



POLICY MANUAL

VOLUME IV

# **Faculty Personnel Policies**

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**Volume IV**  
**Faculty Personnel Policies**

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## Volume IV

### Faculty Personnel Policies

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#### 4.0 Introduction

Volume IV contains general policies and procedures relating to the faculty and explains policies and procedures relating to faculty status. Effort has been made in this Volume IV to avoid duplication of information, which appears in other documents, viz. Volumes II, III, V, and VI. Faculty members should become familiar with the contents of those documents which have significance for their professional performance. Additional information of interest to faculty members is provided in Appendices to this Volume. Where the terms and provisions of an individual contract of a faculty member are inconsistent with the general policies contained herein, the provisions of the individual contract shall control. Should there be any perceived misapplication, misinterpretation or violation of specific provisions in this Volume IV, the faculty member involved shall report the circumstance to the Vice President for Academic Affairs.

The administrative or staff responsibilities of faculty members with administrative or staff duties are specified in the individual contracts of such faculty members.

While authority to change policy ultimately resides with the Board of Trustees, recommendations for change are invited from all committees or faculty members involved. Committees or faculty members seeking to amend a portion of this Volume IV should work through the appropriate committee or College Dean in consultation with the Vice President for Academic Affairs. The Vice President for Academic Affairs shall keep the President apprised of the initial consideration and ongoing development of suggested policy.

This Volume IV of the Policy Manual has been written and designed to answer most of the questions that might be asked about faculty personnel policies at the University. It supersedes all previous faculty personnel policies and procedures published in prior volumes of the *Lynn University Policy Manual* and faculty handbooks.

Major policies guiding the University are determined by the Board of Trustees and are carried out by administrative personnel. Questions regarding any of the University's faculty status and academic policies, procedures and information contained in this Volume IV of the *Lynn University Policy Manual* are to be directed to one's immediate supervisor, the applicable College Dean, or the Vice President for Academic Affairs.

The University has made a demonstrable effort to be factually accurate in this Volume IV and assumes no responsibility for editorial, typographical, printing, or other errors or omissions.

The University has attempted to present information accurately summarizing the policies, procedures, regulations, requirements, and programs of the University. The University reserves the right to alter or change any statement, policy, procedure, regulation, or program contained herein without prior notice.

## **4.1 Faculty Status and Rank**

### **4.1.1 Faculty Status**

The faculty of Lynn University consists of all instructional personnel and academic administrative personnel with faculty rank as delineated below. Each faculty member must meet the minimum criteria for initial appointment as specified for each rank (see paragraph 4.1.2.1) or otherwise adhere to the SACSCOC exception standards and guidelines with regard to unique and/or professional experience (see paragraph 4.1.2.3). In addition, each faculty member must meet applicable program criteria for assignment of rank (see paragraph 4.1.2.2).

#### **4.1.1.1 Full-Time Faculty**

A full-time faculty member is an employee of the University who is a member of an academic unit, has an academic rank, and whose primary responsibility is teaching and/or research. To be classified as such, the individual must be qualified for and appointed to faculty rank, possess the appropriate credentials to teach classes in their discipline, and be issued a contract. Faculty who assume administrative responsibilities may retain their full time faculty status and rank with a reduced teaching/research expectation. Fulltime faculty are entitled to all benefits and are responsible for all of the obligations specified in this Volume IV of the *Lynn University Policy Manual*. They are full voting members of the faculty.

#### **4.1.1.2 Part-Time Faculty**

A part-time faculty member is an employee of the University, who is appointed for a specified term as a lecturer or instructor, and teaches less than a full-time load as determined by the appropriate College Dean and the Vice President for Academic Affairs. Part-time faculty may not teach more than two courses at one time (8 credit hours). To be eligible for a part-time appointment, candidates must either possess the appropriate academic credentials or the unique and/or professional experience (see paragraph 4.1.2.3) to teach assigned courses in their academic discipline.

Part-time faculty are not eligible for sabbatical leave or promotion in rank. Reappointment of a part-time faculty member is at the discretion of the University and successive reappointments do not confer continuing employment status and imply no employment rights beyond the duration of the term of employment as set forth in the faculty member's contract, letter of appointment, or similar document.

#### **4.1.1.3 Special Appointment Faculty**

For appointments other than to regular faculty ranks, provision is made for Artist/Writer/Scholar-in-Residence, Practitioner/Professional/Clinical, Emeritus and Visiting status. An individual appointed to Special Appointment status' role in governance is determined by the terms of their appointment contract. The reappointment of Artist/Writer/Scholar-in-Residence, Practitioner/Professional/Clinical, and Visiting faculty members is at the discretion of the University and successive reappointments do not confer continuing employment status and imply no employment rights beyond the duration of the term of employment as set forth in the faculty member's contract, letter of appointment, or similar document.

#### ***4.1.1.3.1 Artist/Writer/Scholar-in-Residence***

The University may appoint artists, writers, scholars and other distinguished individuals to the special faculty status of Artist/Writer/Scholar-in-Residence. An Artist/Writer/Scholar-in-Residence is one who has demonstrated exceptional qualifications through professional experience, primarily in performance, but also in teaching performance in his/her specialized performance medium. Such appointments are awarded for a specific period of time and may be full-time or part-time depending upon the needs of the University. Upon approval from the President, the Vice President for Academic Affairs appoints Artists/Writers/Scholars-in-Residence after consultation with the appropriate College Dean. Their rights and duties are dependent upon whether they are appointed on a full-time or part-time basis.

#### ***4.1.1.3.2 Practitioner/Professional/Clinical Faculty***

The University may appoint distinguished practitioners, professionals, and clinicians to the special faculty status of Practitioner/Professional/Clinical. Such appointments are awarded for a specific period of time and may be full-time or part-time depending upon the needs of the University. Upon approval from the President, the Vice President for Academic Affairs appoints Practitioners/Professionals/Clinical faculty after consultation with the appropriate College Dean. Their rights and duties are dependent upon whether they are appointed on a full-time or part-time basis.

#### ***4.1.1.3.3 Emeriti Faculty***

The honorary rank of Professor Emeritus or Professor Emerita may be bestowed on the initiative of the President and the Board of Trustees. The rank of Professor Emeritus/Emerita is usually reserved for individuals who have retired after a minimum of ten years of exemplary teaching, scholarship, and service at Lynn University. They receive the benefits provided to all faculty members who have retired in good standing from the University. They do not teach at the University except as may be provided by a part-time appointment contract.

#### ***4.1.1.3.4 Visiting Appointments***

The University may, at its discretion, utilize the services of a visiting faculty member for one or more terms. Visiting appointments are reserved for faculty members of other institutions, professor emeriti, persons distinguished in their fields or for temporary appointment coverage during the conduct of a full search cycle to permanently fill an approved faculty vacancy. Such faculty members must meet all of the standards for appointment as full-time faculty at Lynn University. Their responsibilities may include teaching, advising, service, and/or counseling. Visiting faculty members are appointed by the Vice President for Academic Affairs upon approval from the President and after consultation with the appropriate College Dean. Visiting faculty will carry the rank they hold from their most recent employer or will be assigned a rank based on the criteria listed in Subsection 4.1.2. They are not eligible for sabbatical leave or promotion in academic rank at Lynn University. Successive visiting appointments may be held for no more than the equivalent of three academic years.

### **4.1.2 Faculty Rank**

The appropriate College Dean makes recommendations for all faculty appointments to the Vice President for Academic Affairs and the President of the University. Members of the full-time

faculty may be assigned to one of four ranks on the strength of their graduate education, their years of experience, and evidence of, or testimony to their professorial competence. These ranks in ascending order are: Lecturer, Instructor, Assistant Professor, Associate Professor, and Professor. Part-time faculty are assigned the rank of Lecturer or Instructor.

#### **4.1.2.1 Minimum Criteria for Initial Assignment of Rank**

In addition to the specific requirements for undergraduate and graduate appointments set forth below, in order to be appointed to the faculty of Lynn University, an individual must: (i) meet the minimum criteria for the applicable rank; (ii) provide evidence of special competence in the field(s) for which they are employed; (iii) possess an advanced degree from an accredited institution and 18 graduate credits in the subject area(s); (iv) possess personal and academic qualifications consistent with the mission of the University and with the academic needs of students served by the institution; and (v) manifest a commitment to continuous advancement in academic competence.

##### ***4.1.2.1.1 Lecturer/Instructor***

Master's Degree in the discipline or a master's degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline) from either a regionally accredited institution or an internationally recognized institution of higher education.

##### ***4.1.2.1.2 Assistant Professor***

Terminal Degree appropriate to the discipline or a minimum of 18 graduate hours in the teaching discipline from either a regionally accredited institution or an internationally recognized institution of higher education.

##### ***4.1.2.1.3 Associate Professor***

1. Terminal Degree appropriate to the discipline or a terminal degree in a related field from either a regionally accredited institution or an internationally recognized institution of higher education.
2. Five years full-time teaching at the Assistant Professor level at a regionally accredited institution or an internationally recognized institution of higher education.
3. A record of effective teaching and evidence of contributions to education.
4. A record of service to education.

##### ***4.1.2.1.4 Full Professor***

1. Terminal degree appropriate to the discipline or a terminal degree in a related field from either a regionally accredited institution or an internationally recognized institution of higher education.
2. Seven years of full-time teaching at the Associate Professor level at a regionally accredited institution or an internationally recognized institution of higher education.
3. A record of effective teaching.
4. A record of service to education.



5. A record of scholarly activity.

#### **4.1.2.2 Program Criteria for Assignment of Rank**

##### ***4.1.2.2.1 Undergraduate Programs***

All undergraduate program candidates must be proficient in oral and written communication in English, must have at least an earned Master's degree in the teaching field or have a Master's degree and 18 graduate semester hours in the field to be taught from either a regionally accredited institution or an internationally recognized institution of higher education, and two letters of recommendation. Preference will be given to those with the terminal degree, normally a doctorate, in their field. In exceptional cases, other preparation and experience may be considered (see paragraph 4.1.2.3). Evidence of academic and professional preparation, such as official transcripts, work records, technical training, performance competency records, copies of published work, and certifications, will be assessed by the applicable College Dean and kept on file as justification for appointment (see paragraph 4.1.2.2.3 below for additional information). In the case of non-degree diploma or certificate occupational courses, faculty members must provide evidence of special competence or certification in the field to be taught.

##### ***4.1.2.2.2 Graduate Programs***

In addition to the minimum standards described above, faculty teaching in the University's Graduate Degree Programs must hold the terminal degree, usually, the doctorate, in the teaching discipline or in a closely related discipline from either a regionally accredited institution or an internationally recognized institution of higher education. Faculty members teaching courses at the doctoral degree level must hold the earned doctorate from either a regionally accredited institution or an internationally recognized institution of higher education. All policies and regulations affecting graduate curricula and faculty certification, as well as requirements leading to graduate credit, certification and degrees, should be directed and formulated by the College Dean as appropriate, the Curriculum and Academic Standard Committee and the Vice President for Academic Affairs.

