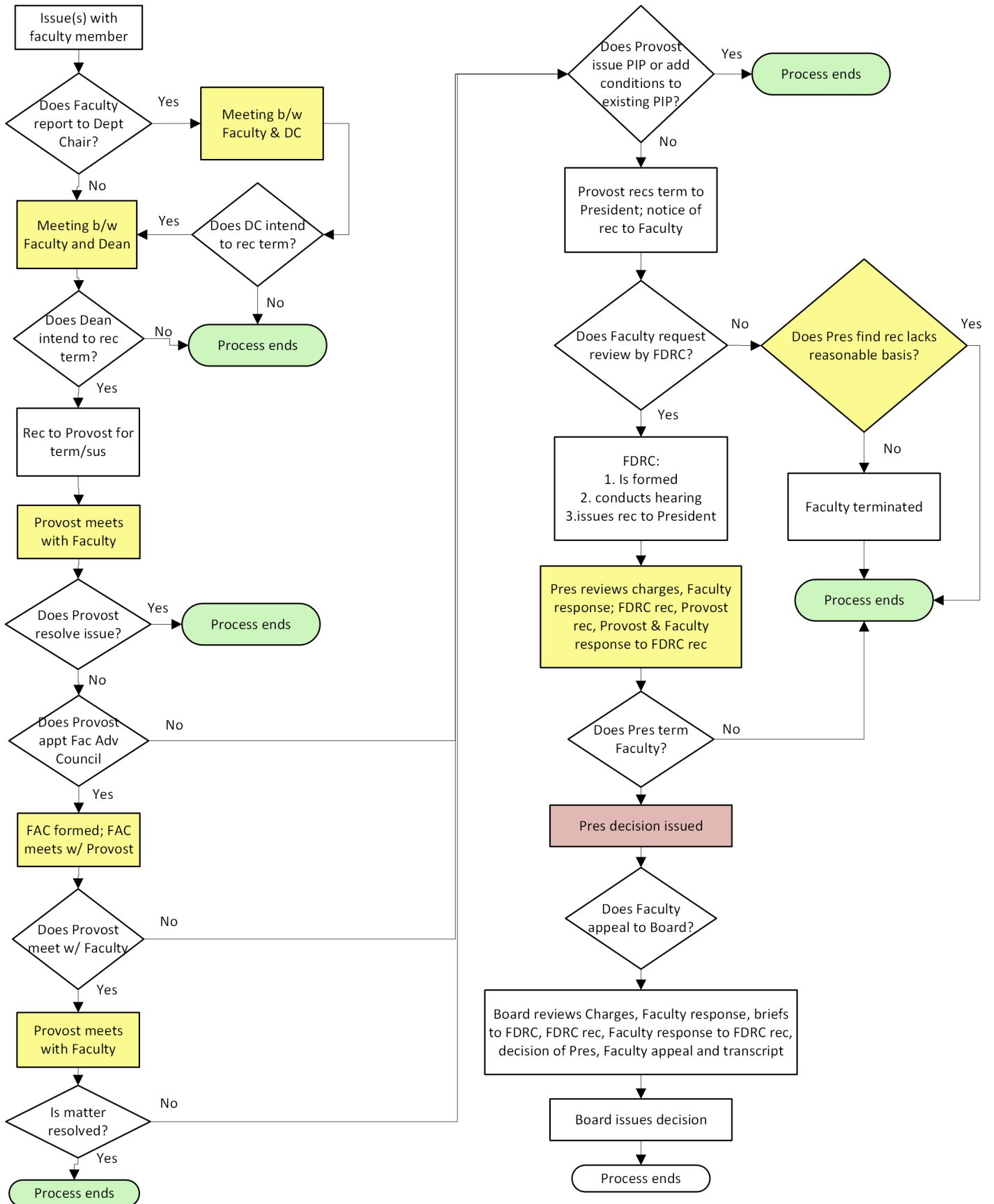
1) Added to the Faculty Handbook in May, 2005, following November, 2004 Board approval of the policy.

Appendix XIV: Non-Tenured Faculty Termination Flowchart

For more information, please see Section 3.V. Procedures for Termination.



Appendix XV: Tenured Faculty Termination Flowchart



XVI. History of Changes to Section 9

5 December 2024

Added Appendix XIV: Non-Tenured Faculty Termination Flowchart and Appendix XV: Tenured Faculty Termination Flowchart. Tenured flowchart approved by WUBOR on December 5, 2024. Non-Tenured flowchart reviewed by General Faculty on November 13, 2024.

10 April 2026

Appendix I: Academic Organizational Chart - Edits to update and reflect updates to alignment and department and program names. Approved by Faculty Handbook on April 10, 2026.