##### ***4.1.2.2.3 Verification of Academic Credentials***

The applicable College Dean will collect and examine all documents needed to demonstrate that the candidate's academic credentials satisfy program criteria for assignment of rank. This documentation includes, but is not limited to:

1. A current curriculum vita;
2. Official transcripts (indicating terminal degree or other appropriate transcripts);
3. Appropriate licenses or certifications; and
4. Verification of employment related to teaching experience (as needed).

In initially assessing the academic transcript, the College Dean or a designee must ensure that the transcript includes the following elements: (a) the issuing institution's official seal; (b) signature of

the appropriate authorizing agent, preferably the institution's registrar; (c) the institution's official letterhead or stationary; (d) the institution's watermark or other identifier; and (e) the date of issue.

If a transcript is unclear, the College Dean or a designee will contact the institution producing the transcript and request additional information regarding the transcript or courses in question. Documentation received in response to such a request will be placed in the faculty member's personnel file. Only course work and degrees granted by an accredited college or university or an internationally recognized institution of higher education will be accepted for credentialing faculty members. In the event the institution ceases to exist and there are no records or method of verification, references to support academic course work must be provided by the faculty member or prospective faculty member.

If, as a result of the document review, it is determined by the College Dean that the current or prospective faculty member's academic credentials satisfy the University's formal program requirements, the candidate's application for appointment will proceed and the materials reviewed will be kept on file.

#### **4.1.2.3 Exceptions Based on Unique and Professional Experience**

In appropriate cases, the University will consider the unique and/or professional experiences of a candidate as the primary basis of his/her appointment. In those situations the University is guided by SACSCOC standards and guidelines. The University is not bound by this policy to award exceptions.

In order to be considered for an exception, instructors must demonstrate that their peers, inside and outside the University, recognize them as a respected authority in the field. The fact that an individual has taught a particular subject or field for a number of years does not carry sufficient weight by itself to justify an exception. All faculty are expected to have a broad base of knowledge in a discipline or field such as one obtains through formal academic training in a graduate degree program.

Similarly, if professional experience is to be considered for an exception, the experience must span many years and encompass a broad range of positions with increasing levels of responsibility. Truly outstanding achievements in job performance must exist and they must be documented and judged to distinguish the individual as exceptionally competent and knowledgeable in the teaching field or discipline.

The evaluation results by the applicable Dean and the Vice President for Academic Affairs of a faculty member's experience must establish that accomplishments and contributions to the profession or to the teaching field, as well as experience and competency, are unique, unusual, exceptional, outstanding and substantial. Such accomplishments, contributions and experience must be documented and judged by the applicable College Dean and the Vice President for Academic Affairs to conclude that the individual is exceptionally competent and knowledgeable in the teaching field or discipline and is capable of contributing to effective teaching and student learning outcomes. Such a characterization should apply to exceptions for both undergraduate and graduate faculty. The highest and most stringent standards will apply to graduate faculty. Therefore, it is anticipated that exceptions for graduate faculty will be extremely rare.

Given the above standards, it would be in the best interest of faculty to pursue the required academic qualifications concurrent with the review of an application for an exception.

**Note:** The acceptance of exceptional alternative qualifications by the University is contingent upon final review and approval by the Visiting Committee of the Commission on Colleges of the Southern Association of Colleges and Schools. In the event that a Visiting Committee disagrees with the University's decision to grant an exception to a faculty member and an appeal to the Commission on Colleges is unsuccessful, the faculty member will be considered out of compliance with both Lynn University and Commission requirements for minimum qualifications. Such a ruling may result in termination or restriction to teaching courses solely in the discipline in which the faculty member holds at least a master's degree with 18 hours in the teaching field.

## **4.2 Faculty Contracts**

### **4.2.1 Terms and Conditions of Employment**

The University will provide contracts, letters of appointment, or similar documents ("contracts") to full-time and special status faculty members clearly describing the terms and conditions of employment. Thus, every appointment of a full-time or special status faculty member shall be evidenced by a contract signed by the faculty member and by the Vice President for Academic Affairs on behalf of the President. The contract specifies rank, salary, length of agreement and other conditions of employment. A copy of the contract shall be presented to each prospective faculty member prior to acceptance of appointment. Acceptance of the contract shall be considered evidence of the appointee's willingness to be bound by all terms of the contract, and shall not be considered intent by the University to employ the appointee beyond the period of appointment.

Part-time faculty are "at-will" employees of the University and are not issued appointment contracts. Termination or a decision by the University to not re-hire a part-time faculty member is not grievable.

### **4.2.2 Types of Contractual Appointments**

#### **4.2.2.1 Full-time Faculty Contract Appointments**

##### **4.2.2.1.1 Term Contract Appointments**

Term contract appointments are issued by Lynn University to members of the full-time faculty at the time of their initial appointment to the University. Initial term contracts are issued for a clearly defined, limited period of time and may be continued or terminated after the expiration of the term.

Full-time faculty members on initial term contracts will be notified whether they will be issued a Two-Year Rolling Contract in accordance with the University's Renewal/Non-Reappointment of Full-time Faculty Policy (see Subsection 4.6.3). If the faculty member is eligible and receives a two-year appointment, he or she will be assigned to the Two-Year Rolling Contract classification, effective the beginning date of the new appointment and the conditions governing the administration of two-year appointments will then apply. If, however, a Two-Year Rolling Faculty Contract (as defined herein) is not offered, the University at its discretion may elect to offer the faculty member a one-year term contract or issue a notice of non-renewal.

#### ***4.2.2.1.2 Two-Year Rolling Contract Appointments***

Two-Year Rolling Contract appointments are issued by Lynn University to members of the full-time faculty who have successfully served an initial one-year term contract appointment with the University. The decision to issue a Two-Year Rolling Contract is at the discretion of the University.

Full-time faculty members appointed pursuant to a Two-Year Full Rolling Contract have a two-year term of employment, which is eligible to be renewed annually. Renewal is at the discretion of the University and will be extended unless written notice is given to the faculty member by the Vice President for Academic Affairs prior to the Spring Term annually, by December 31 in a given year, stating that the two-year term of employment has been extended. In the event that the contract appointment is not renewed, all compensation and benefits and requirements of the contract will remain in effect until the expiration of the then current term of the contract.

#### **4.2.2.2 Special Status Faculty Contract Appointments**

Applicable special status faculty members (i.e., Artist/Writer/Scholar-in-Residence, Practitioner/Professional/Clinical, and Visiting faculty members) are issued appointment contracts for a designated period of time. Such appointments automatically terminate upon the expiration of the appointment term specified in the contract. No notice or action by the University is required to effectuate such termination. Re-employment after expiration of the appointment period is at the sole discretion of Lynn University.

#### **4.2.2.3 Variance of Terms**

Only the President has the authority granted by the Board of Trustees to enter into any agreement for employment for any specific period or to make any promises or commitments contrary to the foregoing. No agreement shall be enforceable unless in writing and signed by the President or a designee.

#### **4.2.3 Joint Appointments**

In a joint appointment, the faculty member has responsibilities to more than one academic unit or college. In making joint appointments, a primary academic unit home where a faculty member's appointment is held must first be established. The home academic unit will have primary responsibility over matters affecting advancement in rank. The home academic unit's policies and procedures shall prevail related to matters not covered in this policy.

The units or colleges contributing to a joint faculty member's position must decide in writing workload responsibilities, as well as budget allocations for each unit. Specific duties of the faculty member in all units will be determined in writing by the administrators involved with the joint appointment. The duties should reflect the faculty member's area of expertise and may include advising, teaching, committee work, research, and/or administrative duties as applicable.

Faculty members with joint appointments should hold the same rank for each of the units with which the person is affiliated. If this is not feasible, the subsequent unit rank should not be higher than the rank held in the home academic unit.

A joint reappointment may be made at the conclusion of the initial joint appointment. If a primary appointment ends, the joint appointment also ends.

The administrators involved with the joint appointment will recommend joint appointments to the appropriate Deans. The Deans will then make a joint written recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs, upon approval of the President, will officially approve all joint appointments.

#### **4.2.4 Location of Appointment**

Appointments at the University are granted in a particular academic unit as stated in the faculty member's contract. Joint appointments to different academic units may be granted to a faculty member. In such a case, the Vice President for Academic Affairs, upon approval of the President and in consultation with the applicable College Dean, will select one academic unit as the faculty member's primary academic unit.

#### **4.2.5 Acceptance of Contract**

The contract shall be signed by the faculty member and returned to the Office of Employee Services within thirty (30) days of receipt. Failure to do so shall be deemed a resignation unless the President has granted an extension of time in writing to the faculty member.

### **4.3 Search and Hiring of Faculty**

The University has an orderly process for recruiting and appointing faculty. It offers faculty appointments on the basis of educational qualifications, experience, teaching ability, scholarship, and personal and professional integrity. Only candidates who meet the minimum standards as specified by SACSCOC will be considered.

#### **4.3.1 Faculty Recruitment**

Each academic year, projected faculty needs are established and communicated by the College Deans to the Vice President for Academic Affairs and the President.

Lynn University is an Equal Employment Opportunity institution, and as such, encourages applications from all qualified candidates, regardless of race, color, religion, sex, sexual orientation, sexual identity, gender, gender expression, or gender identity, age, national origin, ancestry, citizenship, disability, gender related status, pregnancy, genetic disposition, veteran or military status, marital status, familial status or any other protected characteristic as established by law.

#### **4.3.2 Full-Time Faculty Recruitment Procedures**

The following is intended to provide standard procedures for the hiring of faculty. This process should be followed for the hiring of all full-time faculty members.

The hiring process begins after approval for the faculty position has been obtained from the President by the Vice President for Academic Affairs and is premised on the following assumptions:

1. The President reserves the right to authorize the utilization of outside search firms or consultants.

2. Hiring decisions should reflect student needs, College and academic program development, and fiscal responsibility.
3. The process should be completed in an expeditious manner.
4. Confidentiality is essential at all phases of the search process and after the search is completed.

#### **4.3.2.1 Identifying and Interviewing Candidates**

1. The applicable search committee, in consultation with the applicable College Dean, will evaluate applicants and determine those who will be invited for an interview.
2. References and background checks will be completed for all candidates selected for a formal interview.
3. As appropriate, candidates for faculty appointments will be asked to teach, demonstrate clinical procedures, etc.
4. During the interview process, the candidate will be notified that any job offer is contingent upon successful completion of background and reference checks, as well as verification and approval of academic or alternative qualification credentials. Moreover, notice of the availability of the Lynn University annual security report will be provided to the interviewee if the position was advertised.

#### **4.3.2.2 Final Decision Making and Hiring**

1. After all the final candidates are interviewed and evaluated, the College Dean and search committee will meet to make recommendations to the Vice President for Academic Affairs. The Vice President for Academic Affairs will share these recommendations with the President.
2. The College Dean will offer the position to the agreed upon candidate. Before the position is offered to the candidate, references and background checks are conducted; and official transcripts, a current vita or resume, and three letters of recommendation justifying the faculty member's ability to teach and/or perform research in the assigned discipline must be presented.
3. The College Dean will negotiate the final salary and other job related issues with the candidate. The Office of Employee Services will draft the contract. Employee Services, the College Dean, and the Vice President for Academic Affairs will receive copies of the signed contract.
4. Employee Services or the applicable College Dean should contact those who have been interviewed, but who were not selected, within two weeks after the selected candidate accepts the position. All materials related to the search, including personal notes, must be sent to Employee Services within two weeks after formal acceptance of the position.

#### **4.3.3 Hiring of Part-Time and Special Appointment Faculty**

A less thorough search may be conducted for part-time and special appointment faculty. The applicable College Dean and the Vice President for Academic Affairs should interview part-time and special appointment faculty candidates. During the interview process, the candidate will be notified that any job offer is contingent upon successful completion of background check, as well as verification and approval of academic or alternative qualification credentials. Moreover, notice of

the availability of the Lynn University annual security report will be provided to the interviewee if the position was advertised.

## **4.4 Faculty Evaluation**

The rationale of annual evaluation procedures is to encourage and commend the faculty, to bring about improvement in the quality of performance, to recognize the contributions of the individual member, and thus, to promote the excellence of the University. In addition, this annual assessment serves as a basis for decisions regarding, retention, reappointment, and advancement in rank.

### **4.4.1 Means of Evaluation**

The University's primary commitment to quality education requires ongoing planning and evaluation of instructional effectiveness. To this end, various means of evaluating instruction are used including classroom visits, regular student evaluations, and the Faculty Performance Effectiveness Review, which is conducted utilizing the online interface. Course syllabi, assignments, and tests are also regularly reviewed by the Deans and the Vice President in Academic Affairs as a means of assessing instructional effectiveness.

#### **4.4.1.1 Student Evaluations**

Students are surveyed concerning course quality and faculty performance at near the end of each course. Survey data is compiled by the office of Institutional Research and is shared with the College Dean, and the relevant faculty member. Students are asked to rate instructors on a number of performance variables including course organization & planning, communication, faculty/student interaction, assignments & grading, course outcomes, and course difficulty.

#### **4.4.1.2 Full-time Faculty Performance Effectiveness Review**

To assist in annual faculty evaluation, each full-time faculty member will be asked to summarize their professional and educational activities for the year via the designated online application. This, in essence, is a faculty self-evaluation performance review.

The appropriate College Dean will assist in developing and reviewing the faculty member's faculty performance effectiveness review via the designated online application. Strengths in all areas will be noted. Areas requiring improvement will be identified and strategies to improve will be initiated.

The purpose of the self-evaluation is to promote professional excellence, provide a basis for the review of performance, and improve academic skills.

The annual faculty performance effectiveness review has the following objectives:

1. To provide a basis for discussion of academic performance, specific needs in the discipline, and the means of improvement if indicated.
2. To form a basis for decisions on reappointment and advancement in rank as applicable.
3. To provide information helpful in selecting faculty members for special assignments, conferences and workshops.

#### ***4.4.1.2.1 Criteria for Professional Self Evaluation***

The faculty performance effectiveness review is divided into four categories, each contributing to the overall Lynn University definition of what constitutes an effective full-time faculty member and teacher. Specifically, an effective teacher is actively involved in multiple roles and activities related to their knowledge area and integrated into their teaching methods in unique ways. The University purpose and goals provide the direction toward which faculty fulfill its mission. Each of the four categories listed below encompass a range of teaching roles, responsibilities and methodologies and provide guidelines for helping our faculty to improve, thus contributing to overall institutional effectiveness.

#### ***4.4.1.2.2 Elements of the Faculty Performance Effectiveness Review***

Four elements serve as the context for the Faculty Performance Effectiveness Review submitted via the designated online application with the assumption that: (a) faculty development is an ongoing process; and, (b) each section or element is a component of teaching effectiveness, defined as the degree to which energies and activities are dedicated to fulfilling the purposes and goals of the University. The Faculty Performance Effectiveness Review is to be completed via the designated online application by every full-time faculty member on or before May 15 each year.

**Teaching Effectiveness Profile:** In accordance with the criteria for the faculty advancement in rank, this profile facilitates the assessment of teaching effectiveness. Consideration of the following encompasses this evaluation: enthusiasm in presenting the subject matter, clarity in presentation, concern for student learning, clarity of expression in course objectives and course organization, diversity in presentation, appropriate use of testing and evaluation procedures, and current knowledge of the subject matter.

**Advising:** A faculty member's evaluation of his or her effectiveness as an advisor may consist of the following parameters: accessibility, accuracy in keeping records of students' course work, advising students to take appropriate courses, making proper referrals, maintaining appropriate contact with parents, responding to student needs, projecting a positive attitude.

**Scholarly Activity and Research:** Scholarly activity of the faculty will be reviewed by current research including publications and scholarly work. Consideration of any of the following that may also be relevant: attendance at conferences, membership in professional societies, consultant practice(s), acquiring professional certification related to the teaching area, writing grant proposals, writing/reviewing textbooks, and involvement in course or program development.

**Service to Lynn University:** In evaluating effectiveness as a member of the faculty, consideration will be given to service on University committees, participation in student activities and other school functions, presentation of faculty workshops, presentation of lectures for a series, involvement in fund raising or acquiring physical resources for the University.

#### **4.4.1.3 Evaluation of Part-time and Special Status Faculty**

Part-time and special status faculty members are evaluated according to the following guidelines:



1. **Student Evaluations:** All courses, every semester must be evaluated by students near the end of each course. See paragraph 4.4.1.1 for additional information.
2. **Supervisor Evaluations:** The applicable College Dean, or designee, will observe the instructor's teaching effectiveness during the first term he/she teaches an assigned course. Thereafter, observations will occur annually. In the absence of the Dean, the Vice President for Academic Affairs or designee will assume the responsibility.

Consideration of the following encompasses the supervisor evaluation: enthusiasm in presenting the subject matter, clarity in presentation, concern for student learning, clarity of expression in course objectives and course organization, diversity in presentation, appropriate use of testing and evaluation procedures, and current knowledge of the subject matter.

#### **4.4.2 Performance Evaluation Criteria**

As faculty members at a learning-centered University, the primary responsibility of the full-time faculty is teaching. All full-time faculty should be invested in teaching excellence and prioritize student learning as paramount. The primacy of teaching however does not diminish the importance of research and service. Through scholarly and creative productivity faculty members demonstrate their commitment to active and engaged participation in their discipline and/or profession. Service to the University and to one's profession further distinguishes the role of faculty within the professoriate and at the University.

The "scholarship of teaching" for Lynn faculty is intrinsic to our understanding of teaching in a learning centered University. At Lynn, excellence in teaching includes scholarship in pedagogy, curriculum, and other areas essential to teaching and learning.

Given our mission, therefore, members of the full-time faculty are expected to engage in scholarship in both teaching and research/creative activities. Above all, the criteria for appointment and advancement in rank at Lynn University recognizes that teaching, learning, scholarly and creative productivity, and service are all essential to academic excellence.

##### **4.4.2.1 Definition of Teaching**

1. Teaching is facilitating the engagement of the learner in a process to acquire competencies in the form of knowledge, skills, attitudes and values. At Lynn University, teaching requires using a variety of instructional methods, varying venues of delivery, direct and indirect assessments of learning in courses and of programs, and innovative, international, and individualized approaches. Please refer to Appendix 4.4.2.1 for additional information regarding Lynn University's Philosophy on Instruction. Lynn University recognizes the following as essential to teaching:
  - a. Academic quality, standards, best practices, and excellence.
  - b. Flexibility and adaptability.
  - c. Innovation, creativity, and discovery.
  - d. Professional development.
  - e. Responsibility and accountability to self, students, and the Institution.

- f. Technology enhancement.
  - g. Effectiveness and continuous improvement.
2. Excellence in teaching is depicted by acquiring the expertise of knowledge, skills, and abilities to develop and implement the best practices in pedagogy and learning. These include professional development activities that enhance teaching, active membership in professional organizations, preparation, presentation, and adjudication of student performances both on and off campus, conference presentations, publications, and master classes. Lynn University recognizes excellence in teaching is premised on embracing certain values and demonstrating competency and commitment in implementation of the professoriate role of professor of practice:
- a. Teach courses, facilitate student learning, advise and mentor, guide qualifying papers, theses, dissertations, recitals and performances.
  - b. Use pedagogy based on principles of excellence in teaching.
  - c. Promote individualized and collaborative learning.
  - d. Facilitate and document student problem solving, critical thinking, ethical reasoning, breadth of knowledge and core competency development, knowledge and competencies for the major, civic responsibility and engagement, service learning, self-responsibility and accountability, global awareness and multicultural sensitivity.
  - e. Demonstrate excellence in teaching using evidenced based practice that is documented in referred research journals, books, and professional conferences.
  - f. Engage in educational evaluation including: assessment, analysis, and recommendations for improvement of best practices in teaching and student learning.
  - g. Participate in faculty development and training.
  - h. Seek certification and/or credentialing based on competence in instructional technology, curriculum development, and/or discipline knowledge or expertise where applicable.
  - i. Participate as a contributor and active member of the discipline through service, research, and other scholarly activity.
  - j. Critique and embrace change that promotes continuous improvement.
3. Assessment of teaching including currency in the field is measured by administrative, peer, student, and self-evaluation:
- a. Seek, obtain, and maintain licensure and/or certification.
  - b. Document scores on CEU programming tests related to discipline (these are available online).
  - c. Perform in public concerts, present master classes.
  - d. Publish (or present) papers that have been peer reviewed by discipline experts, and thus represent currency and innovation or creativity in the discipline.

- e. Provide peer review comments from discipline experts and colleagues.
  - f. Serve as a reviewer of papers or conferences, or books, or as an adjudicator at competitions—assumption of currency in the field.
  - g. Document post graduate course work (via passing grades).
  - h. Receive peer review letters (department, college, or University).
  - i. Consult in program development related to discipline.
  - j. Develop (designs) and /or present professional development programs in the discipline.
  - k. Reads professional journals and integrates new information in course and curriculum – professor constantly rewrites course material making it very consistent with recent advances in the discipline.
  - l. Course may show connections between other fields – thus putting a course into a larger context than the specific discipline.
  - m. Course evaluation tools include general assessment, and questions about “currency” such as the degree to which the faculty:
    - i. Helped students discover new information about the course topic;
    - ii. Spirited students to find out more;
    - iii. Used or discussed current information from the field.
  - n. Implements student-centered assessment, emphasizing the outcomes or results of the educational process (that is, what students are able to do as a result of what teachers have provided).
  - o. Uses a variety of assessment tools, including direct and indirect measures of learning at the course and program level.
  - p. Provides curriculum revision (or transformation) at the program level.
  - q. Syllabi reflect constant development – revisions– and contain current learning resources.
  - r. The teacher recognizes self to be a learner of the practiced discipline.
4. Teaching Portfolios. In order to demonstrate teaching excellence and effectiveness, Lynn University faculty are required to submit documentation of the professoriate role in a teaching portfolio, which is developed, submitted, and reviewed on an annual basis. Teaching portfolios reflect the manner in which the professor engages learners in a process to acquire competencies in the form of knowledge, skills, attitudes and values and shows implementation of the best practices in pedagogy and learning. Teaching portfolios serve the purposes of enhancing personal and professional development and documenting competency for annual reviews and/or and advancement in rank, and thus are both formative and summative. Portfolios include but are not limited to:
- a. Teaching philosophy, goals, strategies, and assessments.
  - b. Reflections on teaching experiences and responsibilities.

- c. Goals (past, present, and future).
- d. Examples of implementing the best practices in pedagogy and learning (see items under excellence in teaching).
- e. Course syllabi, course materials, assignments and their rationale (an explanation for the rationale behind the assignments), and descriptions of the way instructional methods and materials facilitate student learning.
- f. Materials documenting student learning.
- g. Summarized evidence of teaching effectiveness including summary of student ratings other forms of student feedback, alumni comments, peer, and administrative evaluation.
- h. Teaching awards and recognition, and contribution to the teaching profession.
- i. Professional development related to teaching and learning.

#### **4.4.2.2 Definition of Scholarship**

The professoriate at Lynn University is expected to engage in scholarship - which includes research or other creative activities - and to demonstrate competence in this area. Scholarly productivity in its various forms is an indispensable ingredient in the continued development of Lynn University and its professoriate. Scholarship is defined as the development and dissemination of unique contributions to the advancement of knowledge in an academic field of study.

Common forms of scholarship include (but are not limited to) empirical investigations, theoretical monographs, and composition or performance in the arts.

Clearly, various examples of scholarly activities exist, and these will differ across the academic disciplines. A structure for defining and measuring research activities will be created within the context of each field of study. In other words, each college or unit will develop discipline-specific criteria for evaluating scholarship (please see Appendix 4.4.2.2 for additional information). Some consistent principles, however, should be considered:

1. These contributions should rise to the standards recognized and accepted by our respective peers. Peer review is the process of subjecting an author's scholarly work to the scrutiny of others with noted expertise in the same field. The consensus of a community of experts is considered essential to ensuring that scholarship conforms to the standards of academic rigor or artistic quality. Peer review seeks to limit the dissemination of irrelevant findings, unwarranted claims, unacceptable interpretations, substandard methods, and personal views.
2. Criteria in each college/unit should conform to the industry standard in each discipline.
3. Faculty members are expected to publish peer-reviewed work or its artistic equivalent in order to be promoted to the next rank. Steps toward achieving that goal should begin in the first year of hire with the development of a scholarly agenda, and subsequent yearly contracts should include designated steps toward achieving that goal. Each year the dean will review progress toward the goal, creating a system of accountability and mentorship.

#### 4.4.2.3 Definition of Service

Service is fundamental to the Lynn University mission, and helps create an environment that is individualized, innovative and international. At the core of service is a sense of commitment to the University community and to one's profession. Service to the University fosters identification with the values and goals of the institution. Service to the profession furthers the connection between the University and professional fields. Overall, service enables faculty to be productive and participatory citizens of the University and the profession.

Service includes service to the University, to one's college or department and to the profession.

1. Examples of service to the University:
  - a. Serving on University committees;
  - b. Chairing University committees;
  - c. Serving as secretary to University committees;
  - d. Serving as faculty advisor to student clubs and organizations;
  - e. Writing accreditation reports;
  - f. Grant writing for the University (not research);
  - g. Recruitment, fundraising, marketing;
  - h. Mentoring colleagues in research, service and/or teaching;
  - i. Organizing University events such as student symposia, drama productions, concerts, showcases, competitions, conferences, guest speakers, etc.
2. Examples of service to the college and department:
  - a. Serving on college committees;
  - b. Chairing college committees;
  - c. Serving as secretary to college committees;
  - d. Organizing college events such as student symposia, drama productions, concerts, showcases, competitions, conferences, etc.;
  - e. Participating in college events such as judging student work, presenting at symposia, poetry readings, playing concerts, directing plays, etc.;
  - f. Mentoring colleagues in research, service and/or teaching;
  - g. Providing experiential learning opportunities for students out of the classroom, including community service that fostering the University mission with the community.
3. Examples of service to the profession:
  - a. Chairing panels at conferences;
  - b. Serving on professional associations' committees;
  - c. Serving as planner for conferences;

- d. Reviewing conference submissions;
- e. Editing professional newsletters;
- f. Providing students with opportunities to engage the profession (attending/presenting at conferences, supporting student research, off campus performances and creative endeavors, engaging in chosen profession, etc.);
- g. Promoting students in their pursuit of fellowships, scholarships, graduate study, festival participation, competitions and service learning or volunteer opportunities.

\*\*Paid administrative positions such as chairing programs or departments are considered administrative duties and therefore do not constitute University service.

## **4.5 Advancement in Rank**

### ***4.5.1 Advancement in Rank Procedures***

As part of the procedure for advancement in rank, the University will, on an ongoing basis, develop and refine appropriate evaluative instruments. Factors considered for advancement in rank are teaching ability, service to the University, dedication to the basic philosophy and goals of the University, scholarly achievement, and time-in-rank. In certain programs, professional experience in the area may be a factor. The primary duty of all faculty members at Lynn University is teaching. Consequently the University is much more focused on the quality of instruction than it is with scholarly research. However, this in no way should preclude a faculty member from undertaking research or publication. The University encourages original research and publication or presentation of papers by its faculty, and will provide assistance for travel when possible. Please refer to the University's Faculty Development Policies in Section 4.8 for additional information.

A full-time faculty member who is eligible for advancement in rank should develop a dossier consisting of a current curriculum vita; letters of recommendation; and a list of accomplishments and activities identified in the Faculty Performance Effectiveness Review submitted via the designated online application. The appropriate College Dean, the Committee on Rank and Advancement, and the Vice President for Academic Affairs will each make an informed and independent recommendation to the President regarding each applicant for advancement in rank. The decision regarding advancement rests solely with the President and the Board of Trustees after their respective independent reviews.

In case of a request for evaluation before the completion of the standard time in rank, the person may be advised that his/her progress is satisfactory and that his/her work is considered favorably, but that there is no highly unusual attainment that would support recommendation for advancement before completion of the standard time in rank.

In case of failure to meet the criteria required for advancement, the person will be advised of these deficiencies. At a later date, when the deficiencies have been removed, the person may make a new request.

#### **4.5.2 Criteria for Advancement in Rank**

Advancement from one rank to another is not automatic. A recommendation for advancement in rank will be based upon positive accomplishments, not merely upon time served and an absence of serious deficiencies. Only the accomplishment and performance of the faculty member in the rank currently held should be considered for advancement to the next rank.

In order to be considered for advancement in rank, a full-time faculty member must complete three years full-time teaching at Lynn University and receive verification from the appropriate College Dean in addition to meeting the following minimum standards:

1. **Instructor to Assistant Professor:** To advance to the rank of Assistant Professor an individual must:
  - a. Hold a master's degree and have made substantive progress toward obtaining a doctorate or its equivalent or (ii) hold a terminal degree appropriate to the discipline; or (iii) hold multiple Master's degrees that serve the needs of the University or faculty member's College or (iv) hold a master's degree and substantial professional, artistic, or other relevant experience.
  - b. Have three years full-time teaching experience at Lynn University.
  - c. Demonstrate teaching effectiveness and evidence of contributions to education at Lynn University.
  - d. Provide a record of service (community, University, and or disciplinary).
2. **Assistant Professor to Associate Professor:** To advance to the rank of Associate Professor an individual must:
  - a. Hold a terminal degree appropriate to the discipline.
  - b. Have five years of full-time teaching at the Assistant Professor level at a regionally accredited institution or an internationally recognized institution of higher education, three years of which must have been completed at Lynn University.
  - c. Demonstrate teaching effectiveness and evidence of contributions to education at Lynn University.
  - d. Provide a record of service (community, University, and/or disciplinary).
  - e. Demonstrate a record of scholarly activity.
3. **Associate Professor to Full Professor:** To advance to the rank of Full Professor an individual must:
  - a. Hold a terminal degree appropriate to the discipline.
  - b. Have seven years of full-time teaching at the Associate Professor level at a regionally accredited institution or an internationally recognized institution of higher education, three years of which must have been completed at Lynn University.
  - c. Demonstrate teaching effectiveness and evidence of contributions to education.

- d. Provide a record of service (community, University, and/or disciplinary).
- e. Demonstrate a record of scholarly activity.

#### **4.5.3 *Timeline for Advancement in Rank***

On or before October 1 – deadline for faculty member to notify the College Dean of intent to seek advancement in rank.

On or before December 1 – all promotion materials due to College Dean from the promotion applicant.

On or before February 15 – deadline for first meeting of the Committee on Rank and Advancement.

On or before April 1 – Recommendations from the committee and College Dean are due to the Vice President for Academic Affairs.

#### **4.5.4 *Committee on Rank and Advancement Procedures***

Each college will elect a representative to the Committee on Rank and Advancement in the fall term of each year, as needed. Representatives must hold the rank of full professor or where appropriate, senior faculty with the rank of Associate Professor. Upon receipt of the materials, the committee will select a member from a college other than that of the applicant to present each faculty member applying for advancement in rank. All members are expected to review materials from each applicant. Each applicant will be discussed at the conclusion of the committee member's presentation.

After all applicants have been reviewed and discussed the committee will vote on each application. The representative from the applicant's college will refrain from voting.

The committee member representing the applicant will write a letter on behalf of the committee to convey the results of the vote and provide evidence to support the committee's recommendation.

All committee recommendations will be reviewed by the committee, edited if necessary and then forwarded to the Vice President for Academic Affairs.

### **4.6 Separation**

At times the University or individual faculty members may find it necessary to sever their relationship. To protect the interests of both parties, categories of separation are here defined, and the policies and procedures related to each are set forth.

#### **4.6.1 *Resignation***

A faculty member may terminate services effective at the end of an academic year provided that written notice is given at the earliest possible opportunity, ordinarily on or before December 31 but not later than May 15 (except faculty being evaluated for advancement in rank, where the deadline will be on or before June 15). A waiver of this requirement of notice may properly be requested only in case of documented hardship.



#### **4.6.2 Retirement**

There is no mandatory retirement age for faculty at the University. Some benefits upon retirement, however, do have contract and service limits. Individuals who are planning to retire are requested to notify the Vice President for Academic Affairs, the College Dean and the Director of Employee Services at least six months prior to the planned retirement date. The Director of Employee Services will provide the individual with information about employee benefits upon retirement. Any ranked faculty member at the University who is eligible to retire, and who will be retired, shall be deemed to have been separated from service to the University in good standing.

Continued participation in the educational community of the University is offered to retired faculty members. This may include invitations to:

1. Attend social activities;
2. Attend special educational programs or lectures and sports or other student activities;
3. Serve as a guest lecturer or resource person in an area of expertise;
4. Take tuition free courses in any College at the University on a space available basis;
5. Utilize University services such as the Library on a non-priority basis.

Any ranked faculty member at the University who is eligible to retire, and who will be retired, shall be deemed to have been separated from service to the University in good standing.

#### **4.6.3 Renewal/Non-Reappointment of Full-time Faculty Members**

The Vice President for Academic Affairs, on behalf of the President, issues or renews contracts annually as applicable to full-time faculty members whose relationship with the University are being renewed.

For a full-time faculty member appointed pursuant to a One-Year Term Contract, written notice that the appointment is not to be renewed will be given not later than May 1st to the faculty member by the Vice President for Academic Affairs. If, however, the contract is to be renewed, the Vice President for Academic Affairs may issue a Two-Year Rolling Contract to the full-time faculty member in accordance with the procedures listed below. If a Two Year Rolling Contract, however, is not offered, the faculty member may be offered at the discretion of the University to continue on a One-Year Term Contract or be issued a notice of non-renewal.

For a full-time faculty member appointed pursuant to a Rolling Two-Year Faculty Contract, renewal will be extended unless written notice is given to the faculty member by the Vice President for Academic Affairs prior to the Spring Term annually, by December 31 in a given year, stating that the two-year term of employment has not been extended. In the event that the contract appointment is not extended, all compensation and benefits and requirements of the contract will remain in effect until the expiration of the then current term of the contract.

The Vice President for Academic Affairs will typically notify faculty members of the terms and conditions of their renewals on or before August 1<sup>st</sup>. Contracts must be signed and returned to the Office of Employee Services within thirty days after the faculty member receives notification of

his/her appointment for the coming year. Contracts not returned by the specified deadline will not be considered binding on the University.

Please note that the notification dates above do not apply to administrative, part-time faculty or special appointment faculty appointment contracts.

The Vice President for Academic Affairs and President's decision not to reappoint a faculty member may not be discriminatory or violative of academic freedom.

#### **4.6.4 Corrective Discipline and Dismissal for Cause**

The University reserves the right to terminate a full-time or special status faculty member's contract for cause or for non-performance. Dismissal for cause is a severance action by which the University terminates its appointment with the faculty member for just cause. Any faculty member is subject to action under this policy. Dismissal for cause must be directly and substantially related to the fitness of a faculty member to continue their professional capacity. Dismissal shall not be used to restrain a faculty member's academic freedom.

##### **4.6.4.1 Grounds for Corrective Discipline or Dismissal for Cause**

Grounds for corrective discipline or dismissal for cause include non-compliance with University policies or procedures or any activity that compromises the faculty member's effectiveness or the University's reputation. Examples include, but are not limited to, demonstrated incompetence or dishonesty in teaching or research, to substantial and manifest neglect of duty, and to personal conduct which substantially impairs the faculty member's fulfillment of his or her institutional responsibilities or the University's reputation.

##### **4.6.4.2 Conduct Review Procedures**

###### **Step 1 – Meeting with College Dean**

When a reason arises to question whether or not the University should continue to employ or discipline a faculty member, the faculty member's College Dean shall ordinarily discuss the matter informally with the faculty member in a personal conference. Given the informal nature of the meeting, legal counsel shall not be permitted to attend.

As a result of the conference, the matter may be ended by mutual consent. If a mutual resolution is reached, the College Dean shall inform the Vice President for Academic Affairs, Employee Services, General Counsel, and the President of the proposed resolution. If the case is mutually resolved, there will be no right of appeal.

###### **Step 2 – Meeting with Vice President for Academic Affairs**

If the matter is not mutually resolved during the conference with the College Dean, the matter will be forwarded to the Vice President for Academic Affairs. The faculty member will be given advance notice of the conduct at issue and then be afforded the opportunity to meet with the Vice President for Academic Affairs to discuss the matter, submit evidence, and attempt to reach a mutual resolution. Legal counsel shall not be permitted to attend the meeting. If a mutual resolution is reached, the Vice President for Academic Affairs shall inform Employee Services, General Counsel, and the President of the proposed resolution. In such cases, there will be no right of appeal. Any

monetary resolution or severance will be subject to the approval of the President and Board of Trustees.

If a mutual resolution cannot be reached, the Vice President for Academic Affairs in collaboration with appropriate impartial University personnel assigned by the President will conduct an investigation (including a review of evidence submitted by the faculty member) and determine whether the faculty member's conduct warrants discipline and, if so, if the conduct at issue is severe enough to warrant suspension or dismissal. If the investigation finds that the faculty member's conduct does not warrant suspension or dismissal but necessitates the imposition of progressive discipline, the Vice President for Academic Affairs, in consultation with the faculty member's College Dean, Employee Services, and General Counsel, will issue an appropriate progressive discipline sanction.

Note: Allegations rendered against a faculty member that he or she has violated the University's Sexual and Gender-Based Misconduct Policy will be investigated and resolved pursuant to the procedures outlined therein.

## **4.7 Faculty Rights and Responsibilities**

### **4.7.1 Faculty Rights**

#### **4.7.1.1 Academic Freedom**

The principles of academic freedom protect the freedom of inquiry and research, freedom of teaching, and freedom of expression and publication within the bounds of professional, ethical, contractual, and legal behavior. Accordingly, members of the Lynn University faculty are entitled to academic freedom within the classroom, as well as in their research and publication activities.

The University has confidence in the educational preparation and expertise of its faculty and allows them freedom in developing course content and teaching and testing methodology within their field of study, so long as course objectives are met. In exercising this freedom, the faculty member should be careful not to introduce into instructing controversial matters which have no relation to the faculty member's subject. The college teacher is a citizen, a member of a learned profession, and an employee of an educational institution. When the faculty member writes or speaks as a citizen, the faculty member should be free from institutional censorship or discipline, but the faculty member's special position in the community imposes special obligations. As an individual of learning and an educator, the faculty member should remember that the public may judge the faculty member's profession and the University by the faculty member's utterances. Hence, the faculty member should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not an institutional spokesperson.

Freedom in research is fundamental to the advancement of truth and Lynn University faculty members are entitled to full freedom of inquiry and research and in the publication of the results. Research for pecuniary return, however, should be based upon an understanding with the President of the University.

With respect to both the teaching and research aspects of academic freedom, faculty are subject to the adequate performance of their other academic duties as specified in their contract, Volume IV of the *Lynn University Policy Manual* or by their immediate supervisor.

Faculty members who believe their academic freedom rights have been violated should refer to the Faculty Grievance Policy for additional information.

#### **4.7.1.2 Faculty Grievances**

All full-time members of the faculty may use the Faculty Grievance Policy for grievances only within the academic affairs area. A faculty grievance is a complaint by a faculty member about unfair treatment in his or her work (i.e., alleged violation of a faculty member's academic freedom, course scheduling issues, etc.) by a person exercising academic authority, such as a College Dean, the Vice President for Academic Affairs, or other academic officer. On those occasions when a faculty member believes that he or she has been treated unfairly by persons exercising authority in some other area of the University, the faculty member is encouraged to use the Employee Open Door and Shared Values Policy outlined in Volume III of the *Lynn University Policy Manual*.

Determination or content of a policy, procedure, rule or regulation appropriately promulgated by the University or the University governance system may not be the object of a grievance. Nor may normal actions taken or recommendations made by University officials or committee members acting in an official capacity in the grievance process be grieved. Finally, the failure to satisfy the grievant after the grievance process has been completed is not grievable.

#### **Procedures**

All grievances must be pursued by using the existing lines of authority. The first step is for the grievant to take the matter to the faculty member's College Dean, who shall in turn inform Employee Services of the grievance, within fifteen days of the action(s) serving as a basis for the grievance. The faculty member's College Dean shall review the matter and offer a proposed resolution within fifteen days of receipt of the grievance. If no resolution occurs at this level, the grievant next takes the matter, within fifteen days of receipt of the College Dean's decision, to the Vice President for Academic Affairs. If the Vice President for Academic Affairs is the subject of the grievance, the President may designate an appropriate individual to attempt resolution of the grievance.

The Vice President for Academic Affairs shall review the record and respond within fifteen days. If the Vice President for Academic Affairs is unable to resolve the matter to the satisfaction of the grievant, the grievant next takes the matter to the President of the University. The appeal to the President must be filed by the grievant within fifteen days of receipt of the Vice President for Academic Affairs' proposed resolution.

The President of the University shall review the record and respond within fifteen days as to the final disposition of the grievance within the University. At the discretion of the President, an ad hoc hearing committee may be established to hear the matter and offer a recommendation to the President. The decision of the President of the University is final, except as provided below.

#### **President as Party to the Action**

If the President of the University is a direct party to the grievance in the first instance, the grievant(s) may file an appeal, beyond that provided above, within fifteen calendar days of the receipt of the President of the University's decision. Such an appeal is filed with the Chair of the Board of Trustees. The Executive Committee of the Board of Trustees will then review the record of

the case at its next meeting and will render a final decision on the grievance within fifteen days of that meeting to all parties. In case of any discussion over Presidential involvement, the Executive Committee of the Board of Trustees shall be the sole judge of such involvement. The decision of the Executive Committee of the Board of Trustees is final.

## **4.7.2 Faculty Responsibilities**

### **4.7.2.1 Role of Faculty**

The University's Mission guides service, scholarly activity including research, and ongoing professional development to allow the faculty, in conjunction with the entire University community, to fulfill its purposes: facilitating student-centered learning and fostering the intellectual life of the University. Since it is the faculty who most directly determine, implement and execute academic policies, their role in this area is a vital one. The primary vehicle for initiation of academic action is the Academic Council. It is each faculty member's duty, responsibility, and privilege to work actively and, energetically, and strive for academic excellence through ongoing evaluation of academic policy.

### **4.7.2.2 Professional Responsibility**

All faculty are expected to support and advance the mission and goals of the University and to maintain high standards in their professional related activities. The professional responsibilities of full-time faculty members are generally evaluated according to the broad categories of teaching, scholarship and creative activity, and service. While the relative emphasis given to these activities may vary during an individual's career, these responsibilities require that faculty members teach students, colleagues, and members of the broader community.

The University faculty members should provide teaching, service, and scholarly activity, based on individual expertise, to their students, their department, fellow departments and units within the University, in addition to their profession, and community. These activities include academic and other advising, sponsoring of students and other organizations; laboratory and facility management; involvement in departmental, college and University committees; participation in faculty governance bodies; involvement with local, state, national and international bodies, and such other incidental professional services as, in the judgment of the Vice President for Academic Affairs, the needs of the University require.

### **4.7.2.3 Educational Responsibilities**

The responsibilities of the faculty center on the University's commitment to quality education as expressed in its Statement of Purpose. These responsibilities may be generally defined as:

1. Sustaining a close relationship with students to provide the necessary academic counsel;
2. Providing a model of professional development to encourage students' personal intellectual development;
3. Assuming an active involved role in the life of the University community as well as the community at-large;

4. Assuming personal responsibility for creating an appropriate academic environment by enforcing academic policies and standards; and
5. Supporting the University's commitment to teaching and learning.

Teaching Faculty's Responsibilities also include:

1. Maintaining high academic standards within the classroom;
2. Devising and revising curricula designed to prepare students to obtain rewarding work and to lead meaningful lives;
3. Carefully and conscientiously advising students, on an ongoing basis, as to their academic program and career goals;
4. Fulfilling day-to-day responsibilities to facilitate the work of academic administrators;
5. Promoting and developing the academic programs in one's area of expertise; and
6. Energetically contributing to the work of academic committees in formulating academic policy.

Another aspect of professional conduct associated with teaching effectiveness is the willingness to meet deadlines and adhere to established academic procedures. It is expected that requests for syllabi, grades, and other assignments will be met with a timely response.

All faculty are expected to exhibit professional conduct and performance of their assigned tasks, a desire for professional growth and development, interest in community and public service, and desirable personal qualities. The specified duties of each faculty and administrative staff member may include teaching assignments in day and evening courses as well as academic advisement.

It shall also be noted that no full-time faculty member or academic administrator shall engage in any occupation, activity or endeavor which will interfere with or detract from the regular punctual discharge of his/her assigned duties. Acceptance of an outside teaching position for remuneration requires written approval from the Vice President for Academic Affairs. Please refer to the Outside Employment policy below for additional information.

All faculty are expected to know and conform to all rules and regulations of the University concerning their assigned responsibilities and duties, including but not limited to those policies, rules and regulations set forth in Volumes II, III, IV, and V of the *Lynn University Policy Manual*. In addition, said faculty and staff shall be expected to perform their assigned duties in a manner appropriate to their professional status so as not to bring discredit upon themselves, their colleagues, the students, or the University.

The administration invites attendance and active participation of all faculty members at social, academic, civic and other events sponsored by the University. It is recognized that part-time faculty members may be prevented by other duties from taking part in many University activities, but they are urged to attend whenever possible.

#### **4.7.2.4 Academic Unit Monthly Meetings**

Faculty members are required to attend monthly meetings scheduled by their academic unit and to

participate accordingly.

#### **4.7.2.5 Academic Council Meetings**

Full-time faculty are required to attend meetings with the Academic Council and to participate accordingly.

#### **4.7.2.6 Attendance at University Functions**

Faculty presence is required at the annual Convocation and at Graduation. Faculty attendance in proper designated garb (usually cap and gown) is required for convocations and graduation.

#### **4.7.2.7 Committee Service**

It is a tradition at the University that faculty participate continually with each other and with other members of the University community in meeting the shared needs of their discipline, their College and/or the University as a whole. A full-time faculty member is expected, not only by the University but also by his or her colleagues, to be available for group involvements and willing to contribute productively to them. When invited to share in the work of an ad hoc group, faculty make a decision to join or not to join in light of this tradition and also in light of their other University commitments.

### **4.8 Faculty Development**

Lynn University recognizes that faculty development is an important component of the overall academic environment. The University desires that its faculty members continue to improve and develop, thus contributing to enriched and improved educational programs.

The University will provide full-time faculty members the opportunity to continue their professional development throughout their careers. There could be several different means of accomplishing this goal such as participation in professional meetings, additional graduate work in the discipline, leaves of absence for study and other scholarly activity. It is important that individual faculty members take the initiative in developing and promoting their own growth as teachers, scholars, and especially in professional and occupational fields, as practitioners and consultants.

The institution is committed to encouraging professional growth, and it supports individual full-time faculty members by providing financial assistance for educational travel and professional meetings, free time for attending these meetings, and when deemed appropriate financial assistance for advanced study costs. In addition, faculty are urged to become active in various civic and cultural organizations, and they may be called upon to represent the University at certain functions. An ongoing concern of the faculty is how best to incorporate educational innovations and techniques for maximum teaching effectiveness. Similarly, current educational issues are frequently the topic of faculty discussion. The University makes no rigid demands for research and/or publication; instead it allows a faculty member the freedom for individual growth and development. It expects, however, that the professional growth of faculty will be reflected in classroom performance and professional activity at the University.

#### **4.8.1 Faculty Travel Policy Guidelines**

The University's commitment to professional growth of its faculty is reflected in the following policy guidelines:

1. The University encourages full-time faculty to attend meetings of professional organizations and learned societies, conferences, and symposia. Faculty are encouraged to present papers. For reimbursement of expenses, prior approval must be obtained from the appropriate Dean and the Vice President for Academic Affairs.
2. The University will reimburse travel expenses to approved meetings in accordance with the University's Travel Expenses Policy.

Budgetary considerations may restrict the number of approved travel requests in an academic year. Faculty members should determine their needs and submit formal written requests to their Dean as early as possible in the academic year.

#### **4.8.2 Organizational Memberships**

Based on availability of funding and prior approval by the Vice President for Academic Affairs, the University will reimburse full-time faculty for one membership per year in a professional organization related to the faculty member's field of teaching.

#### **4.8.3 Sabbatical Leave**

Qualified faculty members may request a paid/unpaid sabbatical for up to a period of one semester for various professional purposes related to the mission of Lynn University. Such purposes may include the following: honorary guest lectureships (Fulbright), sponsored research, academic program development, writing a book, or special assignment by the President or Vice President for Academic Affairs.

##### **4.8.3.1 Minimum Qualifications**

To be eligible for sabbatical leave, the following minimum qualifications must be met:

1. Terminal degree; and
2. Professor with ten years experience at Lynn University; or
3. Associate Professor with fifteen years experience at Lynn University.

Faculty members considering requesting a sabbatical must submit an application, in writing, to the applicable Academic Dean at least six (6) months prior to the requested time for the sabbatical for processing. Upon recommendation of the Dean the application is submitted to the Vice President for Academic Affairs who then makes a recommendation on the application to the President.

Each Application must include the following information:

1. How the request is in keeping with the mission of Lynn University;
2. Description of lecturing responsibilities/professional development purpose and outcome expected;



3. Accompanying letters of documentation;
4. Dates and costs of travel and source of payment.

Approval of the application by the President and Vice President for Academic Affairs is mandatory, and is subject to their sole discretion.

Applicants are requested to assist the administration in securing replacement faculty.

Faculty exchanges are encouraged as a potential source of replacement faculty, assuming all their required credentials are in order.

#### **4.8.3.2 Obligations**

It is the policy of Lynn University that a Sabbatical is considered to be a privilege and not a right. As such, participants must be pre-approved, funds must be available, and participants must sign a Sabbatical Contract. Normally, the participant must agree to either (a) continue in the service of Lynn University for a minimum of one year for each year (or equivalent thereof) of benefits utilized; or (b) reimburse Lynn University for the costs incurred. These terms will be specified in the contract.

#### **4.8.4 Educational Assistance Program**

The University may reimburse a full-time faculty member 50% of the tuition cost for advanced course work at other educational institutions, provided that:

1. At least one year of service has been completed as a full-time member of the University faculty;
2. Such course work is considered relevant to the faculty member's professional responsibilities at the University;
3. Prior approval for each course or program has been obtained in writing from the appropriate Dean and the Vice President for Academic Affairs;
4. The faculty member submits an official transcript and tuition payment receipt after completion of the course(s); and
5. The faculty member remains in good standing at the institution attended.

In addition to the above, full-time faculty are eligible to participate in the Educational Benefit Programs outlined in Volume III, Section 3.6.8 of the *Lynn University Policy Manual*.

#### **4.8.4.1 Obligations**

It is the policy of Lynn University that an Educational Assistance Program is considered to be a privilege and not a right. As such, participants must be pre-approved, funds must be available, and participants must sign an Education Assistance Program Contract. Normally, the participant must agree to either (a) continue in the service of Lynn University for a minimum of one year for each year (or equivalent thereof) of benefits utilized; or (b) reimburse Lynn University for the costs incurred. These terms will be specified in the contract.

## **4.9 Faculty Workload and Working Conditions Policies**

### **4.9.1 Faculty Workload Policies**

A full-time faculty workload includes the assigned teaching load and other assigned responsibilities (advising, service to the University and/or community, scholarly activity, and ongoing professional development) which contribute to respective College and University goals, the mission of the University and overall institutional effectiveness. Deans, in collaboration with faculty members, should make efforts for a reasonable assignment of faculty workload responsibilities.

#### **4.9.1.1 Teaching Load**

The teaching load for full-time faculty shall be indicated in the applicable faculty contract. In courses that have more contact hours than credit hours (for example, lab courses, practica, and internships), faculty compensation shall be .75 load hours for each contact hour. The normal teaching load may be reduced if additional duties and responsibilities are assigned by the Vice President for Academic Affairs upon consultation with the President. The calculation of instructional loads takes into account such factors as the number of preparations, the number of students, the nature of the subject, and the availability of help.

#### **4.9.1.2 Teaching Overload**

Full-time faculty may be offered an overload course or section as deemed appropriate by the Dean of the College. Compensation for an overload course or section will be paid at the appropriate stipend. No full-time faculty member may teach more than two overload courses at one time without prior approval from the Office of Academic Affairs. Teaching LYNN 101 is excluded from this policy.

#### **4.9.1.3 Office Hours**

Each faculty member is required to keep regular office hours, a minimum of eight hours distributed over at least four days per week and may include virtual office hours with approval of the applicable Dean. These scheduled hours must be posted for student information purposes and copies submitted to the office of the appropriate Dean.

#### **4.9.1.4 Summer Teaching**

Positions will be offered to faculty as the need arises per summer course. Such teaching will be for the appropriate per-course stipend unless the faculty member's yearly contract states otherwise. Summer appointments are voluntary on the part of faculty members. All proposed summer course offerings must have approval of the respective Dean.

#### **4.9.1.5 Part-Time Load**

Part-time faculty members are employed to teach specific courses in a given term. Employment of a part-time faculty member in any given term does not guarantee employment in any subsequent term. In certain instances, however, a part time instructor may be employed for the entire academic year. The

approved full stipend will only be authorized for courses in which a minimum of eight students is enrolled.

The University recognizes that while part-time faculty are employed to teach one or more courses in a given semester but no more than 9 to 12 credit hours per semester, a concomitant responsibility exists that goes beyond the classroom. Each instructor must agree to provide a means for being contacted by students if questions should arise. This can be done by providing students with a telephone number and/or allocation of some pre-class or post-class time for addressing these questions.

#### **4.9.1.6 Advising Students**

The faculty member is also responsible for advising assigned students. Faculty members who are not selected to serve as advisors are required to have a teaching load of 27 hours per year.

#### **4.9.1.7 Stipends**

##### ***4.9.1.7.1 Full-Time and Overload Stipends***

Yearly stipends for full-time faculty are payable over twelve months. Stipends for overload teaching assignments are payable throughout the overload contract term. The stipend for Summer Term teaching is payable in one installment and payable at the end of the Summer Term.

##### ***4.9.1.7.2 Part-Time and Overload Stipends***

Part-time faculty members are compensated on a per-course basis, as are members of the full-time faculty who teach overload courses; i.e., courses in addition to their regular teaching load. The approved stipend will only be authorized for courses in which a minimum of eight (8) students are enrolled.

Overload agreements for specific courses each semester or term are determined after official class rosters have been submitted to the Registrar's Office, official class requirements have been met, and approval granted by the College Dean.

#### **4.9.1.8 On-Line Learning**

See Appendix.

### **4.9.2 Faculty Working Conditions**

#### **4.9.2.1 Outside Employment**

Lynn University is committed to providing its faculty with an open and productive environment in which to meet their teaching, research, service, and advising responsibilities. Lynn University recognizes that it is in its interest that members of the faculty have outside service, business, and professional interests. These interests, however, should enhance one's role as a member of the Faculty and not compromise one's ability to meet one's University responsibilities.

A conflict of interest may take many forms but arises when a faculty member might be able to use his or her Lynn University position to influence the University's business decisions in ways to give improper financial advantage to oneself, a family member, or associate. Faculty members must

disclose all conflicts of interest in accordance with the University's Conflict of Interest Policy (see Volume III, Subsection 3.3.7 of the *Lynn University Policy Manual*).

An appointment as a full-time member of the faculty carries primary professional responsibility to Lynn University and, therefore, faculty members must avoid a conflict of commitment. A conflict of commitment occurs when a faculty member's commitment to external activities impedes his/her capacity to meet University responsibilities

### **Disclosure Process**

It is expected that Faculty members will adhere to commonly accepted principles of ethical and professional conduct to identify Conflicts of Interest or Conflicts of Commitment.

Faculty members are obligated to disclose Conflicts of Interest/Conflicts of Commitment as they arise to their College Dean. The College Dean will, in turn, notify the Vice President for Academic Affairs. In the event the faculty member has any question relative to the existence of a Conflict of Interest/Conflict of Commitment, the faculty member is obligated to disclose same to his or her College Dean who will in turn, notify the Vice President for Academic Affairs. Failure to disclose potential Conflicts of Interest/Conflicts of Commitment will result in sanctions, including but not limited to, termination.

#### **4.9.2.2 Political Involvement**

Faculty members, as citizens, are free to engage in political activities. Any member of the faculty who wishes to engage in direct political activity which will involve a substantial amount of time away from the performance of the University responsibilities (e.g., holding or running for political office, managing a campaign, directing group action on behalf of a political candidate or issue) is expected to work out a mutual agreement for leave of absence as set forth in Volume III of the *Lynn University Policy Manual* before undertaking such activity. The terms of such leave of absence will be set forth in writing. In addition, faculty members are reminded that as employees of a non-profit institution, they must adhere to the University's Political Activity Policy (see Volume II of the *Lynn University Policy Manual*).

#### **4.9.2.3 Academic Dishonesty and Plagiarism**

Plagiarism includes, but is not limited to, the taking over of the ideas, methods or written words of another individual, including those of students, without acknowledgment and with the intention that they be taken as the work of the deceiver. Plagiarizing the work of another, particularly the work of one's students, is the antithesis of the honest labor that characterizes true scholarship and without which mutual trust and respect among scholars is impossible.

Accordingly, every faculty member should scrupulously recognize all intellectual debts owed, be they in the form of ideas, methods or expressions, by means of an appropriate form of communication and acknowledgment. Any discovery of suspected plagiarism shall be reported to the appropriate College Dean as appropriate and the Vice President for Academic Affairs.

Scholars must make clear the respective contributions of colleagues on a collaborative project, and professors who have the guidance of students as their responsibility must exercise the greatest care not to appropriate a student's ideas, research, or presentation to the professor's benefit; to do so is to abuse

power and trust. Any faculty member who engages in plagiarism or academic dishonesty is subject to corrective discipline and/or dismissal for cause.

## **4.10 Faculty Leaves and Benefits**

The University offers a comprehensive and valuable package of fringe benefits to its faculty members. Information about the University's leave and benefits programs, including general eligibility requirements, are summarized in Volume III, Subsection 3.5 and 3.6 of *the Lynn University Policy Manual*. In addition, please contact the Office of Employee Services for additional information regarding the University leaves and benefits.

### **4.10.1 General Overview of the Curriculum Process**

#### **4.10.1.1 Curriculum Development**

The following steps outline the curriculum development process:

1. New courses, new programs or modifications to existing courses and programs generally begin with the faculty of a department or program.

The first step in the process is to have the developed proposal discussed and approved by the department offering the course and/or program.

Note: New curricula or modifications to existing curricula should be tied to program, college and University learning outcomes and developed with consideration of the strategic action plan created during the most recent program review.

Dialogue planning undergoes separate and parallel review by the Dialogue and Core planning committee.

2. After department approval, curricular proposals are reviewed and approved by the Curriculum and Academic Standard Committee of the college within which the department proposing the new or modified curriculum resides. After this review, the Dean of the College must review and approve or disapprove all curricular proposals.
3. Once College Curriculum and Academic Standard Committee and Dean approval has been obtained; the proposals are submitted to the Curriculum and Academic Standards Committee for review and recommendations.
4. Curriculum and Academic Standards Committee forwards the proposal to the Office of Academic Affairs and their comments supplement those received from the Deans Council.
5. After the proposal is submitted to the Office of Academic Affairs for review, recommendations are made to the Academic Council.
6. Vice President for Academic Affairs forwards the approved change to the President and Registrar.
7. All substantive curriculum proposals are subject to and will not be considered in effect until approved by the Board of Trustees and President of Lynn University.

## **4.10.2 Responsibilities and Roles**

### **4.10.2.1 The Role of the Faculty in Regard to Curriculum**

The full-time faculty has a professional responsibility to define and offer a curriculum of the highest academic quality. In some fields, this professional responsibility is exercised within accrediting guidelines developed and enforced by professional associations. This professional responsibility cannot, by its very nature, be delegated. The faculty, charged by their College Dean therefore, has primary responsibility for making curricular recommendations to the Curriculum and Academic Standards Committee. Faculty appropriately have this responsibility because they possess the expertise to judge best whether courses, majors, and programs adhere to scholarly standards.

Curricular matters for which faculty should have make recommendations are:

1. The initiation of new academic courses and programs, and the discontinuance of academic courses and programs;
2. Course content, including choice of texts, syllabus design, assignments, course organization, and methods of evaluating students;
3. The designation of courses as degree or non degree applicable, lower or upper division, or graduate level;
4. The adoption, deletion, or modification of requirements for degree major programs, minor programs, formal concentrations within programs, credential programs, and certificate programs.

### **4.10.2.2 The Role of the Colleges**

Colleges should appoint a Curriculum and Academic Standard Committee, with representation from all departments, to review the proposals being forwarded by each department. Each College and the Conservatory should have two representatives. On matters requiring a vote, each College receives one vote.

### **4.10.2.3 The Role of the College Curriculum Chairs**

Each college, in accordance with accepted policy, should select a person experienced in the curricular process to serve as Chair of the college Curriculum and Academic Standard Committee. The Chair should have knowledge of the department and college/program curricular processes. Chairs will be responsible for submitting all curricular changes, revisions, additions, and deletions to their Dean for action.

### **4.10.2.4 The Role of the College Curriculum and Academic Standard Committees**

The college Curriculum and Academic Standard Committee is responsible for reviewing all proposals from departments within the college for their academic merit and relationship to the undergraduate and graduate programs (where applicable) of other departments and the college as a whole. The committee shall also be responsible for reviewing proposals to avoid duplication across departments in other colleges/programs for maximum utilization of resources.

Notifications, such as course title or course number changes and minor changes to the course description, will be decided on by the College Curriculum and Academic Standard Committee and be sent directly by the College Dean to the Registrar.

A member of the College Curriculum and Academic Standard Committee, preferably the chair, is expected to serve on the Curriculum and Academic Standards Committee.

#### **4.10.2.5 The Role of the Deans**

Deans should send annually to the Curriculum and Academic Standards Committee Chair a list of all newly appointed curriculum chairs. Every curricular proposal shall be submitted by the University Curriculum and Academic Standard Committee to the Dean of the College for approval or disapproval. The Dean's approval shall be based on the determination that the proposal is consistent with plans for the long-range development of the College and University, that all resource implications of the proposal (teaching positions, space, equipment, supplies, staff) have been considered carefully, and that resources are available and committed for new courses and/or programs.

#### **4.10.2.6 The Role of the University Curriculum and Academic Standards Committee**

All final curriculum proposals will be submitted by the proposing College to the Curriculum and Academic Standards Committee.

The Curriculum and Academic Standards Committee will review all proposals for academic merit, consistent rigor, and potential overlap and/or duplication with existing courses and programs, and make recommendations. (Changes in course coding/numbers should be referred directly to the registrar.)

The Curriculum and Academic Standards Committee will forward its recommendations directly to the Vice President for Academic Affairs and to the Academic Council.

#### **4.10.2.7 The Role of the President and Board of Trustees**

All final curriculum proposals are subject to and will not be considered in effect until approved by the Board of Trustees and President of Lynn University.

## **Appendix: Philosophy of Instruction**

Since a faculty member's primary responsibility is the enhancement of learning through effective teaching, the performance of this duty is of central concern to the University. While it is recognized that a rigid definition of effective teaching is neither possible nor desirable, certain components of the term as it applies to Lynn University can be identified.

### **Effective Teaching**

Effective teaching includes an enthusiasm for subject matter and a concern for students as individual learners. It requires knowledge and expertise in the field of study, enhanced by continuing professional development.

An effective teacher:

1. Appreciates both subject matter and students;
2. Demonstrates enthusiasm for teaching and learning;
3. Recognizes that the learning process is enhanced by an active rather than passive learning environment;
4. Is aware of the various learning stages and styles, and their effect on individual student learning;
5. Recognizes the need to be innovative and open-minded;
6. Recognizes that student rapport is essential to the learning process;
7. Strives to keep abreast of developments within the discipline and the field of teaching and learning;
8. Maintains high academic standards.

### **Undergraduate Curriculum**

The University believes that a liberal arts education is an essential foundation for, and complement to, its many career-oriented programs. General education and study in the major contribute to achievement of the University's overall educational purpose: to produce graduates who possess knowledge, confidence, competencies, and ethical consciousness to assume positions of responsibility and leadership as productive, global citizens prepared for life-long learning.

General education knowledge and academic skills are developed within a diverse learning community of students and faculty to foster diversity of thought and the opportunity to integrate varied perspectives, experiences, and breadth of learning. The major provides in-depth learning within a discipline or group of disciplines and further develops perspectives and academic skills. General education and education in the major contribute to students' attainment of the following baccalaureate degree competencies:

### **Perspectives**

1. Acquisition of an outlook that shows reflective respect for individual differences, diversity of opinion and thought, multicultural and global awareness, and breadth and depth of learning.



2. Cultivate the development of values and ethical consciousness for responsible participation in a complex, changing society.
3. Awareness of and appreciation for people, cultures, and contemporary issues to prepare for participation in global transformations.
4. Breadth of learning in a variety of disciplines that informs judgments and encourages inquiry.
5. Depth and application of learning in a discipline or group of disciplines (mastery of specialized knowledge) to effectively serve and lead in one's chosen profession.
6. Preparation of graduates for positions of responsibility and leadership as productive global citizens who value life-long learning.

### **Academic Skills**

1. Communication: Reading, writing, speaking, and interpersonal/relationship skills.
2. Mathematical Computation: Computing, interpreting, and drawing conclusions from quantitative data.
3. Computer Technology: Using computing hardware and software applications as tools in personal and professional environments.
4. Information Literacy: Identifying, locating, evaluating and using relevant information.
5. Intellectual Strategies: Problem solving, critical and creative thinking, and inquiry.

### **Graduate Curriculum**

Core Competencies for All Master's and Doctorate Degree Programs:

Understand the dynamic nature of our contemporary transformation into a global society.

1. Demonstrate effective leadership in addressing the ensuing opportunities and dilemmas.
2. Make choices that foster innovative alternatives to address changing needs.
3. Develop advanced competencies in critical thinking and analysis that will enable them to use and contribute to a variety of knowledge bases.

## **Appendix: Examples of Discipline Based Scholarship**

### **Discipline Based Scholarship for Business and Hospitality**

#### **LEVEL 1**

- Discipline based article in peer-reviewed journal
- Editor of Discipline based peer-reviewed journal
- Published book involving research or theory (not a textbook)

#### **LEVEL 2**

- Discipline based article in editor reviewed journal
- Editor of published book or collection of readings
- Published chapter in discipline based book (not a textbook)
- Discipline based presentation/proceedings at a national conference
- Funded grant/fellowship for discipline based research

#### **LEVEL 3**

- Discipline based presentation/proceedings at regional conference
- Discipline based presentation to national professional association
- Discipline based presentation to a regional/local association
- Individual presentation at another college/university
- Panelist at discipline based presentation
- Discipline based paper/book/software reviewer

## **Discipline Based Scholarship for Humanities, Social Science, Scientific, and General Academic Research**

### **LEVEL 1**

Publications

Ranked journal peer Reviewed Article Book

Workbook/study guide (major publishing house) Quantity of peer reviewed pubs

Recentness of peer reviewed pubs

At least one first authorship editor of journal Citation factor

Competitive

National funded research Invited plenary/keynote Speaker

### **LEVEL 2**

Publications

Unranked journal Peer Reviewed Article Book Chapter

Edited Book

Government or consultant report

Trade magazines (e.g. Psychology today) Grant reviewer

Editorial board

State or local funded research

Presentation at national, peer review conference

### **LEVEL 3**

Publications

Monograph, white Paper or position

Paper released by a National organization or scholarly forum Industry newsletter

Tests/instruments/clinical models Journal article reviewer

Presentation or panel at State/local conference

## **Discipline Based Scholarship for Donald E. and Helen L. Ross College of Education**

### **LEVEL 1**

Publications

Ranked journal peer reviewed article Book

Workbook/study guide (major publishing house) Quantity of peer reviewed pubs

Recentness of peer reviewed pubs At least one first authorship Editor of journal

Citation factor

Competitive national funded research Invited plenary/keynote speaker Presentation at an international conference

Long term professional development in school district

### **LEVEL 2**

Publications

Unranked journal peer reviewed article Book chapter

Edited book

Government or consultant report

Grant reviewer

Editorial board

State or local funded research

Presentation at national, peer review conference

Moderator at a conference

In service presentation in a school

### **LEVEL 3**

Publications

Monograph, white paper or position paper released by a national organization or scholarly forum  
Industry newsletter

Tests/instruments/clinical models

Journal article reviewer

Presentation or panel at state/local conference

Book reviewer

Poster session at a conference

**Discipline Based Scholarship for the Eugene M. and Christine E. Lynn College of  
International Communication**

**LEVEL 1**

Ranked journal peer reviewed article

Book published by an academic press

Journal editor

Published screenplay

Exhibition at nationally recognized gallery (photography, Graphic arts)

Film screened at national film festival (film, TV production, and animation)

Receiving a national award from academies in the field (film, drama, graphic arts, photography, animation)

Winning a national or regional advertising or public relations competition

Performing a major role in national recognized play, film or TV production

Producing a major role in a nationally recognized play, film or TV production

Producing a nationally recognized play

**LEVEL 2**

Unranked journal peer reviewed article Book published by popular press

Edited book

Journal section editor (i.e. Book review editor for peer reviewed journal)

Presentation at national or international conference/convention

Participation in national advertising or public relations symposia

Performing a supporting role in a nationally recognized play, film, or TV production

Producing a regionally recognized play

Exhibition at a regionally recognized gallery (photography, graphic arts)

Film screened at regional film festival (film, TV production, and animation)

Receiving a regional award from academies in the field (film, drama, graphic arts, photography, animation)

Participating in a nationally or regional advertising or public relations competition

**LEVEL 3**

Published conference proceeding

Chapter in edited book

Book review in a peer reviewed journal

Presentation at regional or local conference/convention

Performing in a locally recognized play, film or TV production

Producing a locally recognized play

Exhibition at a local public venue (photography, graphic arts)

Film screened at a local film festival (film, TV production, and animation)

Being nominated for a national or regional award from academies

In the field (film, drama, graphic arts, photography, animation)

Participating in a local advertising or public relations competition

Participation in regional advertising or public relations symposia

## **Discipline Based Scholarship for the Conservatory of Music**

Activity in any of the specialized areas below (performance, music theory/history, musicology, pedagogy, or composition) is valid for any and all conservatory faculty members.

### **Discipline Based Scholarship for Classical Music Performance**

#### **LEVEL 1**

Performances on major concert series, at conferences, festivals, and radio, web, or television broadcasts, in the international, national, regional, or local arenas.

Member of a major performing ensemble (orchestra, chamber group, etc.)

Recording (CD/DVD) on a recognized label.

Reviews in major media outlets (print, web, other) of performances or recordings listed above.

#### **LEVEL 2**

Performances on recognized concert series, conferences, festivals, and radio, web, or television broadcasts, in the international, national, regional, or local arenas.

Member of a recognized performing ensemble (orchestras, chamber group, etc.)

Reviews from recognized media outlets (print, web, other) of performances or recordings listed above.

#### **LEVEL 3**

Performance in on-campus concerts or recitals and for local organizations, conferences, and associations or community presenters.

Reviews from local media outlets of the above performance activity.

Disciplined based scholarship for music theory, music history, or musicology or pedagogy

Similar to expectations in Arts & Sciences disciplines (see Math, History, etc.)

Disciplined based scholarship for music composition

Similar to the three levels under performance, but with expectation of commissions in addition to performance, publication, broadcast, and recording activity of compositions and arrangements.

Examples of service to the profession:

- Chairing panels at conferences
- Serving on professional associations' committees
- Serving as planner for conferences
- Reviewing conference submissions
- Editing professional newsletters
- Providing students with opportunities to engage the professions (attending/presenting at conferences, supporting student research, off-campus performances and creative endeavors, engaging in chosen profession, etc.)

- Promoting students in their pursuit of fellowships, scholarships, graduate study, festival participation, competitions and service learning or volunteer opportunities
- Attending conferences
- Adjudicating competitions.



## **Appendix: Guidelines for Advising Students**

The University conducts a systematic and effective program of academic advising. Faculty must serve as qualified advisors who are assigned early in a student's program. It is essential that faculty advisors recognize the individuality of students and their particular needs and goals. Faculty advisors should be proficient in using data to help determine students' major fields of interest, should have access to each advisee's (student) records, and should have appropriate training or background and experience to carry out their responsibilities effectively.

### **Role of Advisors**

The role of a faculty advisor is crucial to the University's educational mission. As an educational community, the primary relationship for students should and must be with faculty in their roles as teachers and advisors. Faculty design curriculum and therefore are the best sources for guidance and counsel in academic matters. In this context, academic advising is teaching; an ongoing exchange between faculty and students in which faculty explain how and why courses, programs and other educational experiences are related to the needs and aspirations of students. Effective advising involves probing and exploring with students their understanding of themselves as learners and individuals and helping to foster their involvement within our community.

Within the academic advising process, faculty educate students on an individual basis about academic programs, policies and strategies for success while also encouraging students to be active, responsible and informed participants in the advising process.

Incoming students are assigned a faculty member based upon their academic and/or career interests. The faculty advising program requires that every student meet with his or her advisor on a regular and ongoing basis. The director of academic advising, who is also a member of the faculty, oversees the advising program and provides assistance to faculty and students and serves as a liaison between faculty, students and staff.

Academic advising goes well beyond assisting students with their semester schedule of classes. The role of the academic advisor includes, but is not limited to:

- Helping the student define his or her academic, intellectual, personal and career goals.
- Identifying courses and experiential learning opportunities that will help the student to achieve personal and professional goals.
- Being available and accessible to advisees and working with faculty to monitor students' academic status.
- Referring students to appropriate campus resources, including personal counseling when appropriate.
- Encouraging awareness of and involvement in cultural and social opportunities on campus for students.
- Learning the policies and requirements for graduation and clearly communicating them to advisees so that they will not be deficient in any University, College or departmental requirements.

Evening Division students are advised by a designated faculty advisor in the college of their major. After an initial interview and registration, students may register online for the following term.



## **Appendix: On-Line Learning Policies**

Courses developed for online delivery must be complete and meet standards for content, instructional approach, and software used for online delivery. A review process will ensure that these standards are consistently met at Lynn University.

### **Faculty Online Teaching Participation Criteria**

Faculty, who wish to participate in online learning for the first time, must contact the Instructional Design department to establish contact and familiarity with the support staff and to validate their knowledge of online instruction and/or schedule training for online course delivery. Workshops designed to familiarize individuals with online course-delivery software and online course development are offered periodically throughout the academic year. Training is also available on an ad-hoc basis in a private sessions with an Instructional Designer.

Prior to teaching an online course faculty members are required to be appropriately trained and familiar with Lynn University online policies. Faculty, who wish to participate in online learning for the first time, must complete the online training modules on the CII website. The CII website contains training modules designed to familiarize individuals with the software used for online courses, online teaching methodology, copyright and fair use in the online environment, and basic software training. These courses are offered periodically throughout the academic year.

### **Faculty Online Course Assignments**

Online courses are considered part of a Faculty member's course load. Faculty should be assigned to courses based on their qualifications and semester course load prior to the start date of each semester. Instructors must be contacted either by phone or email to confirm availability for each assignment well before the start date of the course. Due to the extensive time involved in online course development, it is suggested that at least three months be allowed for course development.

### **Collaborative Learning Model**

Lynn University subscribes to a collaborative learning model in all online courses. In order to facilitate this model the Discussion Board or other collaborative tool is a required component of all online courses. Online instructors are also expected to be reasonable available throughout the course using virtual technologies. It is suggested that one optional live chat session per week be made available in each online course.

### **Instructor Availability and Response Time**

Online instructors are expected to login to monitor their online course at least once each day in order to check for any student questions or issues. It is suggested that online instructors respond to student issues within 24 hours or 1 business day after the student has posted a question in the online course or submitted a question via email. It is also important to grade and return assignments in a timely manner. Lynn University encourages instructors to grade assignments within 72 hours of the due date and post the grade in the appropriate application. In order for students to learn from their work, all submitted assignments must be graded prior to the next assignment due date.

### **Course Assignments**

All written assignments must be submitted to the current online assessment tool with plagiarism detection enabled. In designated courses, faculty must assess prescribed assignments using

supplied rubrics. To submit, read, download, or assess assignments, both faculty and students need to authenticate using the Lynn University assigned username and faculty secure password.

### **Online Course Review Process**

Course Reviews are performed when a new course is initially developed for delivery and again every two years or as needed. Courses are reviewed by the Instructional Designer and an approval for the course is sent to the faculty member as well as the Dean of the respective College. See Course Review Form.

### **Term-based Ongoing Course Preparation**

A term-based faculty course preparation and update deadline is set by The Institute for Distance Vice-President for Academic Affairs. This date is usually one week prior to the course start date and is conveyed to the instructor and the College each term by the Distance Learning Support member. All courses must be checked for accuracy and updated by the respective instructor prior to the start of each term.

### **Online Course Monitoring and Observation**

Online courses will be observed to ensure quality of course content, instructor effectiveness, and proper use of course delivery system. The outcome of these observations will be shared with the instructor, College Dean, and Academic Vice-President (upon request).

### **Student Evaluation of Online Courses**

Students are surveyed concerning online course quality and faculty performance at near the end of each course. Survey data is compiled by the office of Institutional Research and is shared with the College Dean, and the relevant faculty member.

Students are asked to rate instructors on a number of performance variables including teaching, interpersonal, and administrative skills, and are asked questions regarding the distance learning medium and services.